

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area Kinesiology: Health&Exercs Sci
Fiscal Unit/Academic Org Department of Human Sciences - D1251
College/Academic Group Education & Human Ecology
Level/Career Undergraduate
Course Number/Catalog 2995
Course Title Food is Function, Movement is Medicine
Transcript Abbreviation Food & Movement
Course Description This integrative course provides an introduction to the powerful and widespread impact of food and fitness on human health. This course will examine essential components of a healthy lifestyle, including eating patterns, optimizing physical activity plans, improving sleep, managing stress with healthy coping strategies, forming and creating positive relationships and adopting healthy habits.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 31.0505
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Describe evidence-based preventive practices, articulate the impacts of food and fitness on health, examine financial implications, apply methods to promote adherence to guidelines, evaluate the influence food and fitness has on a specific population

Content Topic List

- Evidence-based preventative healthcare, history, epigenetics, cognition, medical costs, sitting, sleep, budget, weight loss, fat but fit, walking, strength training, food for performance, assistive technology, training, adherence, time, exploration

Sought Concurrence

No

Attachments

- QM11form_KNHES2995_Final.pdf: QM Report Final
(Other Supporting Documentation. Owner: Swain, Carmen Babcock)
- Cover Letter to UGSC - KNHES 2995 - April 12, 2021[100].docx: Coverletter
(Other Supporting Documentation. Owner: Swain, Carmen Babcock)
- GE Interdisciplinary Team Taught Course Inventory[19].pdf: GE Interdisciplinary Team Taught Course Inventory
(Other Supporting Documentation. Owner: Swain, Carmen Babcock)
- KNHES 2995 ELOS GE Application[76].pdf: Submission Form for GE Theme
(Other Supporting Documentation. Owner: Brown, Danielle Marie)
- distance_approval_cover_sheet_cbs.docx: DL Approval Coversheet
(Other Supporting Documentation. Owner: Swain, Carmen Babcock)
- KNHES 2995 Cover Letter Response Sept 2022.pdf: Cover Letter Response to Modifications
(Cover Letter. Owner: Swain, Carmen Babcock)
- Syllabus.2995.09.19.22.pdf: Revised Syllabus
(Syllabus. Owner: Swain, Carmen Babcock)
- Submission Health and Wellbeing Worksheet.pdf: Theme Worksheet Including High Impact ELOs
(GEC Course Assessment Plan. Owner: Swain, Carmen Babcock)

Comments

- Please see Panel feedback email sent 02/21/2022. *(by Hilty, Michael on 02/21/2022 10:59 AM)*
- Sent back at Danielle Brown's request. *(by Vankeerbergen, Bernadette Chantal on 09/30/2021 05:45 PM)*
- There are no notes in the QM report, only a minor change was suggested within the syllabus (ie, no prerequisites) and it has been rectified. *(by Swain, Carmen Babcock on 05/12/2021 11:36 AM)*

COURSE REQUEST
2995 - Status: PENDING

Last Updated: Bagent,Aaron Michael
09/21/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Swain,Carmen Babcock	05/13/2021 08:20 AM	Submitted for Approval
Approved	Sutherland,Susan Linda	05/14/2021 08:48 AM	Unit Approval
Approved	Brown,Danielle Marie	05/27/2021 11:16 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/30/2021 05:45 PM	ASCCAO Approval
Submitted	Swain,Carmen Babcock	10/01/2021 10:56 AM	Submitted for Approval
Approved	Sutherland,Susan Linda	10/05/2021 09:13 AM	Unit Approval
Approved	Brown,Danielle Marie	10/05/2021 12:27 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/11/2021 02:25 PM	ASCCAO Approval
Submitted	Swain,Carmen Babcock	11/17/2021 09:35 AM	Submitted for Approval
Approved	Tackett,Kimberly Ann	12/06/2021 01:35 PM	Unit Approval
Approved	Brown,Danielle Marie	12/08/2021 09:19 AM	College Approval
Revision Requested	Hilty,Michael	02/21/2022 10:59 AM	ASCCAO Approval
Submitted	Swain,Carmen Babcock	09/19/2022 09:55 AM	Submitted for Approval
Approved	Tackett,Kimberly Ann	09/21/2022 10:07 AM	Unit Approval
Approved	Bagent,Aaron Michael	09/21/2022 02:00 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/21/2022 02:00 PM	ASCCAO Approval

Dear GE Review Committee,

On behalf of Dr. Carmen Swain and Angela Collene, I am requesting a review of ***KNHES 2995 Food is Function, Movement is Medicine*** for a 4-credit, Integrative Practice course. This course has already been approved as a 3 credit General Education Theme Course – Health and Wellbeing. We received feedback from Michael Hilty (reference email below) as well as from Jim Fredal who kindly met with us last spring to provide additional insights. We have used the feedback to revise the syllabus content to meet the description and expected learning outcomes for an Interdisciplinary Team-Taught Course in the Health and Wellbeing theme.

We have resubmitted the syllabus and GE Application to curriculum.osu.edu for your review and consideration as an on-line asynchronous integrative theme course. Please find specific feedback and our response below.

Best regards,

Julie Kennel, PhD
Associate Professor – Clinical
Human Nutrition, Department of Human Sciences
College of Education and Human Ecology
Kennel.3@osu.edu

Specific Feedback	Response
1. GE Theme: Health and Wellbeing: a. Contingency: Please include the GE Goals, ELOs and a brief statement explaining how the course will satisfy the GE ELOs within the course syllabus, as this is a requirement of all GE courses.	The GE Goals, ELOs, and a brief statement explaining how the course will satisfy the GE ELOs has been updated in the syllabus on pages 1-4.
2. They (review committee) expressed that there is minimal access to interaction with the course instructors given the course’s asynchronous nature. They have the following suggestions for when/if the department wishes to resubmit: Redesign the course to meet synchronously (or face-to-face and not as a distance course) and further explain what combining both disciplines and having two	The syllabus has been revised to highlight two distinct disciplines of Exercise Science and Human Nutrition, and how these disciplines uniquely contribute and intersect to improve personal and community health. Students will benefit from the expertise of both instructors, who are adept at teaching evidence-based practices and facilitating student self-exploration of the powerful and widespread impact food and movement have on human health. An explanation has been added (last two paragraphs on page 3 and top of page 4).

instructors is bringing to the course and what benefit this will provide to students;

The course schedule (pages 13-20) has been revised to highlight that, on a weekly basis, students will be presented the perspectives of the two distinct disciplines on the same topic through assigned readings and lectures. This will allow students to examine the differences in how each discipline looks at the same issue/problem. The lectures will introduce students to the points of intersection, and later in the week, students will interact with each other and with faculty as they integrate the diverse ideas presented in the course (i.e., discussion boards, practical assignments).

- Provided more detail on lecture content
- Provided more detail on assigned readings (citations added)
- Made practical assignments and discussion boards congruent with weekly topics
- Description of discussions (page 7) revised to clarify this one of the primary methods for integrating the points of view.
- Some weeks will offer both instructors talking at the same time or interviewing each other to highlight intersections.

