

# IDS 2935: Exercise as Medicine

## Quest 2

### I. General Information

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#### **Class Meetings**

- Spring 2023
- Class 22496, Section 2SG1
- Day Period- MWF Period 3 (9:35 – 10:25 am)
- Location- FLG 265

#### **Instructor**

- Anna Gardner, PhD
- Office location: FLG 106H
- Email: [akgardner@ufl.edu](mailto:akgardner@ufl.edu)
- Office hours: MW 11:30 am – 1:00 pm or by appointment. \*PLEASE NOTE: Office hours will be held in person unless otherwise indicated by the instructor.

#### **Course Description**

Hippocrates once stated “eating alone will not keep a man well; rather he must also take exercise to produce health”. This mindset traversed centuries and continents, and in the 1970s, Westernized medicine initiated a strong focus on the role exercise played in prevention and treatment of chronic disease. To date, a plethora of research has demonstrated countless physiological, psychological, and emotional health benefits provided by an active lifestyle. Yet given this knowledge, our country continues to face the negative health repercussions given a relatively inactive, sedentary society. This Quest 2 course utilizes the disciplines of applied physiology, health education, medicine, healthcare economics, and government/public policy to explore the challenges associated with exercise as an everyday lifestyle among Americans. In this class, we will identify and investigate the role various entities (i.e. government, healthcare providers, insurance agencies, pharmaceutical companies) play in fostering exercise behavior. Learning techniques will include a mixture of philosophical discussion, literature review, self-reflection, interview, and qualitative thematic analysis. Class periods will utilize a high level of faculty-student engagement through qualitative research skill-building, faculty-led discussions, and lectures incorporating student-led literature reviews.

*Quest 2 pressing questions:*

- If exercise is medicine, why is our society plagued by inactivity and its associated negative health consequences?
- What entities do or should play a role in promoting an active lifestyle among Americans? What should this role be?

## Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences  
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

## Required Readings and Works

All of the media for the course, including videos, readings, and audio recordings are available through our Canvas course (see [www.elearning.ufl.edu](http://www.elearning.ufl.edu)). **Please note: Students are required to complete assigned readings and/or watch assigned videos BEFORE coming to class.** Much of our class time will center around discussion and it is imperative that students be prepared in order to facilitate worthwhile and meaningful conversation.

Materials and Supplies Fees: n/a

## II. Graded Work

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### Description of Graded Work

Graded Work	Point value
Reflections Papers	200
Quiz	30
Physician Interview	80
Group Presentation	120
<b>Total:</b>	<b>430</b>

**Reflection papers:** There will be a total of five reflections completed during the semester. The accompanying point values are noted below next to the description of each paper. Each reflection paper

must be submitted on Canvas as a Word document. Your paper should be at least one page in length (12 point, single-spaced, Times New Roman, 1" margins all around) and address each of the items listed.

1) Reflection on Exercise as Medicine (due 1/18). 30 points total.

Address the following questions:

- Prior to this course, what knowledge (if any) did you have of Exercise as Medicine?
- What are your own beliefs, perceptions, and ideas of Exercise as Medicine?
- What do you look forward to learning in this course about Exercise as Medicine?

2) Reflection on Qualitative Analysis (due 2/1). 50 points total.

Address the following questions:

- Provide detail on the methodology used to analyze the qualitative data
- Provide a summary of findings from the overall analysis
- What do you think about the overall findings? Did anything surprise you? Why or why not?
- What were some limitations to how the data was collected and analyzed?
- If you were to conduct analysis of a similar topic in the future, what would you change about your overall data collection and analysis design?

3) Reflection on Physician Interview (due 3/6). 40 points total.

Address the following questions:

- During the interview, what went well? What could have gone better?
- What questions elicited particularly interesting or useful data? What questions did not?
- What are your overall takeaways from the interview- Relevant to the process? Relevant to the findings?
- Considering what you learned and what was discussed during Week 7:
  - Do the interview responses of the physician surprise you? Why?
  - What about these responses do you think contributes to the physician's role in Exercise as Medicine?

4) Reflection on Group Presentation (due 4/7). 50 points total.

