Instructor: Gerhild Ullmann, PhD, CPH, GCFP  
Title: Adjunct Faculty, Social and Behavioral Sciences  
Email: ullmann1@memphis.edu

Course Description
This course is designed as an overview of physical activity programming and interventions within the public health framework. Students will have the opportunity to: study issues germane to physical activity and public health; acquire knowledge of current research, best practices, guidelines and recommendations for physical activity; and develop skills integral to the design, implementation, and evaluation of public health programs that are intended to promote increased physical activity in specific populations.

Course Prerequisites.  None; graduate student status

Learning Objectives
After completion of the course, students should be able to:

- Understand physical activity as it relates to core functions of public health.
- Know current recommendations and guidelines related to physical activity and public health.
- Develop research-based knowledge about the relationships between physical activity, nutrition, overall health, and obesity.
- Identify and critique health disparities around physical activity related to differences such as race, gender, disability, and socio-economic status.
- Understand the importance of physical activity across the lifespan, i.e. from early childhood to geriatric populations.
- Summarize, analyze, and critique current research regarding physical activity and public health.
- Use accepted public health methods to evaluate the impact of physical inactivity on communities and identify the risks and benefits of participation in physical activity at community levels.
- Understand the current state and potential role of school-based physical activity programming (physical education, athletics, intra-murals, after school programs) in addressing the health of children and youth.
- Acquire skills needed to develop and evaluate physical activity programs and/or interventions in a variety of community settings.
- Understand how social and behavioral theories are used in programs designed to promote physical activity in community settings.
- Review and discuss a range of valid and reliable measures for assessing physical activity.
- Understand the role of the built environment in community-level physical activity.
Required Text/Readings

Additional readings and online resources will be assigned for each Course Segment. The readings (articles, web pages, guidelines) can be accessed/downloaded via links in the PowerPoint presentations.

Discussions
There will also be three discussion topics. Each student is expected to respond and contribute to the discussion thread for two of these topics. This comprises the class participation part (10%) of your grade. You will find the discussion topic listed in the “Discussions” area at the top right hand of the dashboard. To post your comment to the Discussion comment, click “Compose”, type into the screen provided, and click “Post” in the right hand corner.

Assignments
**PUBH 7341:** You will find instructions for each of the five assignments in the pertaining course segment. Students are expected to obtain needed materials (e.g., pedometer) and to complete each step of the assigned tasks. Papers/reports should use APA style, be typed, 12 pt font, double-spaced on standard-sized paper with 1" margins on all sides. You may find examples of APA reference formatting at this web page: [http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01)

**PUBH 8341:** Students are expected to complete the assignments for PUBH 7341 (60 %), and in addition, to write a final paper (40 %): Based on their particular interests, each student will write a substantial paper (approx. 15 pages plus references) related to the course context. Projects may involve conducting a needs assessments and designing a physical activity program for a particular community; conducting a formal evaluation of an existing school- or community-based physical activity program; a literature review or writing a proposal for a physical activity based intervention study (using guidelines for the NIH R21 mechanism).

Quizzes
After each segment a quiz will be administered. Note they are NOT comprehensive. The quizzes will be available for a period of 2 days. Please set aside a time period of 40 minutes to complete each quiz.

Evaluating/Grading PUBH 7341

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Quiz</td>
<td>40% (4 quizzes, 10% each)</td>
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<tr>
<td>Assignment</td>
<td>50% (5 written assignments, 10% each)</td>
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<tr>
<td>Class Participation/Discussion</td>
<td>10% (2 discussion topics, 5% each)</td>
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<tr>
<td>Total</td>
<td>100%</td>
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The letter grades for each requirement are assigned using the following grading scale:

<table>
<thead>
<tr>
<th>Percentage Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
<th>Percentage Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥96%</td>
<td>A+</td>
<td>4.00</td>
<td>76%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>93%</td>
<td>A</td>
<td>4.00</td>
<td>73%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>90%</td>
<td>A–</td>
<td>3.84</td>
<td>70%</td>
<td>C–</td>
<td>1.67</td>
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<tr>
<td>86%</td>
<td>B+</td>
<td>3.33</td>
<td>66%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>83%</td>
<td>B</td>
<td>3.00</td>
<td>60%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>80%</td>
<td>B–</td>
<td>2.67</td>
<td>&lt;60%</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Evaluating/Grading PUBH 8341
Students enrolled in PUBH 8341 are expected to complete the assignments for PUBH 7341 (60 %), and in addition, to write a final paper (40 %).