We understand the skepticism about the interaction of an asynchronous course, however, all faculty on this proposal are experienced instructors of asynchronous courses that reflect excellent SEI (above the average for university, college, and department) and peer review outcomes, including those related to interaction with instructors. All instructors have met with Drake Institute specialists to strategize design.

The instructors provide **personalized guidance** and attention through **responses on discussion boards** and **assignments**. Here students receive feedback on their thinking and ed direction as necessary. Students also complete an exploration project, which is divided into 4 progressive steps in which students will receive **personalized feedback from instructors** (description page 7) that they will use for direction/modification in the next stage of the project.

There is **weekly peer-to-peer interaction** and **collaboration via discussion boards**. For example, students will work together to solve (or debate)

	<p>issues/problems (e.g., case studies). Students will also reflect upon the work of their peers' Exploration Projects. Students from diverse backgrounds and experiences will provide another lens to examine perspectives related to health and wellbeing. Additionally, an asynchronous course allows greater flexibility which can enhance the diversity of students enrolled (e.g., regional campus students).</p> <p>When done well, as demonstrated by Swain and Collene, asynchronous courses can improve attendance and engagement or at least be on par with synchronous courses.</p>
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From: Hilty, Michael <hilty.70@osu.edu>

Date: Monday, February 21, 2022 at 10:57 AM

To: Swain, Carmen <swain.78@osu.edu>, Sutherland, Sue <sutherland.43@osu.edu>, Brown, Danielle <brown.2199@osu.edu>

Cc: Fredal, James <fredal.1@osu.edu>, Amaya, Megan E. <amaya.13@osu.edu>, Lin, Eden <lin.2659@osu.edu>, Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>, Steele, Rachel <steele.682@osu.edu>, Cody, Emily <cody.50@osu.edu>

Subject: Kinesiology: Health and Exercise Science 2995

Good morning,

On Friday, February 11th, the Themes Panel of the ASC Curriculum Committee reviewed a GE Theme: Health and Wellbeing and a 4-credit hour High Impact Practice: Interdisciplinary Team-Teaching proposal for Kinesiology: Health and Exercise Science 2995.

Kinesiology: Health and Exercise Science 2995 was approved for GE Theme: Health and Wellbeing with one contingency while the proposal for the High Impact Practice: Interdisciplinary Team-Teaching was not voted on, as the Panel would like several feedback items addressed. Please see the Panel's feedback for each proposal below:

- **GE Theme: Health and Wellbeing:**
 - **Contingency:** Please include the GE Goals, ELOs and a brief statement explaining how the course will satisfy the GE ELOs within the course syllabus, as this is a requirement of all GE courses. The GE Goals and ELOs can be found on the Office of Academic Affairs website at: <https://oaa.osu.edu/ohio-state-ge-program>.
- **High Impact Practice: Interdisciplinary Team-Teaching**

- The reviewing faculty were unconvinced that the current course distance-learning design (asynchronously) properly fulfills the High Impact Practice. They are considered that there is minimal access to interaction with the course instructors given the course's asynchronous nature. They have the following suggestions for when/if the department wishes to resubmit:
 - Redesign the course to meet synchronously (or face-to-face and not as a distance course) and further explain what combining both disciplines and having two instructors are bringing to the course and what benefit this will provide to students; OR
 - Rescale the course to be a 3 credit hour course and resubmit, as the course is already approved for the GE Theme category Health and Wellbeing.

I will return Kinesiology: Health and Exercise Science 2995 to the departmental queue via curriculum.osu.edu in order to address the Panel's feedback.

Should you have any questions, please do not hesitate to reach out to Jim Fredal, faculty Chair of the Themes Panel, Megan Amaya and Eden Lin, faculty Co-Chairs of the Theme Advisory Group: Health and Wellbeing, or myself.

Best,
Michael



Michael Hilty

Curriculum and Assessment Assistant

ASC Curriculum and Assessment Services The College of Arts and Sciences

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614-247-6089 Office

hilty.70@osu.edu / ascas.osu.edu

Pronouns: he/him/his, they/them/theirs / Honorific: Mr.



SYLLABUS

KNHES 2995

Food is Function, Movement is Medicine

Autumn 2023 - Asynchronous On-line – 4 credit hours

COURSE OVERVIEW

Instructors

This course is taught by instructors from two distinct disciplines, Exercise Science and Human Nutrition. This class had been purposefully designed to examine the high impact physical activity and nutrition can have on your health.

Instructor: Carmen Swain, PhD

Program Area: Exercise Science

Email address: swain.78@osu.edu

Office hours: by appointment

Instructor: Angela Collene, MS, RDN, LD

Program Area: Human Nutrition

Email address: collene.6@osu.edu

Office hours: by appointment

Course description

This interdisciplinary, team-taught course satisfies The Ohio State University **General Education** (GE) theme requirement in the category of **Health and Wellbeing** and meets the criteria of an **Integrative and High-Impact** course. Health and Wellbeing is an essential area of focus to promote individual vitality, successful relationships, and a thriving community. Health and Wellbeing are multidimensional and too complex to be addressed by one discipline. We will draw on the expertise from two distinct disciplines of Human Nutrition and Exercise Science to examine the impact physical activity and nutrition have on personal and community health. Instructors will present diverse perspectives on each topic and encourage students to

integrate and synthesize the material through discussions and assignments. Students will complete this course to gain a comprehensive perspective of health and wellbeing.

As part of the GE program, the following Goals and Expected Learning Outcomes (ELOs), will be addressed in this course:

Goal 1 Successful students will analyze health and wellbeing at a more advanced and deeper level than in the Foundations component.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.1.a Critical thinking: Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.

ELO 1.1.b Analysis: Interpret and evaluate information from multiple sources and multiple disciplinary perspectives to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.

ELO 1.1.c Critical thinking & analysis: Systematically and methodically analyze their own and others' assumptions using more than one disciplinary lens and carefully evaluate the relevance of contexts when representing a position

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

ELO 1.2.a Scholarly engagement: Articulate a thorough and complex understanding of the factors and contexts, including natural, social, cultural, and political, contributing to an integrative understanding of the issue.

Goal 2 Successful students will integrate approaches to health and wellbeing by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

2.1.a Integration of knowledge: Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to integrate their insights through construction of a more comprehensive perspective.

2.1.b Multiple perspectives: Evaluate and apply diverse perspectives to complex subjects from multiple cultural and disciplinary lenses as appropriate.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

2.2.a Self-awareness: Evaluates the impacts of cross disciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems and considers the long-term impact of the work.

2.2.b. Empathy: Interpret and explain the issue under consideration from perspectives other than their own and more than one worldview and demonstrates openness towards others in the academic community and their perspectives.

Goal 3 Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing.

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

This integrative, team-taught course meets the GE requirements by guiding students through an exploration of the powerful and widespread impact *food* and *movement* have on human health. Contrary to past beliefs, research indicates we have a tremendous influence on our health, simply by our lifestyle. This course will examine essential components of a healthy lifestyle, including planning nutritious and satisfying eating patterns, optimizing and individualizing physical activity plans, improving sleep, managing stress with healthy coping strategies, forming, and creating positive relationships.