Address the following questions:

- How do you think you did working with this group compared with groups you've worked with in the past? What was the hardest thing for you personally about working in this group? What was the greatest challenge you had as a group?
- How balanced do you feel the efforts of the group members were? Did you divide the responsibilities within the group fairly? Was there one person who added more than his/her share to the group?
- If you had done this yourself, would the outcome have been better or worse? In what ways was the group more effective than an individual working alone would have been? What is one skill you have that you feel really benefitted the group?
- What changes would you recommend to make it easier for future groups to work effectively? Were you given adequate time to get to know each other and come together as a team? What took the most time deciding as a group? Why do you think it was a challenging decision?
- Considering what you learned and what was discussed during Week 7:

- Do the overall themes surprise you as they relate to the role of physicians in Exercise as Medicine? Why?
- What do these themes tell us in regards to the importance of medical education and physician training in enhancing Exercise as Medicine among physicians?

5) End of semester reflection (due 4/21). 30 points total.

Address the following questions:

- Describe your personal and professional growth throughout the semester, particularly in relation to Exercise as Medicine.
- Looking back at your responses to Reflection Paper 1, have your views on Exercise as Medicine changed since the beginning of the class? How so?
- Expand on your course experience, including how your knowledge of Exercise as Medicine will impact your future actions.

**Quiz** (30 points): There will be one quiz during the semester. The quiz will serve to assess your general understanding of *Exercise as Medicine*, specifically, the content covered the first week of class. The quiz will be given in class and consist of multiple choice, fill in the blank, true/false, and short answer questions.

**Physician Interview** (80 points): This experiential learning assignment is designed to give students exposure to the interview process. Students will be responsible for identifying and scheduling a one-on-one interview with a physician (M.D. or D.O.), followed by completion of a recorded, face-to-face or virtual interview. Students and instructor will work together (see Week 6 schedule) to develop the interview guide to ensure consistency in interview questions across the class. The interview must be completed and a typed transcript of the interview must be submitted on Canvas by 3/1. This assignment will tie into the Reflection on Physician Interview as well as the group presentation.

Physician Interview Grading Rubric	Point value
Identifying physician and scheduling interview	5
Proof of interview including video or audio file of recording	5
Describe the interview environment and introduce physician interviewed	20
Interview includes all questions developed as part of the interview guide	10
Demonstrates careful listening by effectively eliciting elaboration of answers and incorporating effective follow-up questions	20
Detailed transcript of the interview with clear indication of questions asked and answers received	20

**Group Presentation: Qualitative Analysis of Interview with Physician** (120 points): Students will put their qualitative skills to the test and create a 20-minute PowerPoint presentation containing

methodology, analysis, and interpretation of their physician interviews. Each group will consist of 5-7 students (depending on class size) who will be responsible for completing a thematic analysis of their cumulative interview data. This assignment will require out-of-class effort, but students will also be given Week 9 (see weekly schedule) to formulate, edit, and finalize presentations during class time. Finalized presentations must be submitted in PowerPoint or Google Slides format to Canvas by 3/20. Group presentations will occur in class during Weeks 11 and 12.

<b>Group Presentation Grading Rubric</b>	<b>Point value</b>
Detailed description of overall methodology (i.e. interview process, data collection, transcription)	20
Approach to analyzing the qualitative data (Who analyzed? How did you analyze and why?)	20
Overall findings (What were the overarching themes?)	25
Interpretation of findings (Do the findings seem accurate? Reasonable? Any surprises?)	25
Considering your findings, what are your suggestions for physicians/medical education moving forward?	10
Overall presentation (preparedness, clarity of slides, mixture of text and images, delivery of content, appropriate length)	20

## Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

### III. Annotated Weekly Schedule

Note: Links to articles are listed below, if available. Students will be provided a “Library” of PDF files in Canvas for easy access to the assigned readings.

