Exercise As Medicine (HPHY 101) Fall 2014
Mon/Wed/Fri 3:00-3:50pm (302 Gerlinger) + Discussion Section

Course Instructor: Jenni Miner
Office: 259 Esslinger Email: jenniann@uoregon.edu
Office Hours: Wednesdays 1:30-2:30pm (in room 254 Esslinger)

PLEASE NOTE: For the majority of our communication, we will find using the course Discussion board to be most efficient; please post your course related questions to the discussion board, found on Blackboard. For questions or issues that are personal in nature, please feel free to chat with me before or after class, email me, or visit during office hours.

Discussion Instructor:
Blair Conner bconner@uoregon.edu
Office Hours: Mondays 2:00-3:00pm (in room 254 Esslinger)

Required Resources:
1. Questions and Answers: A Guide to Fitness and Wellness, 2nd ed., Gary Liguori & Sandra Carroll-Cobb. This is our textbook, for which we will base many of our discussions and assignments off of.
2. i>clicker 1 or 2. We will use personal response systems (or clickers) in class each day to provide you with a chance to challenge your knowledge of anatomy using old exam questions. Please purchase an i>Clicker at the bookstore and bring it to class every day (starting the second day of class).
3. 3x5 index cards. On most days in class, we will use 3x5 cards to provide you with a chance to challenge your knowledge of anatomy. Please purchase a packet of 3x5 cards and bring it to class every day (starting the second day of class).
4. Pedometer. You will need a personal pedometer starting the second week of class. You can purchase a pedometer at the Duck Store for under $7. There are some apps that can be downloaded to a smartphone. However, it is your responsibility to make sure the app is accurate if you are using it for the assignment (see Blackboard for details to test accuracy).
5. Computer access and software: You will need regular access to a computer and the Internet in this course. At minimum, you will also need an up to date web browser (Firefox, Chrome, etc.) and a PDF reader (Adobe or Preview).

Course Overview: This course will explore the effects of exercise on health and in the prevention and treatment of disease, and navigate how to improve overall wellness.

Course Objectives include:
- Learn what it means to be fit and make a plan to meet your own fitness and health goals.
- Know the basics of cardiorespiratory, muscle, and flexibility fitness.
- Understand body composition – how it is determined and how you can alter it.
- Understand nutrition and how it impacts your wellness and weight.
- Understand the physiology of stress and how to manage it.
- Learn risk factors, prevention, and treatment of chronic diseases.
- Be a savvy consumer of health and fitness information.
**Course Philosophy:** It is our intention to provide the best environment to facilitate active learning. You will be encouraged to discuss, challenge, and critique information by interacting with both your fellow students and the instructors. Your instructors will provide a positive environment for diverse learners to achieve their goals, and will encourage (and expect) your participation.

**Teaching Philosophy:** I like to compare the Instructor-Student relationship to one between a trail guide and a hiker. Students explore their environment as hikers explore the wilderness – sometimes on a directed path and sometimes off-path, sometimes lost and sometimes right on course. Instructors are the guides who can give direction and advice, but cannot carry the student along the way. The trail guide has years of experience to help guide the hiker along the path, aids when problems arise, can offer wisdom when the trail is unclear, and is mostly there to encourage the hiker through rough terrain and difficult maneuvers. In the end, however, students must complete the hike for themselves. This is the strength of the relationship between the instructor and the students. The student is charged with the end task of learning the material, but the instructor is there to help guide when needed, and has the experience to help the students try something new when they desire a new approach to a topic.

**Course Expectations:** You can expect to spend 12 hours per week working on this 4-credit course (2 hours outside of class for every hour in class). Approximately 3 hours each week will be in lecture and one hour in discussion class, with the remaining 8 hours devoted to reading, completing assignments, quizzes, and studying.

**You can expect your instructors** to work hard to facilitate and guide your learning, be available to help you outside of class, and be dedicated to your success.