The design of the course is such that the beginning weeks provide an introduction as to the “why” one should move more and eat well. The second section describes the impact of diverse types of movement and meal patterns, or the “what” one should include in their exercise and nutrition routines. The last component of the course examines the “how” to move more and eat well, given the hectic schedules and barriers that are fixtures in our everyday lives.

A practical component of the class pulls traditional learning from lectures, readings, and assignments and directly applies it to evidence-based behavioral research strategies that are personalized to promote physical activity adoption and adherence. Examples of practical related work include examining personal past-experiences in physical activity and exercise (targets self-efficacy) and consequently, identifying one’s readiness for behavior change. Practical assignments will continue to build on behavioral research strategies to promote participation and adherence to physical activity as the semester progresses.

Prerequisites: None

Course objectives

Expected learning outcomes for the course are identified as course objectives, as shown below. Course objectives are also identified in the course calendar, to clearly illustrate how learning objectives are related to course content. By the end of this course, students should successfully be able to:

- CO1: Describe evidence-based preventive healthcare practices.
- CO2: Articulate the impacts of nutrition and exercise on physical and mental health.
- CO3: Examine financial implications related to nutrition and exercise.
- CO4: Apply methods to promote adherence to nutrition and exercise guidelines.
- CO5: Evaluate the influence nutrition and exercise has on a specific population.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online and is asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time. Each week, you will be presented with content from two distinct disciplines (Exercise Science, Human Nutrition), and you will complete activities that require you to integrate the information and consider the intersection of these disciplines to encourage healthful behaviors.

Pace of online activities: This course is divided into **weekly modules** that are released on Monday of each week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that period.

Credit hours and work expectations: This is a **4-credit-hour course**. According to [Ohio State policy](#), students should expect to spend around 4 hours per week on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours per week on homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with the instructor *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live events for the course, including the instructors' office hours, are optional.

- **Participating in discussion forums: ABOUT 1 TIME PER WEEK**
As part of your participation, most weeks you can expect to post once a week as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks - Not Required

- Required learning materials (e.g., journal articles, video presentations, and podcasts) are identified in the course calendar and provided on Carmen.

RECOMMENDED/OPTIONAL

- Wristwatch or stopwatch
- Chronometer account (free)

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help)

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you can always connect with Carmen, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all your registered devices for the ability to generate one-time codes if you lose cell, data, or Wi-Fi service.

If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

This course will provide a variety of graded opportunities.

- 1) **Examinations** will make up 45% of the course grade and will cover the content presented in recorded faculty lectures (General ELO 2.2).
- 2) **Practical assignments** are 20% of the course grade and will be used to apply behavior-based theoretical concepts to real-life by asking you to perform structured hands-on activities related to how you engage in physical activity. You will also reflect

upon your experience by combining your existing knowledge/experiences with new knowledge gained from this course (General ELO 1.1, 2.1, 2.2, Theme ELO 1.1, Theme ELO 1.2).

- 3) **Quizzes** - Each week, you will complete an open-note quiz on the readings worth 10% of your grade (General ELO 2.1, Theme ELO 1.1).
- 4) **Discussions** are worth 10% of your course grade and *serve as a space for integrating the points of view from each distinct discipline (Exercise Science, Human Nutrition) that are presented in the weekly lectures*. Students will debate workable solutions to challenges presented in the learning experience; engage in structured reflection and writing about course content as it relates to self, others, and larger society; connect and combine new knowledge/experiences; and assess their own knowledge development with a personal reflection (General ELO 1.1, 2.1, Theme ELO 1.1).
- 5) An **Exploration Project** examining human nutrition is worth 15% of your grade. In this learning opportunity, you will investigate the impact of diet on multiple aspects of human health and wellness. You will explore a topic of interest, examine scientific evidence related to your topic, present your findings, and interact with classmates' discoveries. This assignment takes place over the semester in multiple steps, utilizes multiple research articles, includes instructor feedback, utilizes technology, and culminates with a presentation (General ELO 1.2, 2.2; Theme ELO 1.2).

ASSIGNMENT CATEGORY	WEIGHTED PERCENTAGE
Examination 1	15%
Examination 2	15%
Examination 3	15%
Practical Assignments	20%
Module Quizzes	10%
Discussions	10%
Exploration Project	15%
Total	100%

See course schedule below for due dates.

Late assignments

Late submissions will not be accepted. Please refer to the course schedule (see pages XX – XX of the syllabus) and Carmen for due dates.

Grading scale

93%–100%: A	73%–76.9%: C
90%–92.9%: A-	70%–72.9%: C-
87%–89.9%: B+	67%–69.9%: D+
83%–86.9%: B	60%–66.9%: D
80%–82.9%: B-	Below 60%: E
77%–79.9%: C+	

Instructor feedback and response time

The following list is to give you an idea of our intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can expect feedback within **7 days**.
- **Email:** Please state the course number in the subject line (i.e., KNHES 2995). We will reply to emails within **24 hours on days when class is in session at the university**. If you do not hear from us, please feel free to send another email.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are expectations for how we should communicate as a class. Please remember to be respectful and thoughtful.

- **Writing style:** You should type your assignments. You should remember to write in complete sentences and use good grammar, spelling, and punctuation. Using a conversational tone is fine for non-academic topics.
- **Tone and civility:** Let us maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm is easily misinterpreted online.

- **Citing your sources:** When we have academic related work, please cite your sources to back up what you say. For course materials, list at least the author and publication year. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, before copying into the Carmen discussion.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience of all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps. It conveys shouting and anger.
- Avoid font styles, colors (e.g., yellow, and green), and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor. Without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Do not distribute copyrighted materials, such as articles and images (most things online are not licensed as “fair use.”) Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the exams yourself, without any external help or communication. You may not use the internet or other materials. Weekly quizzes are included as a tool to gauge your comprehension of the reading assignment. You are allowed to refer to the reading or class notes when completing the weekly quiz.

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You should write in complete sentences unless the instructions specifically state otherwise. All work should be typed (not handwritten). If you are to upload a file to Carmen Canvas, it should be a Word file.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you have explored in previous courses, please discuss the situation with the instructors.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you are unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course may include group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. We attempt to make the guidelines for group work as clear as possible for each activity and assignment, but please ask the instructors if you have any questions.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [*Code of Student Conduct*](#), and that all students complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so we recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If we suspect that a student has committed academic misconduct in this course, we are obligated by university rules to report my suspicions to the Committee on Academic

Misconduct (COAM). This is not a joke. Unfortunately, we can provide you with examples of students with poor judgement from numerous past classes. Just do not do it. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct. Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such a recording constitutes a violation of the Code of Student Conduct.
- **Student Generated Materials:** Any materials generated by a student(s) are copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course, but this does not apply to uses outside of the course

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different, as discrimination based on age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages everyone to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community based on race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ [lewis.40@osu](mailto:lewis.40@osu.edu) or visit odi.osu.edu/ccampis.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and

Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodation, I request that you register with Student Life Disability Services. After registration, contact me as soon as possible to discuss your accommodation so that it may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodation with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

COURSE SCHEDULE

The course schedule provides an outline of the course topics, readings, and assignments on a weekly basis. On Carmen, the course is also divided into weekly modules, with each module containing all content for the week. Note, the start date of the week is Monday. Assignments are due on Sundays at midnight. Course objectives associated with learning opportunities are indicated in the header for each week.

