

Career Perspectives in Applied Physiology and Kinesiology

Connect with HHP



APK 2093 | Class #27499 | Section 2093 | 1 Credit | Fall 2025

Course Info

INSTRUCTOR

Diba Mani, Ph.D.
Pronouns: she/her

Method of Contact: **Canvas Messaging** for presently enrolled students
Email: dmani@ufl.edu for non-course related communications or for
communications involving those outside the course

OFFICE HOURS

Virtual two hours/week; details posted on Canvas

MEETING TIME/LOCATION

There are no in-person meetings for this course, but this online course
will offer in-person opportunities and entails synchronous and
asynchronous meetings via Zoom.

COURSE DESCRIPTION

This course encourages students to explore careers in industry related to applied physiology and kinesiology. Skills such as professional networking, scientific communication, and global/international engagement will be refined while incorporating artificial intelligence (AI) to create documents and prepare for interviews. Students will leave the class with a portfolio that comprises a personal statement, resume, letter of recommendation, headshot, and sample slides demonstrating effective scientific communication, which may be used to obtain future opportunities.

PREREQUISITE KNOWLEDGE AND SKILLS

Open to all majors. While there are no course pre-requisites, general computer and internet literacy are important for student success in this course. This includes implementing the learning management system (Canvas), video conference software like Zoom, and e-mailing with attachments.

REQUIRED AND RECOMMENDED MATERIALS

Most material in this course will be acquired through engagement with individuals who have experience in non-professional degree occupations. Course material is instructor-generated and provided at no additional cost. Students will be required to select a personal or career/professional development book to review through the semester to reflect upon in an assignment shared with the class. Book options include but are not limited to (in any format and edition/version):

- Berardi, John. *Change Maker: Turn Your Passion for Health and Fitness into a Powerful Purpose and a Wildly Successful Career*. Benbella Books, 2019. ISBN-13: 978-1948836555

- Bradberry, Travis, and Jean Greaves. *Emotional Intelligence 2.0*. TalentSmart, 2009. ISBN-13: 978-1591844335
- Bradford, D. L., & Robin, C. *Connect: Building Exceptional Relationships with Family, Friends, and Colleagues*. Currency, 2021. ISBN-13: 978-0241406809
- Christensen, Clayton M. *The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You Do Business*. HarperBusiness, 1997. ISBN-13: 978-0062060242
- Clear, James. *Atomic Habits: Tiny Changes, Remarkable Results: An Easy & Proven Way to Build Good Habits & Break Bad Ones*. Avery, 2018. ISBN-13: 978-0735211292
- Duckworth, Angela. *Grit: The Power of Passion and Perseverance*. Scribner, 2016. ISBN-13: 978-1501111105
- Dweck, Carol S. *The Growth Mindset*. Ballantine Books, 2017. ISBN-13: 978-0345472328
- Newport, Cal. *Deep Work: Rules for Focused Success in a Distracted World*. Grand Central Publishing, 2016. ISBN-13: 978-1455586691
- Painter, Liz. *STEM Careers: An Indispensable Guide to Opportunities in Science, Technology, Engineering and Maths*. Bloomsbury Publishing, 2021. ISBN-13: 978-1911724186

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Any additional required readings such as articles and excerpts from other resources will be accessible through online resources, which are provided at no cost if students sign in with the UF VPN (when necessary). Access to the internet, a computer with functioning webcam, microphone, and speaker (or headphones/earbuds) are required. All additional material will be provided online through Canvas.

