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Title: Adjunct Faculty, Social and Behavioral Sciences
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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

Kohl III, H., & Murray, T. (2012). *Foundations of physical activity and public health*. Human Kinetics. Champaign, IL. ISBN 0-7360-8710-9.

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>

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

Quiz	40% (4 quizzes, 10% each)
Assignment	50% (5 written assignments, 10% each)
Class Participation/Discussion	10% (2 discussion topics, 5% each)
Total	100%

The letter grades for each requirement are assigned using the following grading scale:

Percentage Grade	Letter Grade	GPA	Percentage Grade	Letter Grade	GPA
≥96%	A+	4.00	76%	C+	2.33
93%	A	4.00	73%	C	2.00
90%	A–	3.84	70%	C–	1.67
86%	B+	3.33	66%	D+	1.33
83%	B	3.00	60%	D	1.00
80%	B–	2.67	<60%	F	0.00

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

Caspersen CJ, Powell KE, Christenson GM. Physical activity, exercise, and physical fitness: definitions and distinctions for health-related research. *Public Health Rep. Mar-Apr 1985;100(2):126-131.*

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1424733/pdf/pubhealthrep00100-0016.pdf>

Sallis JF, Linton L, Kraft MK. The first Active Living Research Conference: growth of a transdisciplinary field. *Am J Prev Med. Feb 2005;28(2 Suppl 2):93-95.*

http://ac.els-cdn.com/S0749379704003125/1-s2.0-S0749379704003125-main.pdf?_tid=fcc553c4-c611-11e2-8f72-00000aacb360&acdnat=1369579313_d6ffee97ca25a07815e3a2b2f7a571fc

Litt JS, Reed HL, Tabak RG, et al. Active living collaboratives in the United States: understanding characteristics, activities, and achievement of environmental and policy change. *Prev Chronic Dis. Feb 2013;10:E19.*

http://www.cdc.gov/pcd/issues/2013/12_0162.htm

Lindberg R. Active living: on the road with the 10,000 Steps program. *J Am Diet Assoc. Aug 2000;100(8):878-879.*

http://ac.els-cdn.com/S0002822300002510/1-s2.0-S0002822300002510-main.pdf?_tid=1672841e-c60c-11e2-a078-00000aabb0f27&acdnat=1369576779_eff69d0c58eed71ed8fe4344aa720234

Cohen SS, Matthews CE, Signorello LB, Schlundt DG, Blot WJ, Buchowski MS. Sedentary and physically active behavior patterns among low-income African-American and white adults living in the southeastern United States. *PLoS ONE. 2013;8(4):e59975.*

<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 G. *Borg's Perceived Exertion and Pain Scales*. Champaign, IL: Human Kinetics; 1998.

Borg Rating of Perceived Exertion (RPE).

<http://www.cdc.gov/physicalactivity/everyone/measuring/exertion.html>

Tudor-Locke C, Craig CL, Aoyagi Y, et al. How many steps/day are enough? For older adults and special populations. *Int J Behav Nutr Phys Act. 2011;8:80.*

<http://www.ijbnpa.org/content/8/1/80>

Tudor-Locke C, Craig CL, Brown WJ, et al. How many steps/day are enough? For adults. *Int J Behav Nutr Phys Act. 8:79.*

<http://www.ijbnpa.org/content/8/1/79>

Tudor-Locke C, Craig CL, Beets MW, et al. How many steps/day are enough? for children and adolescents. *Int J Behav Nutr Phys Act. 8:78.*

<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

Crist LA, Champagne CM, Corsino L, Lien LF, Zhang G, Young DR. Influence of change in aerobic fitness and weight on prevalence of metabolic syndrome. *Prev Chronic Dis.* 2012;9:E68.

http://www.cdc.gov/pcd/issues/2012/11_0171.htm

Kassi E, Pervanidou P, Kaltsas G, Chrousos G. Metabolic syndrome: definitions and controversies. *BMC Med.* 2011;9:48. <http://www.biomedcentral.com/1741-7015/9/48#sec4>

Healy GN, Wijndaele K, Dunstan DW, et al. Objectively measured sedentary time, physical activity, and metabolic risk: the Australian Diabetes, Obesity and Lifestyle Study (AusDiab). *Diabetes Care.* Feb 2008;31(2):369-371. <http://care.diabetesjournals.org/content/31/2/369.full.pdf+html>

U.S. Department of Health and Human Services. Dietary Guidelines for Americans.

<http://www.health.gov/dietaryguidelines/>

Healy GN, Matthews CE, Dunstan DW, Winkler EA, Owen N. Sedentary time and cardio-metabolic biomarkers in US adults: NHANES 2003-06. *Eur Heart J.* Mar 2011;32(5):590-597. me

<http://eurheartj.oxfordjournals.org/content/32/5/590.full.pdf+html>

Centers for Disease Control and Prevention. Difference in prevalence of obesity among Black, White, and Hispanic adults - United States, 2006-2008. *Morbidity and Mortality Weekly Report.* 2009;58(27):740-744.