START DATE	TOPICS	READINGS	ASSIGNMENTS DUE
WEEK 1: OVERVIEW			
HOW CAN YOU UTILIZE EXERCISE TO IMPROVE YOUR OVERALL HEALTH?			
HOW CAN YOU UTILIZE NUTRITION TO IMPROVE YOUR HEALTH?			
Course Objectives: CO1, CO2			
Aug 23	Faculty lecture (Swain): The Incredible Medicine of Movement Faculty lecture (Collene): Nutrition in Evidence-based Preventative Healthcare	US Department of Health and Human Services. Physical Activity Guidelines for Americans, 2nd edition. Washington, DC: US Department of Health and Human Services; 2018. Available at Health.gov. US Department of Agriculture and US Department of Health and Human Services. Dietary Guidelines for Americans, 2020-2025. 9th Edition Executive Summary. December 2020. Available at DietaryGuidelines.gov.	Week 1 Practical Assignment: Personal History of Exercise and Nutrition Week 1 Module Quiz Week 1 Discussion: Introductions and Self-Evaluation of Lifestyle Alignment with Physical Activity and Dietary Guidelines
WEEK 2: OVERVIEW			
HOW HAS MOVEMENT EVOLVED TO BECOME MEDICINE FOR HEALTH?			
HOW HAS FOOD EVOLVED TO BECOME A TOOL FOR HEALTH?			
Course Objectives: CO1, CO2			
Aug 29	Faculty lecture (Swain): History of Exercise Faculty lecture (Collene): History of Nutrition	Paffenbarger, R. S., Jr, Blair, S. N., & Lee, I. M. (2001). A history of physical activity, cardiovascular health, and longevity: the scientific contributions of Jeremy N Morris, DSc, DPH, FRCP. <i>International journal of epidemiology</i> , 30(5), 1184–1192. https://doi.org/10.1093/ije/30.5.1184	Week 2 Practical Assignment: Family Health History Week 2 Module Quiz Week 2 Discussion: Which is more important to you –

		Mozaffarian, D., Rosenberg, I., & Uauy, R. (2018). History of modern nutrition science-implications for current research, dietary guidelines, and food policy. <i>BMJ (Clinical research ed.)</i> , 361, k2392. https://doi-org.proxy.lib.ohio-state.edu/10.1136/bmj.k2392	physical activity or nutrition? Why?
WEEK 3: OVERVIEW HOW DOES MOVEMENT IMPACT YOUR GENETICS? HOW DOES DIET IMPACT YOUR GENETICS? Course Objectives: CO1, CO2, CO3, CO4			
Sept 5	Labor Day (M) Faculty lecture (Swain): Move for Your Health and Longevity Faculty lecture (Collene): What is Nutritional Genomics? Faculty lecture (Swain): Is DNA your Destiny?	Sanchis-Gomar, F., Garcia-Gimenez, J. L., Perez-Quilis, C., Gomez-Cabrera, M. C., Pallardo, F. V., & Lippi, G. (2012). Physical exercise as an epigenetic modulator: Eustress, the "positive stress" as an effector of gene expression. <i>Journal of strength and conditioning research</i> , 26(12), 3469–3472. https://doi.org/10.1519/JSC.0b013e31825bb594 Guasch-Ferré, M., Dashti, H. S., & Merino, J. (2018). Nutritional Genomics and Direct-to-Consumer Genetic Testing: An Overview. <i>Advances in nutrition (Bethesda, Md.)</i> , 9(2), 128–135. https://doi-org.proxy.lib.ohio-state.edu/10.1093/advances/nmy001	Week 3 Practical Assignment: What I Love and Hate About Exercise and What's Your Plan? Week 3 Module Quiz Week 3 Discussion: Lifestyle vs Genetics – create a pie chart to show the proportions of your health outcomes due to genetics vs various lifestyle factors
WEEK 4: OVERVIEW HOW CAN MOVEMENT INFLUENCE YOUR MENTAL HEALTH? HOW CAN FOOD INFLUENCE YOUR MOOD? Course Objectives: CO2, CO4, CO5			
Sept 12	Faculty lecture (Swain): Get Happy	Paolucci, E. M., Loukov, D., Bowdish, D., & Heisz, J. J. (2018). Exercise reduces depression and inflammation but intensity matters. <i>Biological psychology</i> , 133, 79–84.	Week 4 Practical Assignment: Know Your End Game

	<p>Faculty lecture (Collene): Food and Mood</p> <p>Introduction to Exploration Project</p>	<p>https://doi.org/10.1016/j.biopsycho.2018.01.015</p> <p>Jacka, F. N., O'Neil, A., Opie, R., Itsiopoulos, C., Cotton, S., Mohebbi, M., Castle, D., Dash, S., Mihalopoulos, C., Chatterton, M. L., Brazionis, L., Dean, O. M., Hodge, A. M., & Berk, M. (2017). A randomised controlled trial of dietary improvement for adults with major depression (the 'SMILES' trial). <i>BMC medicine</i>, 15(1), 23. https://doi-org.proxy.lib.ohio-state.edu/10.1186/s12916-017-0791-y</p>	<p>Exploration Project: Find a Lay Article</p> <p>Week 4 Discussion: Collaborative Case Study – Improving Mental Health of a College Student</p>
<p>WEEK 5: OVERVIEW</p> <p>HOW DOES MOVEMENT POWER COGNITION?</p> <p>HOW DO DIETARY PATTERNS IMPACT COGNITIVE FUNCTION?</p> <p>Course Objectives: CO1, CO2, CO5</p>			
Sept 19	<p>Faculty lecture (Swain): Be Smarter</p> <p>Faculty lecture (Collene): Cognition & Nutrition</p>	<p>Roberts, C. K., Freed, B., & McCarthy, W. J. (2010). Low aerobic fitness and obesity are associated with lower standardized test scores in children. <i>The Journal of pediatrics</i>, 156(5), 711–718.e1. https://doi.org/10.1016/j.jpeds.2009.11.039</p> <p>Burrows, T. L., Whatnall, M. C., Patterson, A. J., & Hutchesson, M. J. (2017). Associations between Dietary Intake and Academic Achievement in College Students: A Systematic Review. <i>Healthcare (Basel, Switzerland)</i>, 5(4), 60. https://doi-org.proxy.lib.ohio-state.edu/10.3390/healthcare5040060</p>	<p>Week 5 Module Quiz Exam 1 (week 1-5)</p>
<p>WEEK 6: OVERVIEW</p> <p>WHAT IS THE IMPACT OF SEDENTARY LIFESTYLE ON MEDICAL COSTS?</p> <p>WHAT IS THE IMPACT OF POOR DIET CHOICES ON MEDICAL COSTS?</p>			