COURSE FORMAT

This class is 100% online. Access course through Canvas on [UF e-Learning](#) and the Canvas mobile app by Instructure. Opportunities for in-person engagement at the UF main campus in Gainesville, FL, USA may be available but are not mandatory for grading purposes. Pre-recorded lectures and assigned readings are organized within modules. The class is designed to be flexible to your schedule, outside from any synchronous sessions that will be announced by the first official day of the course. There are no closed-book assessments in this course. Access to the Canvas shell will be available for the duration of the semester, starting by the first day of the term and spanning at least one week after the end of the term.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students will be able to:

1. **Analyze** physiology- and kinesiology-related career options.
2. **Identify** appropriate career-building opportunities to match skills and interests.
3. **Discuss** the ethical and effective use of generative AI in career preparation.
4. **Evaluate** personal strengths and weaknesses through surveys and reflection.
5. **Develop** a professional network through peer and professional interactions.
6. **Perform** a practice interview that will be **evaluated** by AI and/or peers.
7. **Apply** respectful communication strategies to **obtain** a letter of recommendation/reference for future application packets.
8. **Produce** a portfolio that showcases the various assignments completed during the semester to **apply** for future experiential learning opportunities, grants/scholarships, and/or jobs.

CONTENT ATTESTATION

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Course & University Policies

University policies are summarized on the [UF Academic Policies & Resources website](#). This link will direct students to a separate webpage that will provide all required academic policies, such as attendance, grading, personal conduct, DRC and evaluation verbiage, as well as campus academic, health, and wellness resources.

ATTENDANCE POLICY

This fully online course prioritizes flexible learning. Synchronous online meetings and optional in-person events may boost engagement but are not mandatory. The optional in-person engagements may include university career panels, internship events, and career fairs that are shared in the class for extra credit.

PERSONAL CONDUCT POLICY

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Student Honor Code and Conduct Code \(Regulation 4.040\)](#) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

Students are expected to exhibit behaviors that reflect highly upon themselves and our University:

- Read and refer to the syllabus.
- Arrive to any optional live sessions (e.g., scheduled office hours, seminars, panels) on time.
- Follow the guidelines for appropriate behavior in virtual environments (e.g., name visible, non-offensive background (whether virtual or not), appropriate dress during live sessions).
- Submit assignments by the deadlines. If you miss a deadline, please recognize that requesting an exception is unfair to your classmates and instructor.
- Show respect for the course instructor, classmates, and guests in engagement.
- Use professional, courteous standards for any web exchanges (e.g., proper greetings and titles in emails).
- Communicate through the preferred means (Canvas), reserving communication through official UFL email addresses for emergencies or to communicate with individuals not in the course (e.g., networking contacts).
- You are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor in this class.
- The use of software to promote academic integrity through plagiarism detection is advocated for. Although not required, Turnitin is an excellent resource for this and reference/citation assistance.

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Student Honor Code and Conduct Code \(Regulation 4.040\)](#) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

STUDENT COMPUTING POLICY

Since this course is fully online, and per the UF student computing requirements, UF does not recommend students relying on/regularly using tablet devices, mobile phones, or Chromebook devices as their primary computer, as these may not be compatible with specific platforms used in this course or other UF courses. Access to a fast, secure internet network will be necessary for this course. If a student is in an area with limited internet access, UF students can access eduroam for free with their GatorLink log-in credentials. If you have any problems connecting to eduroam, you can contact the UF Computing Help Desk/Information Technology office.

There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. You may connect to eduroam in other states as well. You don't have to sit in a car: many locations have open spaces and communal rooms available so you can get online while socially distancing and following CDC guidelines in an air-conditioned space. In Florida, all UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county, you can visit an REC to securely watch course videos and take care of your academic needs.

If you have any problems connecting to eduroam you can call (352-392-HELP/4357) or email the UF Computing Help Desk.

APPROPRIATE USE OF ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY

The use of AI tools will facilitate student development of skills and knowledge acquisition within the stated learning objectives of the course are permitted in this course. When students opt to leverage AI tools to augment their submitted products, they will be expected to appropriately cite the tool(s) utilized. Further, students will be held accountable under the scope of the UF Student Honor Code & Conduct Code for the content of all work they submit (including the portions that may have been produced in part or whole by an external Entity—including AI). Thus, students should engage in active editorial and underwriting efforts to ensure the totality of the work submitted reflects their intentions and ethical values. In this class, we will use generative AI such as ChatGPT and Gemini, as well as other AI platforms such as: Grammarly, Quinncia, Career.io, Canvas and AI Ease Headshot Generator, and personality/strengths survey inventories that may incorporate AI for interpretation (pending which is selected for use by the student).

