

HSC 4290

Fall 2025

Physical Activity and Community Health

Department of Health Education and Behavior

GENERAL INFORMATION:

Course Logistics:

- **Term and Credits:** Fall 2025; 3 credit hours
- **Format and Location:** asynchronous, online
- **Office Hours:** Mon 2-3pm via [Zoom](#) and by appointment (schedule via email)

Instructor: Danielle E. Jake-Schoffman, PhD

Phone: 352-294-1816

Email: djakeschoffman@ufl.edu

TA: David Mejia

Email: david.mejia@ufl.edu

NOTE: Email is generally the best way to reach the instructor and TA for a timely response (during the work day/week, i.e., between 9am-5pm, Mon-Fri). The instructor will use @ufl.edu email accounts for instructor-initiated communication. Students are responsible for checking their email accounts throughout the semester. Please refer to “Email Correspondence” and “Netiquette Guidelines” below for more information on expected email etiquette.

Department Chair: Mildred M. Maldonado-Molina, PhD, FLG-5C

Catalog Course Description:

Explores population physical activity including measurement, its role in prevention and treatment of chronic disease, and settings and strategies for community-level interventions.

Course Description:

Few adults or children in the U.S. meet physical activity recommendations. Yet, community settings provide a variety of opportunities for population-level physical activity promotion, including schools, workplaces, and churches. Through this interdisciplinary course, we will explore population levels of physical activity, physical activity measurement, the role of physical activity in prevention and treatment of chronic disease, and settings and strategies for community-level physical activity interventions.

Course Overview:

This is a three-credit hour lecture course designed to provide students with an overview of the intersection between physical activity promotion, community health promotion, and health behavior change.

Course Objectives:

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

- Describe the Physical Activity Guidelines for Americans and how they apply to a variety of sub-populations.
- Explain fundamental concepts about the relationship between physical activity and health outcomes.
- Identify the importance and challenges of monitoring population-level and intervention-specific physical activity.
- Summarize and compare the opportunities for physical activity promotion in a variety of community settings such as schools and churches.
- Critically evaluate scientific studies describing the results of physical activity promotion interventions.
- Synthesize evidence on the benefits of physical activity to develop a health promotion message that might resonate with a specific community (e.g., older adults).

Textbook and Readings:

Optional Textbook: Kohl III, Murray, & Salvo (2019), Foundations of Physical Activity and Public Health, Second Edition, Human Kinetics, ISBN-13: 978-1492589976; ISBN-10: 1492589977; eBook version available

Foundational Report (available for free): Click [here](#) to read the Executive Summary of the “2018 Physical Activity Guidelines Advisory Committee Scientific Report”

Required readings will be assigned throughout the semester and will be posted to our Canvas course site and announced via Canvas. *Readings are subject to change; please watch for announcements on updated readings.

Canvas Website:

Click [here](#) to visit the UF Canvas website.

Report any problems with the website directly to e-Learning Support Services at Learning-support@ufl.edu or 352-392-4357 (select option 2).

Class Format:

This course is mostly asynchronous. No class meetings are scheduled. Lectures are pre-recorded. All course materials will be posted to the course Canvas page. Please check Canvas regularly for updates regarding course content and format. Discussions will take place asynchronously via Canvas. The only synchronous meetings required are for the Group Project assignments; students will need to arrange at least three Zoom meetings with their groups.

Course Expectations:

1. Complete course assignments by due date indicated.
2. Be respectful to the instructor and fellow students.
3. Follow Netiquette Guidelines and conduct yourself in a professional manner during course meetings.
4. Regularly check your email and Canvas for course announcements.

COURSE REQUIREMENTS AND POLICIES:

1. **Respectful Environment:** Each of you has a heritage, history, and variety of experiences that influence how you see the world. We tend to attach labels, develop values, and express attitudes based on these differences. It is this uniqueness, however, that makes us each different and important. In this course, we will attempt to minimize barriers of sensitive topics and maximize a trusting environment.
2. You are expected to adhere to the deadlines provided in the course schedule below.
 - a. **Turning in assignments:** All assignment are due at their designated times.
 - i. Assignments required to be submitted electronically via Canvas tool will be due on or before 11:59 p.m. on their designated due dates, unless otherwise indicated. If you experience a technical problem submitting your assignment you must contact the Help Desk (See Canvas Website).
 - ii. Late Assignments: Late assignments are accepted within 24 hours of their due date. All late assignment will automatically incur a 50% deduction in points (No exceptions). Late assignments

must be submitted via the Canvas Assignment tool. Please note that the Assignment tool will automatically close 24 hours after the due date/time.