Course Objectives: CO1, CO2, CO3, CO4			
Sept 26	<p>Faculty lecture (Swain): Sitting is the New Smoking</p> <p>Faculty lecture (Collene): Shopping for Healthful Foods on a Budget</p>	<p>Global Burden of Disease Health Financing Collaborator Network (2019). Past, present, and future of global health financing: a review of development assistance, government, out-of-pocket, and other private spending on health for 195 countries, 1995-2050. <i>Lancet (London, England)</i>, 393(10187), 2233–2260. https://doi.org/10.1016/S0140-6736(19)30841-4</p> <p>Herforth, A., Bai, Y., Venkat, A., Mahrt, K., Ebel, A., & Masters, W. A. (2020). <i>Cost and affordability of healthy diets across and within countries: Background paper for The State of Food Security and Nutrition in the World 2020. FAO Agricultural Development Economics Technical Study No. 9</i> (Vol. 9). Food & Agriculture Org.</p>	<p>Week 6 Practical Assignment: We Become What We Repeatedly Do</p> <p>Week 6 Module Quiz</p> <p>Extra Credit: Exam Reflection</p> <p>Week 6 Discussion: Sticker shock. Can't afford a gym membership? Can't afford fresh vegetables? Wait until you see the bill for angioplasty. What's a better plan?</p>
<p>WEEK 7: OVERVIEW</p> <p>HOW CAN MOVEMENT ALTER YOUR SLEEP?</p> <p>HOW DO SLEEP AND NUTRITION INTERACT?</p> <p>Course Objectives: CO1, CO2, CO4</p>			
Oct 3	<p>Faculty lecture (Swain): Sleep like a Baby</p> <p>Faculty lecture (Collene): Associations between sleep hygiene and weight status</p>	<p>Kline, C. E., Crowley, E. P., Ewing, G. B., Burch, J. B., Blair, S. N., Durstine, J. L., Davis, J. M., & Youngstedt, S. D. (2011). The effect of exercise training on obstructive sleep apnea and sleep quality: a randomized controlled trial. <i>Sleep</i>, 34(12), 1631–1640. https://doi.org/10.5665/sleep.1422</p> <p>Fatima, Y., Doi, S. A., & Mamun, A. A. (2016). Sleep quality and obesity in young subjects: a meta-analysis. <i>Obesity reviews: an official journal of the</i></p>	<p>Week 7 Practical Assignment: Hey Buddy! Social Support for Behavior Change</p> <p>Week 7 Module Quiz</p> <p>Week 7 Discussion: Collaborative Case Study – Improving Sleep Hygiene in a College Student</p>

		<i>International Association for the Study of Obesity</i> , 17(11), 1154–1166. https://doi-org.proxy.lib.ohio-state.edu/10.1111/obr.12444	
WEEK 8: OVERVIEW			
EXPLORATION PROJECT – LOOK TO THE RESEARCH			
Course Objectives: CO5			
Oct 10	Faculty lecture (Collene): Nutrition Exploration AU Break (R, F)	You Pick – Students Select 2 Research Articles related to their Project	Exploration Project: Research Article Summaries
WEEK 9: OVERVIEW			
HOW DOES EXERCISE IMPACT WEIGHT LOSS?			
HOW DOES YOUR DIET IMPACT WEIGHT LOSS?			
Course Objectives: CO1, CO2, CO3, CO4			
Oct 17	Faculty lecture (Swain): The Truth about Weight Loss Faculty lecture (Swain): Fat but Fit?	McAuley, P. A., & Beavers, K. M. (2014). Contribution of cardiorespiratory fitness to the obesity paradox. <i>Progress in cardiovascular diseases</i> , 56(4), 434–440. https://doi.org/10.1016/j.pcad.2013.09.006 Krall, MA. (2017 August 22.) Let's talk about fat bias and thin privilege. YouTube. https://youtu.be/Gak58BcuPh0 .	Week 9 Practical Assignment: Step It Up! Week 9 Module Quiz Week 9 Discussion: Listen to The Disease of Obesity and Weight Bias in Healthcare and Respond
WEEK 10: OVERVIEW			
THE TRUTH ABOUT WALKING: DOES IT WORK FOR HEALTH?			
HOW DOES STRENGTH TRAINING IMPROVE YOUR HEALTH?			
Course Objectives: CO1, CO2, CO4			
Oct 24	Faculty lecture (Swain): The Truth about Walking	Studenski, S., Perera, S., Patel, K., Rosano, C., Faulkner, K., Inzitari, M., Brach, J., Chandler, J., Cawthon, P., Connor, E. B., Nevitt, M., Visser, M., Kritchevsky, S., Badinelli, S., Harris, T.,	Week 10 Module Quiz Exam 2 (week 6-10)

	Faculty lecture (Swain): The Power of Strength Training	Newman, A. B., Cauley, J., Ferrucci, L., & Guralnik, J. (2011). Gait speed and survival in older adults. <i>JAMA</i> , 305(1), 50–58. https://doi.org/10.1001/jama.2010.1923	
WEEK 11: OVERVIEW			
HOW TO EXERCISE WHEN YOU DON'T HAVE MUCH TIME			
HOW TO EAT HEALTHY WHEN YOU DON'T HAVE MUCH TIME			
Course Objectives: CO1, CO2, CO3, CO4			
Oct 31	Faculty lecture (Swain): No Time, No Problem Faculty lecture (Collene): Cooking Demo – Sensible Eating for Busy Students	Gillen, J. B., Martin, B. J., MacInnis, M. J., Skelly, L. E., Tarnopolsky, M. A., & Gibala, M. J. (2016). Twelve Weeks of Sprint Interval Training Improves Indices of Cardiometabolic Health Similar to Traditional Endurance Training despite a Five-Fold Lower Exercise Volume and Time Commitment. <i>PloS one</i> , 11(4), e0154075. https://doi.org/10.1371/journal.pone.0154075 Du, Y., Rong, S., Sun, Y., Liu, B., Wu, Y., Snetselaar, L. G., Wallace, R. B., & Bao, W. (2021). Association Between Frequency of Eating Away-From-Home Meals and Risk of All-Cause and Cause-Specific Mortality. <i>Journal of the Academy of Nutrition and Dietetics</i> , 121(9), 1741–1749.e1. https://doi-org.proxy.lib.ohio-state.edu/10.1016/j.jand.2021.01.012	Week 11 Practical Assignment: Get Out! Week 11 Module Quiz Week 11 Discussion: Resiliency
WEEK 12: OVERVIEW			
EATING FOR PERFORMANCE			
TRAINING FOR PERFORMANCE			
Course Objectives: CO2, CO4, CO5			