MAKE-UP POLICY

Make-ups will be given at the discretion of the instructor. To schedule a make-up, please fill out the Make-Up/Accommodation Request Form posted in Canvas and submit it to your course instructor via Canvas messaging. Documentation will be required. Unexcused missed quizzes/assignment deadlines will result in a zero for that quiz. Students should notify their course instructor of illness prior to the exam time whether or not they have acquired their medical documentation; the expectation is that the documentation will be provided as soon as possible, within reason. A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you experience an illness, family emergency or death, please reach out to your course instructor. If the student feels comfortable doing so, students should submit all documentation to the course instructor for review. Alternatively, students can submit their documentation through the [Dean of Students Office](#) (DSO) and follow the [DSO Care Team procedures](#) for documentation and submission of a request for make-up assignment (the DSO will contact the instructor).

Unexcused (including “inappropriate excuses”) assignments cannot be made up and will result in a zero on that item. Please do **not** ask for an accommodation for inappropriate excuses, which include:

- Extracurricular activities
- Out of town/vacation
- Sleeping in

- Sports
- Technological issue due to procrastinated assignment upload
- Volunteering
- Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in [UF online catalog](#).

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting their [Get Started](#) page. 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. Students requesting accommodation for disabilities must register with the [Dean of Students Office](#). DRC-registered students must request their accommodation letter to be sent to their instructors via the DRC file management system prior to submitting assignments or taking quizzes/exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Students may reach out and contact their course instructor to verify receipt of their accommodation letter.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing evaluations in one of three ways: (1) the email they receive from GatorEvals, (2) their Canvas course menu under GatorEvals, or (3) [the central portal website](#).

PREFERRED NAME

It is important to the learning environment that you feel welcome and safe in this class, and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed if your name and pronouns are not reflected by your name on the class roster. Please kindly correct me if I forget or make a mistake.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records. Please keep your preferred name (first and last, if possible) visible when engaging in course activities online (e.g., virtual office hours).

PRIVACY

Aspects of course content may be audio and visually recorded for students in the class to refer to. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. By enrolling in this course, you will be required to have audio and video enabled for various activities, such as synchronous sessions with industry professionals and asynchronous Discussion Board posts. If you do not want your image in any recording pertaining to course content, please let

me know within the first couple weeks of class so that we may seek an accommodation. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Grading

The following table outlines the graded components of the course.

Course Components	Allocation to Final Grade
Syllabus Quiz	0%
Assignments	50%
Engagement	25%
Portfolio	25%
Extra Credit	0%

Syllabus Quiz: The purpose of this open-book quiz with infinite attempts is to encourage students to review course expectations at the start of the term. Students must earn 100% on the syllabus quiz in Canvas before access to the rest of the course modules is permitted.

Assignments: Graded assignments are designed to prepare you for real-world career applications. Assignments include the development of a personal statement, LinkedIn profile, professional headshot, reference letter request packet, reflection on a book reading, personality survey/test reflection, international job posting, slides for different audiences, and elevator pitch. You may practice essential skills like interviewing, science communication, and self-reflection through exercises like mock interviews, slide presentations, and personality assessments. Optional activities, such as viewing alumni spotlights, can enhance your career development.