Week	Topics, Homework, and Assignments
Week 1 (1/9 – 1/13)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Intro to Course &amp; Pressing Questions</li> <li>• <b>Summary:</b> Intro to course design and expectations. Cover content related to history of Exercise as Medicine.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Exercise is Medicine: A historical perspective; pp. 195-201 (<a href="https://pubmed.ncbi.nlm.nih.gov/20622536/">https://pubmed.ncbi.nlm.nih.gov/20622536/</a>)</li> <li>○ Exercise is Medicine on Campus Action Guide, pp. 1-6 (<a href="https://www.exerciseismedicine.org/wp-content/uploads/2021/02/EIM-on-Campus-action-guide.pdf">https://www.exerciseismedicine.org/wp-content/uploads/2021/02/EIM-on-Campus-action-guide.pdf</a>)</li> <li>○ Exercise is Medicine: Analytic Review; pp 511-523 (<a href="https://journals.sagepub.com/doi/pdf/10.1177/1559827620912192">https://journals.sagepub.com/doi/pdf/10.1177/1559827620912192</a>)</li> </ul> </li> <li>• <b>Assignment:</b> Reflection on Exercise as Medicine (due Wednesday 1/18)</li> </ul>
Week 2 (1/16 – 1/20)	<p><b>No Class - Monday 1/16 (MLK Jr. Day)</b> <b>Quiz – Wednesday 1/18</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Intro to Qualitative Research and Analysis</li> <li>• <b>Summary:</b> Cover content related to qualitative research design, collection, analysis, and interpretation.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Successful qualitative research: A practical guide for beginners; pp. 2-23 (manuscript file can be accessed via Canvas)</li> <li>○ Data preparation and transcription; pp. 63-81 (<a href="https://journals.sagepub.com/doi/pdf/10.1177/1525822x02239573">https://journals.sagepub.com/doi/pdf/10.1177/1525822x02239573</a>)</li> </ul> </li> <li>• <b>Assignment:</b> Reflection on Exercise as Medicine (due Wednesday 1/18)</li> </ul>
Week 3 (1/23 – 1/27)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Thematic Qualitative Analysis</li> <li>• <b>Summary:</b> Connect last week’s learning and apply it to a thematic analysis of class self-reflection papers</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Theme development in qualitative analysis; pp. 100-108 (<a href="https://nordopen.nord.no/nord-xmloi/bitstream/handle/11250/2386408/Vaismoradi.pdf?sequence=3">https://nordopen.nord.no/nord-xmloi/bitstream/handle/11250/2386408/Vaismoradi.pdf?sequence=3</a>)</li> </ul> </li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>○ Doing a thematic analysis: Practical, step-by-step guide for learning and teaching scholars; pp. 1-13 (manuscript file can be accessed via Canvas)</li> <li>○ Thematic coding example – Piazza-Gardner &amp; Barry article; pp. 174-181 (<a href="https://www.tandfonline.com/doi/pdf/10.1080/19325037.2014.901112?needAccess=true">https://www.tandfonline.com/doi/pdf/10.1080/19325037.2014.901112?needAccess=true</a>)</li> </ul> <ul style="list-style-type: none"> <li>● <b>Assignment:</b> Reflection on Qualitative Analysis (due Wednesday 2/1)</li> </ul>
Week 4 (1/30 – 2/3)	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Ecological Perspective</li> <li>● <b>Summary:</b> Intro to ecological perspective as a framework for identifying key players in adoption of Exercise as Medicine</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ An ecological approach to exploring physical activity interventions; pp. 2795-2817 (<a href="https://www.scirp.org/journal/paperinformation.aspx?paperid=89218">https://www.scirp.org/journal/paperinformation.aspx?paperid=89218</a>)</li> <li>○ Increasing physical activity using an ecological model; pp. 29-31 (<a href="https://scholarworks.moreheadstate.edu/cgi/viewcontent.cgi?article=1917&amp;context=msu_faculty_research">https://scholarworks.moreheadstate.edu/cgi/viewcontent.cgi?article=1917&amp;context=msu_faculty_research</a>)</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Assignment:</b> Reflection on Qualitative Analysis (due Wednesday 2/1)</li> </ul>
Week 5 (2/6 – 2/10)	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Intrapersonal and Interpersonal Roles</li> <li>● <b>Summary:</b> Building from Week 4, addressing the roles one’s self and social groups play in Exercise as Medicine</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Intro to ecological perspective; pp. 1-2 (<a href="https://extension.purdue.edu/extmedia/hhs/hhs-792-w.pdf">https://extension.purdue.edu/extmedia/hhs/hhs-792-w.pdf</a>)</li> <li>○ Barriers to exercise among college students; pp. 1-11 (<a href="https://www.asep.org/asep/asep/EbbenJEPonlineOctober2008.pdf">https://www.asep.org/asep/asep/EbbenJEPonlineOctober2008.pdf</a>)</li> <li>○ Social support and physical activity; pp. 514-518 (<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3402714/pdf/ckr091.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3402714/pdf/ckr091.pdf</a>)</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Assignment:</b> No assignment due this week.</li> </ul>
Week 6 (2/13 – 2/17)	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Interviewing Skills</li> <li>● <b>Summary:</b> Identify research question. Introduction to interviewing (guide development, notetaking, probing, etc). Establishing interview guide for physician interview assignment</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Qualitative research method interviewing; pp. 87-88 (<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4194943/pdf/JBCP-5-87.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4194943/pdf/JBCP-5-87.pdf</a>)</li> <li>○ Interview Strategies; pp. 2-4 (<a href="https://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf">https://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf</a>)</li> </ul> </li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>○ Probing Questions in Interviews; p. 1 (<a href="https://fyi.extension.wisc.edu/programdevelopment/files/2016/04/Tipsheet34.pdf">https://fyi.extension.wisc.edu/programdevelopment/files/2016/04/Tipsheet34.pdf</a>)</li> <li>● <b>Assignment:</b> No assignment due this week.</li> </ul>
Week 7 (2/20 – 2/24)	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Institutional: Medical schools and physician education</li> <li>● <b>Summary:</b> Investigating medical schools and their role in education/preparing physicians for use of exercise as preventative and treatment tool</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ EIM Healthcare Providers’ Action Guide; pp. 1-10 (<a href="https://www.exerciseismedicine.org/wp-content/uploads/2021/02/EIM-Health-Care-Providers-Action-Guide-clickable-links.pdf">https://www.exerciseismedicine.org/wp-content/uploads/2021/02/EIM-Health-Care-Providers-Action-Guide-clickable-links.pdf</a>)</li> <li>○ Physical Activity Toolkit; pp. 4-5, 21-51 (<a href="https://www.exerciseismedicine.org/wp-content/uploads/2021/08/ExerciseIsMedicine_v8.pdf">https://www.exerciseismedicine.org/wp-content/uploads/2021/08/ExerciseIsMedicine_v8.pdf</a>)</li> </ul> </li> <li>● <b>Assignment:</b> Experiential learning interview with physician (must complete by Wednesday 3/1)</li> </ul>
Week 8 (2/27 – 3/3)	<ul style="list-style-type: none"> <li>● <b>Topic:</b> Institutional: Healthcare economics</li> <li>● <b>Summary:</b> Discuss impact of healthcare structure (administration, insurance, patient/provider relationship, etc) on Exercise as Medicine</li> <li>● <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Video: Connecting Fitness with Healthcare, <i>starting at 3:13 through the end (55:34)</i> (<a href="https://www.youtube.com/watch?v=5kTFmAbbsD0">https://www.youtube.com/watch?v=5kTFmAbbsD0</a>)</li> </ul> </li> <li>● <b>Assignment:</b> 1) Experiential learning interview with physician (must complete by Wednesday 3/1) 2) Reflection on Physician Interview (due Monday 3/6)</li> </ul>
Week 9 (3/6 – 3/10)	<p><b>No Class Friday 3/10</b></p> <ul style="list-style-type: none"> <li>● <b>Topic:</b> Group Presentation Preparation</li> <li>● <b>Summary:</b> Students will be given time in class to gather materials and formulate group presentation assignment</li> <li>● <b>Required Readings/Works:</b> No readings this week.</li> <li>● <b>Assignment:</b> 1) Reflection on Physician Interview (due Monday 3/6) 2) Group presentation (due Monday 3/20)</li> </ul>
Week 10	<p><b>No Classes – UF Spring Break Week</b></p>