Nov 7	<p>Faculty lecture (Swain): In the Zone</p> <p>Faculty lecture (Collene): Eating for Performance</p> <p>Veterans Day (F)</p>	<p>Chakravarty, E. F., Hubert, H. B., Lingala, V. B., & Fries, J. F. (2008). Reduced disability and mortality among aging runners: a 21-year longitudinal study. <i>Archives of internal medicine</i>, 168(15), 1638–1646. https://doi.org/10.1001/archinte.168.15.1638</p> <p>Mountjoy, M., Sundgot-Borgen, J., Burke, L., Carter, S., Constantini, N., Lebrun, C., Meyer, N., Sherman, R., Steffen, K., Budgett, R., & Ljungqvist, A. (2014). The IOC consensus statement: beyond the Female Athlete Triad--Relative Energy Deficiency in Sport (RED-S). <i>British journal of sports medicine</i>, 48(7), 491–497. https://doi.org.proxy.lib.ohio-state.edu/10.1136/bjsports-2014-093502</p>	<p>Week 12 Practical Assignment: I am in Charge</p> <p>Week 12 Module Quiz</p> <p>Week 12 Discussion: Too Much of a Good Thing?</p>
<p>WEEK 13: OVERVIEW</p> <p>MINDFULNESS IN MOVEMENT</p> <p>MINDFULNESS IN EATING</p> <p>Course Objectives: CO1, CO2, CO4</p>			
Nov 14	<p>Faculty lecture (Swain): Yoga</p> <p>Faculty lecture (Collene): Mindful Eating</p>	<p>Tilbrook, H. E., Cox, H., Hewitt, C. E., Kang'ombe, A. R., Chuang, L. H., Jayakody, S., Aplin, J. D., Semlyen, A., Trehwela, A., Watt, I., & Torgerson, D. J. (2011). Yoga for chronic low back pain: a randomized trial. <i>Annals of internal medicine</i>, 155(9), 569–578. https://doi.org/10.7326/0003-4819-155-9-201111010-00003</p> <p>Fresán, U., & Sabaté, J. (2019). Vegetarian Diets: Planetary Health and Its Alignment with Human Health. <i>Advances in nutrition (Bethesda, Md.)</i>,</p>	<p>Week 13 Practical Assignment: Boring</p> <p>Week 13 Module Quiz</p> <p>Week 13 Discussion: The Intersection of Personal Health and Planetary Health</p>

		10(Suppl_4), S380–S388. https://doi.org.proxy.lib.ohio-state.edu/10.1093/advances/nmz019	
WEEK 14: OVERVIEW			
HOW CAN ASSISTIVE DEVICES HELP PEOPLE BE MORE ACTIVE?			
Course Objectives: CO2, CO3, CO4, CO5			
Nov 21	Faculty lecture (Swain): Assistive Technology in Physical Activity & Sports Thanksgiving (W, R) Indigenous People (F)	Dyer B. (2015). The controversy of sports technology: a systematic review. <i>SpringerPlus</i> , 4, 524. https://doi.org/10.1186/s40064-015-1331-x	Week 14 Module Quiz
WEEK 15: OVERVIEW			
NUTRITION EXPLORATION PROJECT – PRESENTATION			
Course Objectives: CO5			
Nov 28	Faculty Lecture (Collene): Exploration Project Presentation Tutorial	You Pick - Students Select Research Article related to Project	Exploration Project: Presentation Assignment: SEIs
WEEK 16: OVERVIEW			
NUTRITION EXPLORATION PROJECT – REFLECTIONS			
Course Objectives: CO5			
Dec 5	Exploration Project Reflection	None	Exploration Project: Presentation Reflections Exam 3 (week 11-14)

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This course provides an exploration of the powerful and widespread impact food and movement have on human health. Contrary to past beliefs, research indicates we have a tremendous influence on our health, simply by our lifestyle activities.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to

vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Course activities and assignments to meet these ELOs

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking on the effect human nutrition and exercise have on human health and wellbeing through:</i> <i>Completion of weekly quizzes on article readings from the multiple perspectives of nutrition and exercise, which require students to synthesize and critically evaluate innovative scholarship on multiple topics related to health and wellbeing;</i> <i>Engagement in class-based discussion boards on the intersection of nutrition and movement on health and wellbeing using evidence-based reasoning to examine personal perspectives and multiple scholarly views.</i></p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p><i>Discussions and practical assignments require students to think critically about various dimensions of physical activity and nutrition. Students use this new knowledge and awareness from lectures, readings, and assignments as a springboard into the Exploration Project. Students investigate a nutrition topic of their choice to explore multiple scholarly perspectives on the topic and consider the intersection of physical activity and nutrition on human health. With this culminating project, students must integrate the knowledge they have gained from two instructors, along with their own review of scientific literature.</i></p> <p><i>The personalized Exploration Project occurs in multiple steps. Students will have freedom to</i></p>

	<p><i>select a topic of personal or professional interest, which will also increase students' exposure to diverse perspectives. In the first step (Week 4), students explore the lay literature and identify a project area of interest. Students will provide a summary of their selected topic. The second step (Week 8) is a critical examination of literature. Students identify two scientific journal articles related to their topic of interest. Instructors have prepared students for this step (teaching them how to find peer-reviewed literature; giving them feedback on their use of research-based citations in discussion boards). The students write 100-word summaries (abstracts) of these articles and instructors give feedback on their article selections and interpretation of scientific literature. Later in the semester (Week 15), students find two more articles, summarize, and condense all the information they have gathered on their topic into a 5-minute presentation to be shared with peers using Flip. In Week 16, students complete the Exploration Project Reflection. In this final component, students are required to watch five peers' presentations and provide feedback (using Flip or an alternative format), as discussed in the GE Interdisciplinary Course Inventory. They are prompted to (and evaluated on) their ability to coalesce and communicate experiences from this class, prior classes, and subjective experiences to provide feedback to peers. The expectations are that students bring more to the reflection than simply what was covered in the course, which is an exciting opportunity to diversify thought (also discussed in the GE Interdisciplinary Course Inventory).</i></p>
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<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, quizzes, discussions, practical assignments, and exploration projects.</i></p> <p>Lectures <i>We will utilize expertise from two distinct disciplines of Human Nutrition and Exercise</i></p>
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Science to examine the impact physical activity and nutrition have on personal and community health. Instructors will present diverse perspectives on each topic and encourage students to integrate and synthesize the material through discussions and assignments.

Readings

Weekly scholarly articles from both nutrition and exercise lens will provide supplemental information on each topic and correspond to the lectures.

Quizzes

Weekly quizzes will be directly tied to material presented in the course readings. Quiz questions will include materials from each topic area (nutrition and exercise) in addition to questions which require students to synthesize material from each related to intersection of perspectives.

Discussions

Students engage in weekly discussions that focus on the intersection of nutrition and exercise on health and wellbeing. Students will debate workable solutions to challenges presented in the learning experience. Students are asked to provide sources for information they have found outside lecture materials. In this way, students can explore areas of personal interest and practice skills related to gathering information, analyzing information, and communicating it with others.

Practical Assignments

Students will be asked to apply behavior-based theoretical concepts to real-life by performing structured hands-on activities related to engagement in physical activity. Students will also reflect upon experiences by combining existing knowledge/experiences with new knowledge gained from this course.

Examinations

Three examinations will be administered over the course of the semester and will cover the content presented in faculty lectures.