**You are expected** to be present for every lecture & discussion class, to have assignments completed, to check Blackboard Announcements and Discussion Board regularly, and to actively participate in discussions and activities. Please be respectful of your fellow classmates’ learning environment by arriving on time, silencing your cell phone, and if you must leave early, please sit in a location that will minimize the distraction to other students when you leave (back row or aisle).

**Together,** we can create a successful and enjoyable learning environment that will prepare you for future learning in the health sciences.

Although this course has been designed using the principles of Universal Design, please alert me if some aspect of the course is not accessible to you, and requires adaptation. I would be happy to explore options to help make your learning experience more positive. You are also encouraged to contact the Accessible Education Center, located in 164 Oregon Hall. Please call (541) 346-1155 or email uoaec@uoregon.edu to schedule an appointment.

**Course Grading Criteria:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>30%</th>
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<tbody>
<tr>
<td>Lecture exams</td>
<td>70%</td>
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</table>

Grades are not assigned on a curve, so you are not in competition with your fellow students. Plus and minus grades (ie: A+, B-) will be assigned in the following way: 80-82% = B-, 83-86% = B, 87-89 = B+, etc.
If you use your i>clicker or submit in-class participation assignments (3x5 cards) 80% of the time offered in class, your final course score will be rounded up to the nearest whole number, before letter grades are assigned. If you use your i>clicker or submit participation assignments 90% of the time offered in class, your final course score will be rounded up to the nearest whole number AND one percentage point (1%) will be added to your final course score, before letter grades are assigned.

Possible deductions from final course grade:
Quizzes -2% for more than one quiz not 80% correct by due date.
Professionalism Any point deduction from professionalism rubric will be deducted from final course percentage.

Assignments: (30% of final course grade).
To prepare for class discussions, and to reinforce class topics, assignments will be due at the start of each Discussion Class section. Assignments are NOT accepted early or late, and can only be turned in, in-person, DURING class. At the end of the term, there will be ONE make-up assignment available to complete, which can take the place of one of your weekly assignments.

Lecture Examinations: (70% of final course grade)
Each of our three examinations in lecture will have two parts.
Part 1 of the exam is closed-book, and will take place during class. Part 1 of the exam is worth 80% of the combined exam score.
Part 2 of the exam is take-home/group exam worth 20% of the combined exam score, and will be submitted via Blackboard. You may use any resources you wish (internet, textbook, group members, friends, family, etc.) to research the answers to the same exam questions answered during part 1. This portion of the exam is not optional, and answers must be turned in by the due date – No exceptions.

Alternative grading paradigms (see below) will be used if a student must miss one of the first three lecture exams, due to an excused absence, which is discussed prior to the exam date. A “no show” for an exam results in a zero on the exam; using an alternative grading paradigm or doing a ‘make-up’ exam is not an option for a “no show” on exam day. The cumulative final exam must be completed, as scheduled, in order to pass the course and receive a letter grade. Each student’s lecture exam score contribution to the final course grade will be calculated as outlined below, and the highest total will be used when determining the final course grade:

<table>
<thead>
<tr>
<th>Lecture Exam Grading Options:</th>
<th>option A</th>
<th>option B</th>
<th>option C</th>
<th>option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>25%</td>
<td>0</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Exam 2</td>
<td>35%</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>60</td>
<td>70</td>
<td>100</td>
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</table>

Quizzes: (2% maximum deduction)
A typical quiz will include a few questions from the week’s lecture, reading, discussion class, and questions from the assignments. They can be cumulative throughout the term.
The quizzes are a purely formative assessment. As such, you may repeat the quiz as many times as you like prior to the due date. To avoid grade deductions, please submit your quiz with at least 80% correct before the due date. Again, you may re-take the quiz as many times as needed during that timeframe. A 2% deduction will be applied to your final course grade if more than one quiz that does not meet these criteria.

**Professionalism:** (deductions only; % deduction based on rubric) We believe developing your skills, as a student and as a professional, is extremely important for your future success. If not meeting expectations, you may receive feedback regarding your professionalism during the term using the “Professionalism Rubric” (posted on Blackboard).