- “LinkedIn and Headshot” post of photo, professionalized with AI application, and edits on LinkedIn networking site
- “Writing a Personal Statement with AI” brainstorming using generative AI like ChatGPT to then personalize a personal statement and make comparisons between the two products
- “Presenting a Topic to Different Audiences” development of three slides on the same topic within the realm of applied physiology and kinesiology communicated to different levels of understanding and expertise
- “Resume 1.0” creation of a resume with and without the use of an AI platform, Quinncia
- “Letter of Recommendation” the development of material to produce for someone writing a letter of recommendation for a program
- “International Career Opportunities” find a job posting based in a relevant field of topic but based outside the United States
- “Personality Survey” complete a strengths/weaknesses comparison by completing a related survey and reflecting on its outcome

Engagement: While this course is fully online, interaction is encouraged to enhance your learning experience. Graded engagement components include online discussions, attendance at career fairs or internship events (UF or external, online or in-person), and seminar participation. Additionally, attending in-person career panels or seminars (e.g., Applied Physiology and Kinesiology Industry Board Panel, Center for Exercise Science, Biomedical Engineering Seminar Series) may earn extra credit in this grading category.

- Course Introductory Survey (Optional; not graded)
- “Introduce Yourself” discussion board post and peer engagement
- “Practice Interview/Elevator Pitch” short introductory video and audio recording that is reviewed by peers for credit
- Mid-Course Survey (Optional; not graded)

- Attending a Career Fair or Panel (Optional for Extra Credit)
- “Book Review/Reflection” evaluates comprehension and reflection of selected reading through sharing with peers
- Course Feedback Survey (Optional; not graded)

Portfolio: The portfolio is a culminating project that showcases graded assignments, a resume, sample student work, and a personal statement. This comprehensive package can be shared with potential employers to enhance job applications.

Extra Credit: As mentioned above, students can earn additional credit in the “Engagement” category by attending virtual and in-person seminars, career panels, and career fairs that are shared in the class.

GRADING SCALE

Any discrepancies with points displayed in the gradebook must be brought to the attention of the instructor as soon as possible, or before the last day of class. There are no re-grades or re-submissions after a deadline has passed. There is **no** curve for this course, and final grades will **not** be rounded up. The Make-Up Policy described above will be followed. More detailed information regarding current UF grading policies can be found on the [UF website on grades and grading policies](#).

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	93.00-96.99%	4.0
A-	90.00-92.99%	3.7
B+	87.00-89.99%	3.3
B	83.00-86.99%	3.0
B-	80.00-82.99%	2.7
C+	77.00-79.99%	2.3
C	73.00-76.99%	2.0
C-	70.00-72.99%	1.7
D+	67.00-69.99%	1.3
D	60.00-66.99%	1.0
E (F)	0-59.99%	0

Grading Rubrics

All assignments grading rubrics are posted in Canvas and are the basis for scoring student submissions.

SUCCESS AND STUDY TIPS

This is an elective course that we hope you are taking to genuinely reach course objectives. Take course opportunities and experiences seriously and try to get something out of the opportunity to better understand your aspirations after earning your degree. The course should provide you with the opportunity to develop material ready to use in a job application.

Weekly Schedule

Synchronous engagement opportunities such as live industry professional conversations (e.g., panels and presentations) will be announced within Canvas (optional but available for extra credit). Deadlines for graded course components (e.g., assignments) are posted in Canvas (please note all are due at 11:59 PM ET). Please reach out in advance for accommodations, including special observances, such as holidays not already designated by the University (and noted below) – I am happy to assist however I can.