iii. Canvas assignments: Any requests for make-up of assignments due to technical issues must include the ticket number and the message resolution (email) received from LSS when the problem was reported. Contact must be made with the instructor within 24 hours of the technical difficulty if a makeup is requested.

b. Excused Absences: Acceptable reasons for absences from class are consistent with the UF Policy (click [here](#) to read the UF attendance policies) which includes the following: illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate, and court-imposed legal obligations. In the event of one of these, your absence will be considered excused and you will be allowed to make up any missed in-class activities if the following conditions are met.

i. Provide Dr. Jake-Schoffman with notification of your absence (via email or phone/phone message) within 24 hours of the absence.

ii. Submit formal documentation of reason for absence via email, fax, or through campus mailbox within 24 hours of your return to class.

c. Dr. Jake-Schoffman will not be receptive to retrospective requests for extensions.

3. All course related material (not exams) will be returned to you during the semester or will be available for you to pick up until the beginning of the Spring term (FIRST week). After that, all materials will be destroyed and should they ever be needed, the instructor's recorded grades will serve as the deciding factor in any grade disputes. It is your responsibility to maintain course-related materials and present them in case of a grade dispute.

COURSE REQUIREMENTS AND POLICIES:

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Assignment Submissions, Late Work, and Extensions:

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Assignments required to be submitted electronically via Canvas tool will be due on or before 11:59 p.m. on their designated due dates, unless otherwise indicated. If you experience a technical problem submitting your assignment, you must contact the Help Desk (see "Canvas Website" above).

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absence will be considered excused, and you will be allowed to make up any missed in-class activities if the following conditions are met.

A student who is absent from class or any required class-related activity because of illness should contact their instructor, if feasible, as early as possible prior to the missed class or activity. Submit formal documentation of reason for absence via email, fax, or through campus mailbox within 24 business hours of your return to class.

Minimum Technology Requirements:

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review before starting their program.

Minimum Technical Skills:

To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

Materials/Supply Fees:

There is no supply fee for this course.

Netiquette:

- Please see "Course Netiquette Policies" for full details

Eduroam:

While away from campus, you may be in an area with limited wi-fi access. We wanted to let you know that eduroam, the on-campus wi-fi network, is available nationally and internationally. UF students can access eduroam for free with their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide.

How to connect to eduroam:

- If you can get a Wi-Fi signal at any of the eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.
- Otherwise, follow the instructions for connecting by clicking [here](#).

There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. 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. Also, in Florida all of the 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. Here's a link to all the eduroam sites in the U.S.: <https://incommon.org/eduroam/eduroam-u-s-locator-map/>.

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

COURSE ACTIVITIES AND EVALUATION:

Introduction Activities

- In the first week of class, students will complete an introductory post (5 points) and a syllabus scavenger hunt (5 points) to get acquainted with course policies and procedures. More instructions are provided via Canvas.

Weekly Quizzes (11 x 20 = 220 points):

- These will be available on Canvas each Thursday at 6pm and are due by the following Monday at 11:59pm each week. Quizzes will cover readings, lectures, and class activities from the week. Quizzes will be primarily multiple choice but may include matching, short answer, fill in the blank, and brief essay questions. **The lowest 3 quizzes will be dropped**, such that only 11 of the 14 quizzes count towards your final grade.
- Quizzes are closed book, and it is expected you do not consult outside notes, readings, or other resources while completing them.
- Students with an excused absence will be given additional time, commensurate with their absence period, to complete the missed quiz.
- Your quizzes in this course will be **proctored using Honorlock**. Honorlock is a service that allows students to complete their assessment at any location while still ensuring the academic integrity of the exam for the institution. Using almost any webcam and computer, you can take quizzes at home, at work, or anywhere you have internet access – if considered a secure location. You **do not** need to create an account, download software, or schedule an appointment in advance. Review the [Honorlock guide for more information](#).

