

**Physical Activity and Public Health**  
**UGS 302**  
**Fall 2016**

**Instructor:** John B. Bartholomew, Ph.D.

**Office:** Bellmont 718

**Phone:** 232-6021

**E-mail:** jbart@austin.utexas.edu

**Office Hours:** T-Th 9:30

**Class Time:** T-Th 9:30 - 11:00 a.m., Bellmont 710a

**TA:** t

**This course is designed to achieve the following aims:**

- (1) Students will examine physical activity from the perspectives of:
  - a. public health
  - b. exercise physiology
  - c. environmental design
  - d. behavioral psychology
- (2) Students will understand fitness, its components and its impact on human health.
- (3) Students will be able to differentiate the impact of physical activity, fitness and obesity on human health.
- (4) Students will be able to evaluate and discuss the physical activity and public health literature.
- (5) Students will be able to assess environmental factors that are associated with physical activity.
- (6) Students will be able to collect and edit digital video for presentation purposes.

**Course Design:** The course is designed to be highly interactive. We will begin each class meeting with a lecture surrounding the key concepts of the readings. This will be followed by a broad discussion of the implications of these readings. As a result, it is critical that students keep up with the assigned readings.

**Readings:**

H. W. Kohl & T. D. Murry (2012), *Foundations of Physical Activity and Public Health*, will serve as the primary text for the first half of the course. This will be supplemented by readings, especially for the second half of the course where we do not have a textbook. The readings will be available on Blackboard.

C. McDougall (2009), *Born to Run*, Random House, New York.

**Outside of the Classroom:** We will explore the topics discussed in class through walks through neighborhoods adjoining the University. In addition, a class project will require you to replicate these procedures outside of class time.

**University GEMS:** All SIG courses incorporate visits to the University “gems.” We will visit the Fitness Institute of Texas, which specializes in the assessment of physical fitness for both research and public audiences. We will also visit the H.J. Lucher Stark Center for Physical Culture and Sports. This widely regarded as the finest collection of material documenting the history of physical culture and sport.

**University Lecture Series:** All SIG students are required to attend one of the University Lecture Series. If you cannot attend, you can watch a videotape of the event. Student will need to be prepared to discuss in the following class. This will be reflected in the discussion grade, which is 5% of your total grade.

### **Grading**

This course fulfills three hours of the component area option of the university core curriculum and addresses three of the core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, and empirical and quantitative skills.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

**Papers:** There will be two papers. The first will be a 3-page, single-spaced reaction paper to a section of the book, *Born to Run*. A selection of potential topics will be developed during class. The initial version will be returned with comments from both a peer and the TA for revision. Your final grade will be a combination of your scores from each version.

The second will be a 5-paged, typed paper. In it you will be asked to respond to a set of epidemiological studies. You will be asked to interpret the data from each study, draw a general conclusion, and propose recommendations for using these data to change behavior. This paper will be shared with another student for peer review and revision. Your final grade will be a combination of your grade on the revised, final paper, as well as the quality of your comments for the other student.

**NOTE:** All written responses must be in complete sentences. Points will be deducted for poor grammar, spelling, and or syntax. Any students who are deemed to have inadequate writing skills will be referred to the Learning Skills Center, 471-3614, for additional assistance.

**Book Study:** We will be reading *Born to Run*, by Christopher McDougall. This provides a discussion of whether humans have evolved to run. Students will be required to read and discuss the book as a part of the initial class meetings. This will be reflected in the discussion grade, which is 5% of your total grade.

**Exams:** There will be three exams. They will contain a mixture of multiple choice, fill-in the blank, and essay. These will each count 15% of your grade. There will be no make-up of a missed exam without prior notice to the instructor of absence.