Course Requirements (participation, etc.)
Students are expected to complete all assigned readings and writing assignments. Interactive participation in class discussion is an important component of the course and is factored into the final grade. Assignments must be submitted on time in the eCourseware Dropbox, or points will be deducted. Extenuating circumstances for missing a requirement will be reviewed on an individual basis.

Late Assignments
Any assignment turned in after the due date and time will be downgraded 10% for the first day and then 5% for each subsequent day of late submission.

Class Participation
Participation is a critical part of the learning process in this course. All students are expected to share their insights on the readings and projects on which they are working. Students are encouraged to discuss the relevant issues they find challenging or interesting while reading or exploring materials for this course.

Promoting a Positive Learning Environment
The School of Public Health recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of all students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Courses will strive to provide an opportunity for all students to openly discuss issues of diversity including, but not limited to, age, disability, ethnicity, gender, race, religious beliefs, and sexual orientation.
Course Requirements and Personal Conduct
As a community of scholars, it is expected that the instructor and students will work together at all times to create an atmosphere that fosters shared discovery and mutual respect. Students are expected to complete all assigned readings and writing assignments, and to participate in class discussions.

Writing Standards
Effective managers, leaders, and teachers are also effective communicators. Written communication is an important element of the communication process. The School of Public Health graduate program recognizes and expects exemplary writing to be the norm for course work.

Academic Conduct
All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) which are available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the School of Public Health and The University of Memphis.
Cheating is also not unacceptable at the University of Memphis. Cheating includes but is not limited to the following: using any unauthorized assistance in taking quizzes or tests; acquiring tests or other academic material before such material is revealed or distributed by the instructor; failing to abide by the instructions of the proctor concerning test taking procedures; influencing, or attempting to influence, any university employee in order to affect a student’s grade or evaluations; any forgery, alteration, unauthorized possession, or misuse of University documents.

Awarding an Incomplete Grade
A grade of “I” (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual’s control. The “I” may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the “I” within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the “I” will be changed to an “F,” regardless of whether or not the student is enrolled.

Withdrawal Policy
In accordance with University policy, withdrawal is not permitted after the date specified in the University Calendar for that term. Exceptions are made to the policy only in case of such extreme circumstances as serious illness, relocation because of employment, etc.
Americans with Disabilities Act
The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Special Needs
Any student who has special needs for assistance and/or accommodation, and who is registered with the Office of Student Disability Services should notify the instructor during the first week of classes.

Inclement Weather Policy
In the event that inclement weather requires the cancellation of classes at the University of Memphis, local radio and television media will be notified. Additionally, the University of Memphis has established an inclement weather hotline 901-678-0888. Note that in extreme situations this may affect eCourseware availability.

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Schedule of Topics and Readings
Note: The schedule and readings are tentative and are subject to change.

Preliminary Course Outline

Course Segment 1, 7/9 - 7/16

Introduction to Public Health and Physical Activity - Chapter 1 -4
- Fundamentals of Public Health
- Fundamentals of Kinesiology
- Integrating Public Health and Physical Activity
- Measuring Physical Activity

Readings
- Textbook pages 1- 70
http://ac.els-cdn.com/S0749379704003125/1-s2.0-S0749379704003125-main.pdf?_tid=fcc553c4-c611-11e2-8f72-00000aacb360&acdnat=1369579313_d6ffee97ca25a07815e3a2b2f7a571fc
http://www.cdc.gov/pcd/issues/2013/12_0162.htm
http://ac.els-cdn.com/S00028223000002510/1-s2.0-S00028223000002510-main.pdf?_tid=1672841e-c60c-11e2-a078-00000aab0f27&acdnat=1369576779_eff69d0c58eed71ed8fe4344aa720234
http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0059975
2008 Physical Activity Guidelines for Americans, Centers for Disease Control and Prevention 1600 Clifton Rd. Atlanta, GA 30333, USA.
http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html
Borg Rating of Perceived Exertion (RPE).
http://www.cdc.gov/physicalactivity/everyone/measuring/exertion.html
http://www.ijbnpa.org/content/8/1/80
http://www.ijbnpa.org/content/8/1/79
http://www.ijbnpa.org/content/8/1/78
Course Segment 2, 7/17 - 7/23