Honorlock Guidelines:

- You will need a webcam and some type of speaker and microphone.
- To get started, you will need **Google Chrome** and download the **Honorlock Chrome Extension**. You can download the extension at [Install Honorlock](#).
- A stable internet connection is required.
- You will need a government-issued photo ID or student ID.
- No breaks are allowed during your testing session and cell phones and other devices will not be permitted in the testing area, unless accommodations are granted.
- No other people are allowed in the area in which the test is being taken.
- **Any unauthorized notes, presence of a tablet or cell phone, or other attempts to cheat will abort the test session and will be reported to your instructor. This will result in a zero on the exam and is a student honor code violation.**
- Honorlock includes a 360° room scan feature option and this feature will be activated during your testing experiences within this course

Exams (3 x 50 = 150 points):

- There will be 3 timed writing exams at 50 points each. The exams will be a combination of multiple choice, short answer, and longer format writing (e.g., 2-3 paragraphs to a prompt).
- The exams are intended to allow students to demonstrate their mastery of the course material and connections between course concepts in multiple formats beyond just multiple choice.
- Exams will be held in a timed Canvas exam and will be closed book. It is expected that students do not consult outside notes, readings, or other resources while completing them.
- Exams will not be cumulative, but material in the course will build on previous topics so a solid understanding of early material is key.
- Make-Up Exams: Students with an excused absence will be given additional time, commiserate with their absence period, to complete the missed exam.
- Your Exams in this course will be **proctored using Honorlock**. See “Weekly Quizzes” above.

Discussions (6 x 15 = 90 points):

- There will be 6 discussions throughout the semester. These discussions will extend from the material covered in lecture and the weekly readings and allow you an opportunity to apply some of what you have learned. Many of the activities require that you read or watch additional content to be able to answer the prompts. Be sure to read the individual directions carefully. All prompts require that you comment on the posts of at least 2 of your classmates.
- You must make up discussion posts within 2 days of returning from excused absences.

Article Reviews (60 points):

- Students will complete two sets of article review assignments, each covering a different article. The reviews include writing a summary of the article in their own words as well as making evaluations and analyses.
- Students will receive feedback on the first draft and will incorporate it into their second and final draft for each round of the assignment.
- More instructions are provided via Canvas.

Physical Activity Monitoring Project (60 points):

- To gain a better understanding of the measurement of physical activity and the complications of monitoring it in the “real world,” students will be asked to monitor their activity for two weeks and reflect on the process in a written report.
- More instructions are provided via Canvas.

Community Physical Activity Project (130 points):

- Students will be divided into small groups and asked to select a special population group to focus on for this group project. Groups will take a deeper dive into strategies that have been or could be used to promote community-level physical activity with this population.
- Groups will work together to create a presentation, to be recorded and submitted on Canvas, that summarizes the current levels of physical activity for the group, opportunities for intervention, examples of past programs, and directions for future research. Each student will be expected to present about one third of the material; students will receive a group grade for the presentation with an individual component for their delivery of their section of material.
- Students will also turn in an individual written assignment that summarizes the presentation; this component should be completed *independently*, not as a group.
- More instructions are provided via Canvas.

Assignments Overview:

Assignment	Points Available	Total (740 points)
Introductory Activities	5 points for Introductory post 5 points for Syllabus Scavenger Hunt	10 points
Module Quizzes	15 @ 20 points each (lowest 3 quiz grades dropped)	240 points
Exams	3 @ 50 points each	150 points
Discussions	6 @ 15 points each	90 points
Article Reviews	Review 1: <ul style="list-style-type: none"> • 10 points for first draft • 15 points for revision Review 2: <ul style="list-style-type: none"> • 10 points for first draft • 5 points for peer review • 20 points for final draft 	60 points
Physical Activity Monitoring Project	60 points	60 points

Group Project	15 points for check-in 1 15 points for check-in 2 50 points for presentation 50 points for paper	130 points
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Grading Scale Range:

Percentage	Letter Grade	GPA Value
93.5% and above	A	4.0
90.0–93.49%	A-	3.67
86.5–89.99%	B+	3.33
83.5–86.49%	B	3.0
80.0–83.49%	B-	2.67
76.5–79.99%	C+	2.33
73.5–76.49%	C	2.0
70.0–73.49%	C-	1.67
66.5–69.99%	D+	1.33
63.5–66.49%	D	1.0
60.0–63.49%	D-	0.67
Below 60%	E	0

- I do not round grades. Other than what is described above, I do not and will not give additional points or provide extra credit to increase your final grade. In other words, an 89.99% is a B+.
- For more information about UF Grading Policies, please click [here](#).

Course Withdrawal and Failing Grades:

To view the UF policy on dropping courses and withdrawals, please click [here](#).

Email Correspondence:

Please utilize proper etiquette when sending emails. This includes an appropriate “subject” heading, proper greeting/salutation, grammatically correct message body, and proper closure. For example:

Subject Heading:

HSC4290, Fall 2025: [Brief statement about what your message covers]

Message Body:

Hello Dr. Jake-Schoffman,

[Your detailed but *brief* message here]

Thank you,

Your Name

HSC 4290, Fall 2025

I **expect** professionalism from you! Inappropriate or etiquette-deprived emails will be returned with a suggestion to revise & resend.