Week	Topics, Homework, and Assignments
(3/13 – 3/17)	
Week 11 (3/20 – 3/24)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Group Presentations: Qualitative Analysis of Interview with Physician</li> <li>• <b>Summary:</b> Students will give in-class presentations</li> <li>• <b>Required Readings/Works:</b> No readings this week.</li> <li>• <b>Assignment:</b> Group presentation due Monday 3/20</li> </ul>
Week 12 (3/27 – 3/31)	<p><b>No Class Monday 3/27</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Group Presentations: Qualitative Analysis of Interview with Physician</li> <li>• <b>Summary:</b> Students will give in-class presentations</li> <li>• <b>Required Readings/Works:</b> No readings this week.</li> <li>• <b>Assignment:</b> Group presentation reflection (due Friday 4/7).</li> </ul>
Week 13 (4/3 – 4/7)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Community &amp; Public Policy</li> <li>• <b>Summary:</b> Discuss laws and policies at local, state, and national level that influence Exercise as Medicine</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Active living communities; pp. 297-318 (<a href="https://www.annualreviews.org/doi/pdf/10.1146/annurev.publhealth.27.021405.102100">https://www.annualreviews.org/doi/pdf/10.1146/annurev.publhealth.27.021405.102100</a>)</li> <li>○ Effective policies for promoting physical activity; pp. 1-12 (<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7182760/pdf/main.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7182760/pdf/main.pdf</a>)</li> </ul> </li> <li>• <b>Assignment:</b> Group presentation reflection (due Friday 4/7).</li> </ul>
Week 14 (4/10 – 4/14)	<ul style="list-style-type: none"> <li>• <b>Topic:</b> What do we do now?</li> <li>• <b>Summary:</b> How to incorporate Exercise as Medicine into our daily lives and educate those around us as well.</li> <li>• <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>○ Promoting physical activity and exercise; pp. 1622-1635 (<a href="https://reader.elsevier.com/reader/sd/pii/S0735109718381695?token=75D9AF0AC030EFE5D0F1D3A0C9B3014CA2EE799BA1FCFE3263BA8821F1D445C98F8093430499CE94EE7446D9497B351A&amp;originRegion=us-east-1&amp;originCreation=20220128170257">https://reader.elsevier.com/reader/sd/pii/S0735109718381695?token=75D9AF0AC030EFE5D0F1D3A0C9B3014CA2EE799BA1FCFE3263BA8821F1D445C98F8093430499CE94EE7446D9497B351A&amp;originRegion=us-east-1&amp;originCreation=20220128170257</a>)</li> </ul> </li> <li>• <b>Assignment:</b> End of semester reflection (due Friday 4/21)</li> </ul>