If offered by one of your instructors, the feedback you receive during the term will be a purely formative assessment, meaning it is intended simply as a learning and/or growth opportunity. After the term is complete the Professionalism Rubric will be summative. *Any points deducted from the final Professionalism Rubric are deducted from your final course grade. The course instructor will notify you if this situation applies to you.*

**i>clickers & in-class participation:**
Each time you use your clicker in class to answer a question, it will register one point (regardless of whether your answer was correct or not). At the end of the term, I will tally up the total number of points possible (which will equal the number of questions asked). All students who have accumulated at least 80% of the total possible clicker points (or in-class participation points) will have their final course grade percentage rounded up to the next whole number (i.e., 89.1% will become 90.0%, or an A-). Final course percentage grades for non-participating students will be rounded down to the nearest whole number (i.e., 89.9% will be rounded down to become 89.0% or a B+). If you use your i>clicker or submit participation assignments 90% of the time offered in class, your final course score will be rounded up to the next whole number AND one percentage point (1%) will be added to your final course score, before letter grades are assigned (i.e., 88.1% will now become 90.0%, or an A-).

Most importantly, I hope you will find intrinsic value in participating during class (with your iClicker or 3x5 card), as this offers you a chance to test your knowledge on exam style questions and understanding of key concepts, with no consequence for being wrong.

**Plagiarism & Cheating:** Plagiarism, as defined below, is obviously not permitted. *All suspected cheating or plagiarism concerns will be referred immediately to the HPHYS Conduct Officer, who will contact the student directly. Consequences can include an F in the class.* Please read the following quotation, from the UO Office of the Dean of Students.

"**Academic Misconduct:** The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before
committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students.

**Reminder:** when completing assignments, be aware that re-wording the ideas of others can lead to a charge of plagiarism. Please do not work with groups or collaborate when completing assignments, unless it is included in the directions.

**The Final Word:**

You will find that your course instructors work hard to support your learning, and provides multiple opportunities for you to be successful. At the end of the term, when your grade has been calculated, please do not request any opportunities for extra credit, or your grade to be bumped up to the next grade level. *No such request will be granted.*

*Class outline on next page...*
### Class Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assessments</th>
<th>Topic(s)</th>
<th>Textbook Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quiz 1</td>
<td>Introduction and Positive Choices/Positive Changes</td>
<td>Chaps 1-2</td>
</tr>
<tr>
<td>2</td>
<td>Quiz 2</td>
<td>Fundamentals of Physical Fitness</td>
<td>Chap 3</td>
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<tr>
<td>3</td>
<td></td>
<td>Cardiorespiratory Fitness</td>
<td>Chap 4</td>
</tr>
<tr>
<td>4</td>
<td><strong>Exam 1 (Mon, 10/20)</strong> Quiz 3</td>
<td>Muscle Fitness</td>
<td>Chap 5</td>
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<tr>
<td>5</td>
<td>Quiz 4</td>
<td>Flexibility and Low-Back Fitness</td>
<td>Chap 6</td>
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<tr>
<td>6</td>
<td>Quiz 5</td>
<td>Body Composition</td>
<td>Chap 7</td>
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<tr>
<td>7</td>
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<td>Nutrition Basics: Energy and Nutrients</td>
<td>Chap 8</td>
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<tr>
<td>8</td>
<td><strong>Exam 2 (Mon, 11/17)</strong> Quiz 6</td>
<td>Diet for Wellness and Weight Management</td>
<td>Chap 9</td>
</tr>
<tr>
<td>9</td>
<td>Quiz 7</td>
<td>Stress</td>
<td>Chap 10</td>
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<td></td>
<td><strong>NOTE:</strong> No discussion classes this week, and no lecture on Friday. Wednesday’s “lecture” will be offered as a Podcast/Assignment</td>
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<tr>
<td>10</td>
<td>Quiz 8</td>
<td>Chronic Diseases</td>
<td>Chap 11</td>
</tr>
</tbody>
</table>

**Final Exam:** Thursday, 12/11/14 2:45-4:45pm