**Presentation.** You and a partner will complete a power point presentation that integrates digital video that you shoot. Class time will be provided in the computer lab to practice the video-editing requirement. You and your partner will choose from amongst three general topic options for this presentation:

- (1) A community survey of “walkability” that will center on support or barriers for physical activity, e.g. sidewalks, bike lanes, bus stops, etc. You will also provide suggestions for priorities to increase activity in your selected neighborhood.
- (2) A building survey of “walkability” that compares buildings of low and high walkability. This will emphasize access to stairs, feeling of safety, etc.; as well as suggestions for future building recommendations. This can include buildings located on UT campus.
- (3) A video illustration of one of the topics covered in class. This is the least prescriptive and most open to your creativity. The goal is to explain through a mixture of slides and video some key concept from class and to do so better than I did.

The presentation will be 20% of your grade.

**In-class assignments.** There will be a number of unannounced, in class assignments that are graded with a simple complete or not. These cannot be made up without prior notice of missing class. These will serve as a bonus, on top of the existing 100% of points. Thus, they can serve to make-up for a poor performance on one of the other assignments.

**Point Distribution:**

Exam I, II, III	45%
Paper I	5% first version; 10% final version
Paper II	10% paper; 5% peer review
Presentation	20%
Bonus – in class discussions	5%

---

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See following website for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

**The University of Texas honor code:**

“The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

Academic dishonesty for this class will be considered any effort to seek outside sources during an examination (your own notes, other students' work, etc) or to submit work that has been plagiarized or written by or with another who is not a part of the project team. If you use words or ideas that are not your own you must cite your sources. Otherwise you will be guilty of plagiarism. Plagiarism and any form of academic dishonesty will be referred to the Dean of students and be awarded a grade of F.

**Computer and cell phone usage.** There will be no use of cell phones, computers or other electronic device for any activity (e.g. talk, text, e-mail, web) that is not related to course instruction (e.g. note taking and recording class discussion).

**Emergency Procedures.** The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> :

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050

Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

## Course Outline

		Topic	
Aug.	25	Introduction / Kinesiology Definitions / Measurement	Chapter 1,2,4
	<b>30</b>	<b>Tour of the Fitness Institute of Texas (FIT)</b>	
Sept.	1	Intro. to Epidemiology & Public Health / Plagiarism	Chapter 3
	6	Book Discussion / Evolution of Running	
	8	Book Discussion / Exercise Addiction	
	13	Activity Recommendations & participation overview	
	15	Review for the exam	<b>Paper Due</b>
	<b>20</b>	<b>Exam 1</b>	
	<b>22</b>	<b>Stark Center Tour</b>	<b>Paper Reviews Due</b>
	27	Mortality	
	29	Cardiovascular	Chapter 5
Oct	4	Obesity Diabetes & Metabolic	Chapter 6
	6	Cancer	<b>Revised Paper Due</b>
	11	Mental Health	Chapter 8
	13	Review for Exam 2	Chapter 9
	<b>18</b>	<b>Exam 2</b>	
	<b>20</b>	Self-Regulation	<b>Paper 2 Due</b>
	25	Built environment /Cost Benefit Analysis/ Worksite	Chapter 14, 15
	27	<b>Walkability field trip</b>	
Nov	<b>1</b>	<b>Computer Lab Training</b>	<b>Paper Review Due</b>
	<b>3</b>	Behavior Change	Chapter 12
	8	Efficacy and Social Approaches	Chapter 13
	10	REBT	
	15	Review	<b>Revised Paper Due</b>
	<b>17</b>	<b>Exam 3</b>	
	<b>18</b>	<b>Lecture BEL 962, 12-1 pm</b>	
		Paul von Hippel, Ph.D., Associate Professor, LBJ School of Public Affairs	
		“Why are some countries more obese than others—demographics or environment?”	
	<b>22</b>	<b>Computer Lab</b>	
	<b>24</b>	<b>No class</b>	<b>Happy Thanksgiving</b>
	29	<b>Presentations</b>	
Dec	1	<b>Presentations</b>	

The University respects all religious holidays. If such a holiday is in conflict with lecture or any assignment date, please inform the instructor 14 days prior to make alternative arrangements.