	<p>Exploration Project <i>Students will complete a multi-stage project consisting of 4 progressive steps to examine a specific aspect of human nutrition. In this learning opportunity, students investigate the impact diet has on multiple aspects of human health. This assignment takes place over the semester, utilizes multiple research articles, includes instructor feedback, utilizes technology, culminates with a presentation and interaction with classmates' discoveries.</i></p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self- assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p><i>The practical assignments in this course are aimed at developing a sense of self as a learner through reflection, self-assessment, and creative work. These assignments are structured to be iterative, building upon prior learning from the course and each student's subjective experiences. CO4 states that students will apply methods to promote adherence to nutrition and exercise guidelines. From the first week of the course, when they learn the Physical Activity Guidelines for Americans and the Dietary Guidelines for Americans, students will be putting behavior change techniques into practice to improve their own physical activity and eating behaviors. In Week 1 Practical Assignment: <i>Personal History of Exercise and Nutrition</i>, students examine firsthand experiences related to exercising and dietary habits and assess personal readiness to initiate behavior change in either (or both) of these areas. Students examine their own attitudes, weigh risks and benefits of behavior change, and determine if any medical advice is needed prior to initiating a behavior change. As the semester progresses, students will learn innovative approaches to behavior change related to physical activity and/or nutrition and immediately apply the techniques to their own lives. For example, in Week 3 Practical Assignment: <i>What's Your Plan</i>, students have two options. If they choose physical activity for this week, they will demonstrate how to schedule time and plan for specific activities to ensure that</i></p>

physical activity occurs. In Week 4 Practical Assignment: Know Your End Game and Week 6 Practical Assignment: We Become What We Repeatedly Do, students identify personal short- and long-term fitness goals, critically examine the steps needed to achieve their goals, track their progress throughout the week, and either celebrate successes or reset. In Week 7 Practical Assignment: Hey Buddy, students have a chance to experience the utility of social support as a strategy for behavior change. In Week 9 Practical Assignment: Step It Up, students employ self-monitoring as a behavior change technique. In Week 12 Practical Assignment: I Am in Charge; students apply stimulus control as a reinforcement technique for behavior change. For each of these practical assignments, **students make a plan to put each technique into practice, document their experiences, and reflect on what they have learned.** Students can select their own goals based on personal assessment. Whether aimed at food or fitness, each practical assignment builds upon the knowledge and experience gained in earlier weeks, so that **by the end of the semester, students have implemented positive lifestyle changes and they have learned valuable behavior change techniques that can be applied to any wellness goal.**

In addition, students will be asked to reflect on their learning after each examination. The open-ended questions will ask about their preparation methods, effective strategies, challenges they had to learning the material, areas of improvement, and goals for the next exam. **Through this reflection, students gain a sense of self as a learner,** which can be applied to future exams (there are 3 exams in this course), future courses and as employed professionals. Instructors will foster growth mindset and resilience, encouraging the student to think about the aspects that they control.

Students will also have the chance to reflect on their Exploration Project (Week 16) as described

	<i>in previous ELO sections.</i>
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Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

Course activities and assignments to meet these ELOs

<p>ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p>	<p><i>The course requires students to explore and analyze health and wellbeing through multiple dimensions of wellbeing. As an example, course objective three (CO3), specifies the examination of financial implications related to nutrition and physical activity. In Week 6 Discussion: Sticker Shock and Week 6 Module Quiz, students will consider the impact of dietary patterns on financial wellbeing. There is a common misperception that healthy eating and exercise are expensive. There are a variety of angles to address this topic (e.g., immediate cost of goods, long term implications of exercise/nutrition). In weekly discussions, students are tasked with describing the problem, evaluating the information presented in lectures and readings and to analyze their own opinions as part of an open discussion with the class. During Week 13, students will read about yoga and its relationship with physical and spiritual health. When they read about plant-forward eating patterns, they will explore the relationship between dietary patterns and environmental wellness. In addition, as described above, the Exploration Project encourages exploration and analysis of</i></p>
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	<p>health and wellbeing from multiple dimensions. Students are encouraged to consider policy implications and include their personal perspectives in the presentation and responses to classmates' discoveries.</p>
<p>ELO 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.</p>	<p>Over the course of the semester, the goal of the practical assignments is to promote a physically active lifestyle. The progression of the practical assignments reinforces the notion that behavior change does not happen overnight. Rather, it is a cumulative process that takes weeks or months to fully implement. Furthermore, maintenance of behavior change is a distinct challenge that requires planning and support. With the various practical assignments, students will “test drive” many different behavior change techniques, including SMART goal setting, social support, stimulus control, and self-monitoring. On its own, each one is a helpful strategy to promote behavior change. Taken together, the combination of these strategies supports permanent behavior change and successful adherence to a physically active and nutritionally balanced lifestyle, as promoted by the Physical Activity Guidelines for Americans and the Dietary Guidelines for Americans (CO4).</p> <p>Throughout any behavior change, one must set small, achievable goals, celebrate successes, and adjust one’s strategies when things do not progress as planned. The practical assignments offer students multiple opportunities to make minor changes to physical activity and eating behaviors in a stepwise fashion, so that by end of semester, the student has achieved a positive behavior change. On a weekly basis, students implement a physical activity or nutrition behavior, then reflect on their experience. Students will be asked to reflect on the impact of physical activity and dietary changes on multiple dimensions of wellness, as well as the synergy between these lifestyle modifications (CO2). Both instructors will provide timely feedback to motivate (and redirect, when necessary) students.</p>

	<p><i>Additionally, through weekly discussions, peers can provide encouragement and share helpful strategies with each other, drawing on their own knowledge and personal experience (CO4). Because the course will draw students from diverse majors, peer feedback will provide diverse perspectives.</i></p> <p><i>The appeal of these practical assignments is that each can be individualized. Within the guidelines of each activity, students choose target behaviors and set their own personalized goals, which will vary depending on the student’s current health status and capacity (i.e., physical abilities, schedule, resources).</i></p> <p><i>We feel that the practical assignments are lessons that will truly prepare citizens for real life. In the course, we will apply behavior changes strategies to physical activity and nutrition-related goals, students will learn that these strategies can be applied to any aspect of wellness, professional or personal, even after they have completed this course and earned their degrees.</i></p>
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ELOs unique to Integrative, Interdisciplinary, Team-Taught Courses

GOAL 1 Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

<p>ELO 1.1.a Critical thinking: Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.</p>	<p><i>The course requires students to explore and analyze health and wellbeing through multiple dimensions of wellbeing. As an example, course objective three (CO3), specifies the examination of financial implications related to nutrition and physical activity. In Week 6 Discussion: Sticker Shock and Week 6 Module Quiz, students will consider the impact of dietary patterns on financial wellbeing. There is a common</i></p>
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	<p><i>misperception that healthy eating and exercise are expensive. And there are a variety of angles to address this topic (e.g., immediate cost of goods, long term implications of exercise/nutrition). In weekly discussions, students are tasked with describing the problem, evaluating the information presented in lectures and readings and to analyze their own opinions as part of an open discussion with the class.</i></p>
<p>ELO 1.1.b Analysis: Interpret and evaluate information from multiple sources and multiple disciplinary perspectives to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.</p>	<p><i>During Week 13, students will read about yoga and its relationship with physical and spiritual health. When they read about plant-forward eating patterns, they will explore the relationship between dietary patterns and environmental wellness. In addition, as described above, the Exploration Project encourages exploration and analysis of health and wellbeing from multiple dimensions. Students are encouraged to consider policy implications and include their personal perspectives in the presentation and responses to classmates' discoveries.</i></p>
<p>ELO 1.1.c Critical thinking & analysis: Systematically and methodically analyze their own and others' assumptions using more than one disciplinary lens and carefully evaluate the relevance of contexts when representing a position</p>	<p><i>The personalized Exploration Project occurs in multiple steps. The first step (Week 8) is a critical examination of literature. Students identify two scientific journal articles related to their selected topic of interest. Instructors have prepared students for this step as described in the above sections (teaching them how to find peer-reviewed literature; giving them feedback on their use of research-based citations in discussion boards). The students write 100-word summaries (abstracts) of these articles and instructors give feedback on their article selections and interpretation of scientific literature. Later in the semester (Week 15), students find two more articles, summarize, and condense all the information they have gathered on their topic into a 5-minute presentation to be shared with peers using Flip. In Week 16, students complete the Exploration Project Reflection. In this final component, students are required to watch five peers' presentations and provide feedback to their peers (using Flip or an alternative format, as discussed in the GE (General Education)</i></p>