Centers for Disease Control and Prevention. National Health and Nutrition Examination Survey. May 28, 2013; <http://www.cdc.gov/nchs/nhanes.htm>

U.S. Department of Health & Human Services, Office of Disease Prevention and health Promotion. Healthy People 2020. Thursday, May 23, 2013; <http://healthypeople.gov/2020/>

Chenoweth D, Leutzinger J. The economic costs of physical inactivity and excess weight in American adults. *J Phys Act Health.* 2006;3:148-163.

http://huffinesinstitute.org/Portals/37/Chenoweth_JPAH_3_06.pdf

Looker AC, Borrud LG, Dawson-Hughes B, Shepherd JA, Wright NC. Osteoporosis or low bone mass at the femur neck or lumbar spine in older adults: United States, 2005-2008. *NCHS Data Brief.* Apr 2012(93):1-8.

<http://www.cdc.gov/nchs/data/databriefs/db93.pdf>

Davis JC, Robertson MC, Ashe MC, Liu-Ambrose T, Khan KM, Marra CA. International comparison of cost of falls in older adults living in the community: a systematic review. *Osteoporos Int.* Feb 27.

- McClung M, Harris ST, Miller PD, et al. Bisphosphonate therapy for osteoporosis: benefits, risks, and drug holiday. *Am J Med.* Jan 2013;126(1):13-20.
- McGuire DK, Levine BD, Williamson JW, et al. A 30-year follow-up of the Dallas Bedrest and Training Study: I. Effect of age on the cardiovascular response to exercise. *Circulation.* Sep 18 2001;104(12):1350-1357.
- McGuire DK, Levine BD, Williamson JW, et al. A 30-year follow-up of the Dallas Bedrest and Training Study: II. Effect of age on cardiovascular adaptation to exercise training. *Circulation.* Sep 18 2001;104(12):1358-1366.
- Friedenreich CM, Cust AE. Physical activity and breast cancer risk: impact of timing, type and dose of activity and population subgroup effects. *Br J Sports Med.* Aug 2008;42(8):636-647.
- McTiernan A. Mechanisms linking physical activity with cancer. *Nat Rev Cancer.* Mar 2008;8(3):205-211.
- Rogers CJ, Colbert LH, Greiner JW, Perkins SN, Hursting SD. Physical activity and cancer prevention : pathways and targets for intervention. *Sports Med.* 2008;38(4):271-296.
- Wolin KY, Yan Y, Colditz GA. Physical activity and risk of colon adenoma: a meta-analysis. *Br J Cancer.* Mar 1 2011;104(5):882-885.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3048199/pdf/6606045a.pdf>
- Wolin KY, Yan Y, Colditz GA, Lee IM. Physical activity and colon cancer prevention: a meta-analysis. *Br J Cancer.* Feb 24 2009;100(4):611-616.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2653744/>

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

Deslandes A, Moraes H, Ferreira C, et al. Exercise and mental health: many reasons to move. *Neuropsychobiology.* 2009;59(4):191-198.

Silveira H, Moraes H, Oliveira N, Coutinho ES, Laks J, Deslandes A. Physical exercise and clinically depressed patients: a systematic review and meta-analysis. *Neuropsychobiology.* 2013;67(2):61-68.

Dunn AL, Jewell JS. The effect of exercise on mental health. *Curr Sports Med Rep.* Jul-Aug 2010;9(4):202-207.

DuPont RL, Rice DP, Miller LS, Shiraki SS, Rowland CR, Harwood HJ. Economic costs of anxiety disorders. *Anxiety.* 1996;2(4):167-172.

Wang PS, Simon G, Kessler RC. The economic burden of depression and the cost-effectiveness of treatment. *Int J Methods Psychiatr Res.* 2003;12(1):22-33.

Hootman JM, Macera CA, Ainsworth BE, Martin M, Addy CL, Blair SN. Association among physical activity level, cardiorespiratory fitness, and risk of musculoskeletal injury. *Am J Epidemiol*. Aug 1 2001;154(3):251-258. <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5133a2.htm>

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

Short CE, James EL, Plotnikoff RC, Girgis A. Efficacy of tailored-print interventions to promote physical activity: a systematic review of randomised trials. *Int J Behav Nutr Phys Act*. 2011;8:113. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3214130/pdf/1479-5868-8-113.pdf>

Friedman DB, Hooker SP, Wilcox S, Burroughs EL, Rheaume CE. African American men's perspectives on promoting physical activity: "We're not that difficult to figure out!". *J Health Commun*. 2012;17(10):1151-1170.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3504165/pdf/nihms392427.pdf>

Jenkinson KA, Naughton G, Benson AC. The GLAMA (Girls! Lead! Achieve! Mentor! Activate!) physical activity and peer leadership intervention pilot project: a process evaluation using the RE-AIM framework. *BMC Public Health*. 2012;12:55.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3293770/pdf/1471-2458-12-55.pdf>

Heath GW. The role of the public health sector in promoting physical activity: national, state, and local applications. *J Phys Act Health*. Nov 2009;6 Suppl 2:S159-167.