Health Effects of Exercise and Physical Activity - Chapter 5 - 8

- Cardiorespiratory and Metabolic Health
- Overweight and Obesity
- Musculoskeletal and Functional Health
- Cancers

Readings
- Textbook pages 71-151

[http://www.cdc.gov/pcd/issues/2012/11_0171.htm](http://www.cdc.gov/pcd/issues/2012/11_0171.htm)


Course Segment 3, 7/24 - 7/30

Health Effects of Exercise and Physical Activity - Chapter 9 -10

- Mental Health
- Health Risks of Exercise and Physical Activity

Readings

- Textbook pages 153-178


Strategies for Effective Physical Activity Promotion - Chapter 11 -12

- Informational Approaches for Promoting Physical Activity
- School-Based Approaches to Promoting Physical Activity

Readings

- Textbook pages 179- 210
http://www.jpeds.com/article/S0022-3476%2805%2900100-9/fulltext

Course Segment 4, 7/31 - 8/9

Strategies for Effective Physical Activity Promotion - Chapter 13-16
- Behavioral and Social Approaches to Promoting Physical Activity
- Environmental and Policy Approaches to Promoting Physical Activity
- Program and Policy Evaluation for Physical Activity and Public Health
- Partnership Development and Advocacy

Readings
- Textbook pages 211-269
http://deepblue.lib.umich.edu/bitstream/handle/2027.42/66877/10.1177_109019818401100101.pdf?sequence=2
http://www.uri.edu/research/cprc/Publications/PDFs/ByTitle/Stages%20and%20Processes%20of%20self%20change.pdf
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2844244/
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3306205/
http://web.ebscohost.com.ezproxy.memphis.edu/ehost/detail?vid=3&sid=a4c83553-9051-47b4-b6ad-b9aa392ba78d%40sessionmgr12&hid=11&bdata=JnNpdGU9ZWhvc3QtGGl2ZQ%3d%3d&db=nyh&AN=77386384


http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3085087/


http://www.who.int/dietphysicalactivity/en/

National Physical Activity Plan (NPAP). National Physical Activity Plan.
http://www.physicalactivityplan.org/index.php

Due Dates in chronological Order

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<thead>
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<th>Task</th>
<th>Due</th>
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<tr>
<td>07/14</td>
<td>Discussion Topic 1</td>
<td>response no later than July 14th at 11:59 pm CST</td>
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<tr>
<td>07/17</td>
<td>Quiz 1</td>
<td>no later than July 17th at 11:59 pm CST</td>
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<tr>
<td>07/21</td>
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<tr>
<td>07/22</td>
<td>Discussion Topic 2</td>
<td>response no later than July 22th at 11:59 pm CST</td>
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<tr>
<td>07/24</td>
<td>Quiz 2</td>
<td>no later than July 24th at 11:59 pm CST</td>
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<tr>
<td>07/25</td>
<td>Assignment 2</td>
<td>in dropbox no later than July 25th at 11:59 pm CST</td>
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<tr>
<td>07/28</td>
<td>Assignment 3</td>
<td>in dropbox no later than July 28th at 11:59 pm CST</td>
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<td>07/31</td>
<td>Quiz 3</td>
<td>no later than July 31st at 11:59 pm CST</td>
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<td>08/03</td>
<td>Discussion Topic 3</td>
<td>response no later than August 3rd at 11:59 pm CST</td>
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<tr>
<td>08/04</td>
<td>Assignment 4</td>
<td>in dropbox no later than August 4th at 11:59 pm CST</td>
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<td>08/07</td>
<td>Quiz 4</td>
<td>no later than August 7th at 11:59 pm CST</td>
</tr>
<tr>
<td>08/09</td>
<td>Assignment 5</td>
<td>in dropbox no later than August 9th at 11:59 pm CST</td>
</tr>
<tr>
<td>08/09</td>
<td>Assignment 6</td>
<td>in dropbox no later than August 9th at 11:59 pm CST - required only for students enrolled in PUBH 8341:</td>
</tr>
</tbody>
</table>

Late Assignments: Any assignment turned in after the due date and time will be downgraded 10% for the first day and then 5% for each subsequent day of late submission.

Remember: Each student is expected to respond and contribute to the discussion thread for **two** of these topics.