UNIVERSITY POLICIES:

A full list of UF Academic Policies & Resources can be found here: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.

Course Policies:

Please note, if you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, please tell me and I will help you.

If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please see a course instructor immediately. Don't wait until it's too late.

Use of AI systems/Large Language Models

Assignments were developed such that use of AI systems/large language models (e.g., ChatGPT, Microsoft co-pilot) defeat the learning objectives. Thus, use of these systems is not allowed in any capacity unless explicitly indicated in writing by the instructor. If use of these tools is suspected, students may be subject to oral examination about the assignment and have points deducted for poor performance on oral exam.

PRIVACY AND ACCESSIBILITY POLICIES

- Honorlock [Privacy](#) and [Accessibility](#)
- Instructure (Canvas) [Privacy](#) and [Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player) [Privacy](#) and [Accessibility](#)
- YouTube (Google) [Privacy](#) and [Accessibility](#)
- Zoom [Privacy](#) and [Accessibility](#)

COURSE SCHEDULE:

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance class learning opportunities. Such changes will be communicated clearly and are not unusual and should be expected.

Schedule:

Class Dates	Module and Topic	Readings Due (all available on Canvas)	Assignment or Assessment Due (all due dates at 11:59pm ET unless specified)
Week of August 21	Course Orientation	Syllabus	Syllabus Scavenger Hunt Introduce Yourself Course Questions Forum
Week of August 25	Module 1: History of Community Health and Physical Activity & Physical Activity Guidelines	Saint-Maurice PF, <i>et al.</i> Association of leisure-time physical activity across the adult life course with all-cause and cause-specific mortality. <i>JAMA Network Open</i> , 2019. Piercy KL, <i>et al.</i> The Physical Activity Guidelines for Americans. <i>JAMA</i> , 2018. Executive Summary of the “2018 Physical Activity Guidelines Advisory Committee Scientific Report”	Module 1 Quiz [Obj. 1, 2]
Week of	Module 2:	Silfee VJ, <i>et al.</i> , Objective	Module 2 Quiz [Obj. 1-3]

September 1	Fundamentals of Kinesiology & Physical Activity Measurement	<p>measurement of physical activity outcomes in lifestyle interventions among adults: A systematic review. <i>Preventive Medicine Reviews</i>, 2018.</p> <p>Kiernan M, <i>et al.</i>, The Stanford Leisure-Time Activity Categorical Item (L-Cat): a single categorical item sensitive to physical activity changes in overweight/obese women. <i>International Journal of Obesity</i>, 2013.</p> <p>Evans, <i>et al.</i> Testing the effect of summer camp on excess summer weight gain in youth from low-income households: a randomized controlled trial. <i>BMC Public Health</i>, 2020.</p>	Article Review 1 (start) [Obj. 4, 5]
Week of September 8	Module 3: Sedentary Behavior	<p>Rosenberg DE, <i>et al.</i> Sitting Time Reduction and Blood Pressure in Older Adults: A Randomized Clinical Trial. <i>JAMA Network Open</i>, 2024.</p> <p>Vallance JK, <i>et al.</i> Evaluating the Evidence on Sitting, Smoking, and Health: Is Sitting Really the New Smoking? <i>American Journal of Public Health</i>, 2018.</p>	<p>Module 3 Quiz [Obj. 1, 2]</p> <p>Article Review 1 (due)</p>
Week of September 15	Module 4: Research Methods 101	HEB Library Resource Guide	<p>Module 4 Quiz [Obj. 1]</p> <p>Exam 1 [module 1 Obj. 1, 2; module 2 Obj. 1-3; module 3 Obj. 1, 2; module 4 Obj. 1]</p> <p>Article Review 1 (instructor feedback returned)</p>
Week of September 22	Module 5: Cardiorespiratory Health	<p>Powell KE, <i>et al.</i> Physical Activity for Health: What Kind? How Much? How Intense? On top of What? <i>Annual Review of Public Health</i>, 2011.</p> <p>Shiroma EJ and Lee I-M. Physical Activity and Cardiovascular Health: Lessons Learned from Epidemiological Studies Across Age, Gender, and Race/Ethnicity. <i>Circulation</i>, 2010.</p>	<p>Module 5 Quiz [Obj. 1, 2]</p> <p>Article Review 1 Revision [Obj. 3, 4]</p>
Week of September 29	Module 6: Metabolic Health	Course Reserves: Kohl et al. Chapter 7, Musculoskeletal and Functional	Module 6 Quiz [Obj. 1, 2]