Week	Dates	Canvas Module	Content	Upcoming Assignment Deadline
1	August 21-22, 2025	Orientation	<p><i>Classes begin Thursday</i></p> <p>Orientation (Professor Recording) Introductions (Course, Classmates, and Career/Professional Development Book Selection)</p> <p>Required Video: <i>Duckworth, Angela Lee. "Grit: The Power of Passion and Perseverance". Ted Talks Education. April 2013, https://www.ted.com/talks/.</i></p>	Course Introductory Survey (optional; not graded)
2	August 25-29	Module 1	<p>Lecture Recording & Slides: <i>What is STEM (Science, Technology, Engineering, and Math)?</i> <i>Alumni Perspective Spotlight Interview #1</i></p>	Due Sunday: "Introduce Yourself" and "Syllabus Quiz" and "Meet w/ Dr. Mani" (optional for extra credit)
3	September 1-5	Module 2	<p><i>Monday, September 1 Labor Day</i></p> <p>Lecture Recording & Slides: <i>Portfolios, Resumes, and Curriculum Vitae</i> <i>Alumni Perspective Spotlight Interview #2</i></p>	--
4	September 8-12	Module 2	<p>Lecture Recording & Slides: <i>Personal Impact Statements and Missions</i> <i>Alumni Perspective Spotlight Interview #3</i></p>	--
5	September 15-19	Module 3	<p>Lecture Recording & Slides: <i>Meeting Yourself: Strengths and Weaknesses</i> <i>Alumni Perspective Spotlight Interview #4</i></p>	Due Sunday: "Resume 1.0" and "Writing a Personal Statement with AI"
6	September 22-26	Module 4	<p>Lecture Recording & Slides: <i>Career Pathways Beyond More Education</i> <i>Alumni Perspective Spotlight Interview #5 and #6</i></p>	Due Sunday: "Letter of Recommendation - Sample Request Form"
7	September 29-October 3	Module 5	<p>Lecture Recording & Slides: <i>Useful Skills and Personal Qualities</i> Lecture Recording & Slides: <i>Preferred or Required Qualifications</i> <i>Alumni Perspective Spotlight Interview #7</i></p>	Due Sunday: "Personality Survey/ Test" and "Practice Interview – Your 'Elevator Pitch'"
8	October 6-10	Module 6	<p>Lecture Recording & Slides: <i>Communicating Science to Different Audiences</i> <i>Alumni Perspective Spotlight Interview #8</i></p>	Due Sunday: "Book Review/ Reflection" Mid-Course Survey (optional; not graded)
9	October 13-17	Module 7	<p>Lecture Recording & Slides: <i>Finding A Career Mentor</i> <i>Alumni Perspective Spotlight Interview #9</i> <i>Friday, October 17 Homecoming</i></p>	Due Sunday: "Presenting a Topic to Different Audiences" and "Mid-Course Survey" (optional for no points)
10	October 20-24	Module 8	<p>HHP Career & Innovation Week Lecture Recording & Slides: <i>Self-Management</i> <i>Alumni Perspective Spotlight Interview #10</i></p>	Due Sunday: "Practice Interview – Your Elevator Pitch" Due Sunday:

11	October 27-31	Module 9	Lecture Recording & Slides: <i>Certifications and Internships</i> <i>Alumni Perspective Spotlight Interview #11 and #12</i>	"Attending a Career Fair or Panel" (optional for extra credit)
12	November 3-7	Module 10	<i>Tuesday, November 11 Veteran's Day</i> Lecture Recording & Slides: <i>Branding Yourself</i> Lecture Recording & Slides: <i>Networking</i> <i>Alumni Perspective Spotlight Interview #13 and #14</i>	Due Sunday: "LinkedIn Profiles & Headshots"
13	November 10-14	Module 11	Lecture Recording & Slides: <i>Special Populations in STEM Careers</i> <i>Alumni Perspective Spotlight Interview #15</i>	--
14	November 17-21	Module 11	Lecture Recording & Slides: <i>International Careers in Physiology and Kinesiology</i> <i>Alumni Perspective Spotlight Interview #16</i>	Due Sunday: "International Career Opportunities – Share a Job Posting"
15	November 24-28	--	<i>Monday-Friday is Fall/Thanksgiving Break</i>	--
16	December 1-5	--	Closing (Professor Recording) <i>Wednesday is the last day of classes</i>	Due Wednesday: "Portfolio - Putting it All Together" Feedback Survey (optional; not graded)
17	December 8-12	--	Final Exam Week (NONE in this course)	--