Dobbins M, Husson H, DeCorby K, LaRocca RL. School-based physical activity programs for promoting physical activity and fitness in children and adolescents aged 6 to 18. *Cochrane Database Syst Rev*. 2013;2:CD007651.

Huhman M, Potter LD, Wong FL, Banspach SW, Duke JC, Heitzler CD. Effects of a mass media campaign to increase physical activity among children: year-1 results of the VERB campaign. *Pediatrics*. Aug 2005;116(2):e277-284.

<http://pediatrics.aappublications.org/content/116/2/e277.long>

Centers for Disease Control and Prevention. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf

Community Guide. 2011. The Guide to Community Preventive Services

<http://www.thecommunityguide.org/pa/index.html>

Wechsler et al., 2004. The role of schools in preventing childhood obesity.

http://www.cdc.gov/healthyyouth/physicalactivity/pdf/roleofschools_obesity.pdf

Van Dusen DP, Kelder SH, Kohl HW, 3rd, Ranjit N, Perry CL. Associations of physical fitness and academic performance among schoolchildren. *J Sch Health*. Dec 2011;81(12):733-740.

Coe DP, Pivarnik JM, Womack CJ, Reeves MJ, Malina RM. Health-related fitness and academic achievement in middle school students. *J Sports Med Phys Fitness*. Dec 2012;52(6):654-660.

Strong WB, Malina RM, Blimkie CJ, et al. Evidence based physical activity for school-age youth. J Pediatr. Jun 2005;146(6):732-737.

<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

Barrera M, Jr., Toobert DJ, Angell KL, Glasgow RE, Mackinnon DP. Social support and social-ecological resources as mediators of lifestyle intervention effects for type 2 diabetes. J Health Psychol. May 2006;11(3):483-495.

Dunton GF, Cousineau M, Reynolds KD. The intersection of public policy and health behavior theory in the physical activity arena. J Phys Act Health. Mar 2010;7 Suppl 1:S91-98.

Janz NK, Becker MH. The Health Belief Model: a decade later. Health Educ Q. Spring 1984;11(1):1-47.

http://deepblue.lib.umich.edu/bitstream/handle/2027.42/66877/10.1177_109019818401100101.pdf?sequence=2

Prochaska JO, DiClemente CC. Stages and processes of self-change of smoking: toward an integrative model of change. J Consult Clin Psychol. Jun 1983;51(3):390-395.

<http://www.uri.edu/research/cprc/Publications/PDFs/ByTitle/Stages%20and%20Processes%20of%20self%20change.pdf>

Brownson RC, Hoehner CM, Day K, Forsyth A, Sallis JF. Measuring the built environment for physical activity: state of the science. Am J Prev Med. Apr 2009;36(4 Suppl):S99-123 e112.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2844244/>

McCormack GR, Shiell A. In search of causality: a systematic review of the relationship between the built environment and physical activity among adults. Int J Behav Nutr Phys Act. 2011;8:125.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3306205/>

Amis JM, Wright PM, Dyson B, Vardaman JM, Ferry H. Implementing childhood obesity policy in a new educational environment: the cases of Mississippi and Tennessee. Am J Public Health. Jul 2012;102(7):1406-1413.

<http://web.ebscohost.com.ezproxy.memphis.edu/ehost/detail?vid=3&sid=a4c83553-9051-47b4-b6ad-b9aa392ba78d%40sessionmgr12&hid=11&bdata=JnNpdGU9ZWwhvc3QtG12ZQ%3d%3d#db=nyh&AN=77386384>

Schmid TL, Pratt M, Witmer L. A Framework for Physical Activity Policy Research. J Phys Act Health. 2006;3(Supplement, February):S20 – S29.

Heath GW, Brownson RC, Kruger J, et al. The Effectiveness of Urban Design and Land Use and Transport Policies and Practices to Increase Physical Activity: A Systematic Review. J Phys Act Health. 2006;3(Supplement, February):S55 – S76.

Roux L, Pratt M, Tengs TO, et al. Cost effectiveness of community-based physical activity interventions. Am J Prev Med. Dec 2008;35(6):578-588.

http://www.sfgov3.org/ftp/uploadedfiles/shapeupsf/research_data/CostEffectiveness_of_CommunitybasedPA_Interventions.pdf

Wu S, Cohen D, Shi Y, Pearson M, Sturm R. Economic analysis of physical activity interventions. Am J Prev Med. Feb 2011;40(2):149-158.

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

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. Physical Activity Evaluation Handbook.

<http://www.cdc.gov/nccdphp/dnpa/physical/handbook/pdf/handbook.pdf>. Accessed 6/3, 2013.

<http://www.cdc.gov/nccdphp/dnpa/physical/handbook/pdf/handbook.pdf>

World Health Organization. Global Strategy on Diet, Physical Activity and Health.

<http://www.who.int/dietphysicalactivity/en/>. Accessed June 3, 2013.

<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

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