	<p><i>Interdisciplinary Course Inventory). They are prompted to (and evaluated on) their ability to coalesce and communicate experiences from this class, prior classes, and subjective experiences to provide feedback to peers. The expectations are that students bring more to the reflection than simply what was covered in the course, which is an exciting opportunity to diversify thought (also discussed in the GE Interdisciplinary Course Inventory).</i></p> <p><i>The emphasis of this project is on the multidimensional nature of health. Students are expected to integrate the concepts of physical activity and nutrition and discuss their synergism. For example, some students may choose to examine the mechanisms for nutrition to optimize athletic performance or the roles of nutrition and exercise in medical therapy for cardiovascular disease, diabetes, or cancer. Other intriguing topics may include in-depth assessment of how nutrition and physical activity intersect in the prevention or treatment of mental health disorders, gastrointestinal disorders, or inflammatory disorders. Students will have freedom to select a topic of personal or professional interest, which will also increase students' exposure to diverse perspectives.</i></p>
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ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

<p>ELO 1.2.a Scholarly engagement: Articulate a thorough and complex understanding of the factors and contexts, including natural, social, cultural, and political, contributing to an integrative understanding of the issue.</p>	<p><i>Weekly readings from multiple perspectives on human nutrition and movement have been carefully selected to help guide students through a complex understanding of health and wellbeing from a multidimensional perspective. Students are asked to utilize these scholarly works as part of their synthesis of materials and analysis of weekly discussion topic.</i></p> <p><i>The course explores the impact of both food and fitness on human health. The two instructors will</i></p>
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	<p><i>independently present their unique perspectives in their area of expertise (exercise science and human nutrition) through assigned readings and lectures. Instructors will help students compare and contrast disciplines. The students will then be responsible for integrating knowledge from both fields as they work through course activities, such as the discussion boards and practical assignments that require students to pursue outside of the classroom experiences.</i></p> <p><i>Additionally, because the class includes students from diverse majors, the discussions and peer feedback on practical assignments and the Exploration Project will be multidisciplinary.</i></p>
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ELO 2.1 Identify, describe, and synthesize approaches or experiences.

<p>2.1.a Integration of knowledge: Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to integrate their insights through construction of a more comprehensive perspective.</p>	<p><i>Students will relate experiences from their participation in the weekly Practical Assignments, weekly course content including lectures and readings, and past experiences into the guided weekly discussions with their peers (CO2). Because the practical assignments are based on promoting behavior change related to physical activity participation, students will identify their experience in specific physical activities, which will include achievements and setbacks from a personal perspective. This information will be presented in the discussion for the week relative to scholarly material that was discussed in class, the course readings, and past experiences. Diverse views, as seen through the unique cultural and disciplinary lenses of our students, will be addressed within course material. As well, because each student brings their own unique experiences and perspectives a variety of viewpoints will be regularly shared to increase the depth of dialogue. Students will be directed to connect, analyze, and integrate their insights from the multiple perspectives of nutrition and exercise to help guide students to a more holistic perspective related to health and wellbeing.</i></p>
<p>ELO 2.1.b Multiple perspectives: Evaluate and apply diverse perspectives to complex subjects from multiple cultural and disciplinary lenses as appropriate.</p>	<p><i>Health and Wellbeing are multidimensional and too complex to be addressed by one discipline. We will draw on the expertise from two distinct disciplines of Human Nutrition and Exercise</i></p>

	<p><i>Science to examine the impact physical activity and nutrition have on personal and community health. Instructors will present diverse perspectives on each topic and encourage students to integrate and synthesize the material through discussions and assignments. Students will complete this course to gain a comprehensive perspective of health and wellbeing.</i></p> <p><i>Students will relate experiences from their participation in the weekly Practical Assignments, weekly course content including lectures and readings, and past experiences into the guided weekly discussions with their peers. Because the practical assignments are based on promoting behavior change related to physical activity participation, students will identify their experience in specific physical activities, which will include achievements and setbacks from a personal perspective. This information will be presented in the discussion for the week relative to scholarly material that was discussed in class, the course readings, and past experiences. Diverse views, as seen through the unique cultural and disciplinary lenses of our students, will be addressed within course material. As well, because each student brings their own unique experiences and perspectives, a variety of viewpoints will be regularly shared to increase the depth of dialogue. Students will be directed to connect, analyze, and integrate their insights from the multiple perspectives of nutrition and exercise to help guide students to a more holistic perspective related to health and wellbeing.</i></p>
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ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

<p>ELO 2.2.a Self-awareness: Evaluates the impacts of cross disciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems and considers the long-term impact of the work.</p>	<p><i>The nature of the course has been created such that it is highly personalized, and the practical component of the course is steeped in behavioral-based research related to lifestyle activities that are familiar (movement, and nutrition). The concept is to meet the student where they are,</i></p>
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	<p><i>and through progressive class activities, unveil student's individual values, style, needs, and emotions, so that it is possible to connect in a way that is effective for them. Self-awareness is a key aspect of this practice and of creating behavioral change. On a weekly basis, we utilize topics related to movement and nutrition (CO1), present multiple scholarly perspectives for the student to consider (CO2), ask students to practice and apply concepts from class through practical assignments, and finally, students are asked to integrate the week's content and activities in a weekly discussion (CO4). Students are tasked with synthesizing, analyzing, and connecting course content to construct a comprehensive perspective on topics related to Health and Wellbeing.</i></p>
<p>ELO 2.2.b. Empathy: Interpret and explain the issue under consideration from perspectives other than their own and more than one worldview and demonstrates openness towards others in the academic community and their perspectives.</p>	<p><i>Empathy is a characteristic that is required in weekly discussions. Often, personal views related to exercise and nutrition are highly polarized. We have built specific topics into our discussions which ask students to explain their personal perspectives. Students are guided to critically examine personal beliefs, through identification, followed by systematically and methodically analyzing and presenting to classmates a synopsis of both personal and opposing assumptions. The goal is that students understand other's perceptions and conclusions, it does not mean they must agree, but they are able to see other's position.</i></p>