Week	Topics, Homework, and Assignments
Week 15 (4/17 – 4/21)	<ul style="list-style-type: none"><li>• <b>Topic:</b> What do we do now? (continued) &amp; Course Wrap-Up</li><li>• <b>Summary:</b> Final components and wrap-up of course.</li><li>• <b>Required Readings/Works:</b> No readings this week.</li><li>• <b>Assignment:</b> End of semester reflection (due Friday 4/21)</li></ul>

## IV. Student Learning Outcomes (SLOs)

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At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

**Content:** *Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.*

- Identify and describe the physiological role exercise plays in prevention and treatment of chronic disease (Quest 2, B). Assessment: Reflection
- Describe the basic premise of the ecological perspective as well as how the five primary levels of health behavior influence relate to Exercise as Medicine (Quest 2, S). Assessment: Reflection
- Explain the process behind qualitative investigation and its usefulness (Quest 2, S). Assessment: Reflection, Interview, Group Presentation

**Critical Thinking:** *Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.*

- Critically analyze your own beliefs and perceptions related to exercise and its impact on health (Quest 2, S). Assignment: Reflection
- Conduct analysis and form logical thematic conclusions of qualitative data (Quest 2, S). Assignment: Reflection, Group Presentation
- Propose potential feasible solutions for fostering exercise behavior in our society (Quest 2, S). Assignment: Reflection

**Communication:** *Communicate knowledge, thoughts and reasoning clearly and effectively.*

- Create and orally present clear and effective qualitative research including design, analysis, and interpretation of findings (Quest 2, S). Assignments: Reflection, Group Presentation
- Communicate ideas of how you will use Exercise as Medicine rationale to impact the lives of those around you (Quest 2, S). Assignment: Reflection

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Reflect on how you can utilize Exercise as Medicine now and in the future, both personally and professionally. (Quest 2, S). Assignment: Reflection

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

This course integrates a one-on-one interview with a local physician to serve as an experiential learning assignment. Following this interview, students will have time to reflect and incorporate their experience into a collaborative group project. The goal of this experiential learning assignment is to give students hands-on exposure to the concepts being discussed in the course and to foster a deeper understanding of how qualitative inquiry can be used to investigate and form conclusions in real-world settings.

## 2. Details of Self-Reflection Component

Students are required to complete four self-reflections as a mechanism of identifying their own beliefs and perceptions, as well as if and how these things change following acquisition of knowledge and experiences from the course. Specific details of each reflection can be found in Section II. Graded Work.

## VI. Required Policies

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.