	& Musculoskeletal and Functional Health	Health. <i>Foundations of Physical Activity and Public Health</i> . 2020.	Article Review 2 [Obj. 3, 4]
Week of October 6	Module 7: Overweight and Obesity	Jakicic JM, <i>et al.</i> Effect of Wearable Technology Combined With a Lifestyle Intervention on Long-term Weight Loss: The IDEA Randomized Clinical Trial. <i>JAMA</i> , 2016 Loprinzi P, <i>et al.</i> The “Fit but Fat” Paradigm Addressed Using Accelerometer-Determined Physical Activity Data. <i>North American Journal of Medical Sciences</i> , 2014.	Module 7 Quiz [Obj. 1] Article Review 2 Peer Review [Obj. 3, 4]
Week of October 13	Module 8: Cancer	Moore SC, <i>et al.</i> Association of Leisure-Time Physical Activity With Risk of 26 Types of Cancer in 1.44 Million Adults. <i>JAMA</i> , 2016. Phillips SM, <i>et al.</i> Breast cancer survivors’ preferences for mHealth physical activity interventions: findings from a mixed methods study. <i>Journal of Cancer Survivorship</i> , 2019.	Module 8 Quiz [Obj. 1] Article Review Final Draft [Obj. 2, 3]
Week of October 20	Module 9: Brain Health and Mental Health	Bailey AP, <i>et al.</i> Treating depression with physical activity in adolescents and young adults: a systematic review and meta-analysis of randomized controlled trials. <i>Psychological Medicine</i> , 2018.	Module 9 Quiz [Obj. 1, 2] Group Project Survey Physical Activity Monitoring Project (start) [Obj. 3]
Week of October 27	Module 10: Built Environment	Sallis JF, <i>et al.</i> Physical activity in relation to urban environments in 14 cities worldwide: a cross-sectional study. <i>Lancet</i> , 2016. Yi L, <i>et al.</i> Methodologies for assessing contextual exposure to the built environment in physical activity studies: A systematic review. <i>Health & Place</i> , 2019.	Module 10 Quiz [Obj. 1] Exam 2 [module 5 Obj. 1, 2; module 6 Obj. 1, 2; module 7 Obj. 1; module 8 Obj. 1; module 9 Obj. 1, 2]—in class 10/31
Week of November 3	Module 13: Church-Based Approaches	Wilcox S, <i>et al.</i> Faith, Activity, and Nutrition Randomized Dissemination and Implementation Study: Countywide Adoption, Reach, and Effectiveness. <i>American Journal of Preventative Medicine</i> , 2018.	Module 13/14 Quiz [Obj. 1] Group Project Check-In 1 [Obj. 2 and 3]

	Module 14: School-Based Approaches (guest lecture)	Beets MW, et al. The theory of expanded, extended, and enhanced opportunities for youth physical activity promotion. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 2016.	
Week of November 10	Module 11: Social and Policy Approaches	Fransen K, et al. Leading the way together: A cluster randomised controlled trial of the 5R Shared Leadership Program in older adult walking groups. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 2022. Bailey, et al. A qualitative study of facilitators and barriers to implementing worksite policies that support physical activity. <i>BMC Public Health</i> , 2018.	Module 11 Quiz [Obj. 1, 2] Physical Activity Monitoring Project (due) [Obj. 3]
Week of November 17	Module 12: Healthcare Approaches	AuYoung M, et al. Integrating physical activity in primary care practice. <i>American Journal of Medicine</i> , 2016. Pears S, et al. A randomised controlled trial of three very brief interventions for physical activity in primary care. <i>BMC Public Health</i> , 2016. Dayao J K O, et al. Implementation and evaluation of Exercise is Medicine in primary care clinics within a large academic health system. <i>Family Medicine and Community Health</i> , 2024.	Module 12 Quiz [Obj. 1] Group Project Check-In 2 [Obj. 2 and 3] Exam 3 [module 10 Obj. 1; module 11 Obj. 1; module 12 Obj. 1, 2; module 13 Obj. 1; module 14 Obj. 1, 2; module 15 Obj. 1]
<i>Thanksgiving Break, no class</i>			
Week of December 1	Group presentation work time (submitted as a video file)		Group Project Presentation [Obj. 2, 3] Individual Paper on Group Project [Obj. 2, 3] Peer Group Evaluation [Obj. 2, 3]