

Study Guide for The “Evidence-Based” Physical Activity Guidelines for Americans (2nd ed)

Self-study continuing education course giving 13.0* Category 1 NCHC CECHs for CHES[®] and MCHES[®] (includes 6.0 advanced (-1, -2) level CECHs for MCHES[®], and 13.0 Continuing Competency Credits).

General Information	<p>Course Creator: Jim Grizzell, MBA, MA, MCHES[®], ACSM-EP-C, F-ACHA Email: jimgrizzell@healthedpartners.org Phone: 909-856-3350 (cell, please call between 9 am - 8 pm PT) Course Materials: All materials available online</p>
Course Description	<p>Directed Self-Study: a learning experience to meet CHES[®]/MCHES[®] competencies emphasizing principles of evidence-based practice to provide health education/promotion of the physical activity guidelines. These include:**</p> <ul style="list-style-type: none"> • Explain the process to determine evidence-based guidelines by analyzing and synthesizing findings from research (1.7.1, 4.6.1 – 4.6.8, 4.7.5) • Use evidence-based health education/promotion, materials and resources to increase regular physical activity to improve health and have a positive public health impact (2.3.3, 7.3.5, 7.3.6) • Determine needs and health outcomes for health education/promotion based on assessments of data related to health and physical activity (1.1.1, 1.1.4, 1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.3, 1.4, 1.7, 1.7.1, 1.7.2, 1.7.4, 1.7.5) • Analyze relationships of sedentary and physical activity behaviors (1.4, 4.5) • Serve as a health education/promotion resource person (6.1, 6.3, 6.3.3) <p>The participant tailors parts of the learning experience by selecting materials to study the Physical Activity Guidelines for Americans (2nd edition). Studying is self-paced without regard to time or location.</p>
Course Goals	The participant will be able to act as a knowledgeable resource person on use of the evidence-based Physical Activity Guidelines for Americans (2nd edition) .
Course Requirements	<p><u>Study Materials:</u> Physical Activity Guidelines for Americans web documents. <u>Test</u> (5 Y/N & T/F, 32 multiple choice, 14 short answer passing ≥70% correct) <u>Course Evaluation</u> (included after last question of the test)</p>
<p>The course will be done electronically using the email and the web using links in the Study Guide Study Guide: www.healthedpartners.org/ceu/ebpag/ebpagstudyguide.pdf Test: https://www.surveymonkey.com/r/ebpag</p>	
Completion Certificate	Course completion certificate for 13.0 CECHs (includes 6.0 advanced hours, Advance-1, Advanced-2) will be awarded if a score of ≥70% is achieved and Course Evaluation is completed. Payment of fee is required.

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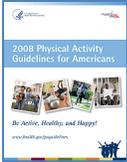
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* Continuing education hours are based on reading speed of 250 words per minute and one minute per slide.

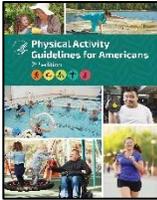
** CHES[®]/MCHES[®] competencies, sub-competencies addressed in the course. [Click here to view the competencies.](#)

Health Education Partners	National Commission for Health Education Credentialing, Provider #100538	
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Estimated Time	Objectives and Assignments
~0.5 hour	<p>Introduction</p> <ul style="list-style-type: none"> Review this Study Guide, instructions for taking the test and receiving credit
~0.5 hour   	<p>Section 1: Evidence, and Evidence-Based Practices and Findings</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> State the CHES®, MCHES® and CPH competencies for applying evidence-based practices and findings Describe not-evidence-based, evidence-informed and evidence-based List the steps of evidence-based practices List reasons evidence-based practices are not used. Explain the rationale for application of evidence-informed and evidence-based as related to the original 2008 and current 2nd edition guidelines <p>Assignments</p> <ul style="list-style-type: none"> Read/study <ul style="list-style-type: none"> Evidence. Evidence-based Practices and Findings – read/study the rationale for considering the 2008 Guidelines “evidence-informed” from a George Washington University Grand Rounds presentation, and examples and definitions of anecdotal evidence, evidence-informed and evidence-based. www.healthedpartners.org/ceu/ebpag/anecdotal-evidenceinformed-evidencebased.pdf <p style="text-align: center;">There are five test questions from this section.</p>
~0.5 hour  <p>IN THIS SECTION: 3 web pages.</p> <p>Four test questions from this section.</p>	<p>Section 2: Physical Activity Guidelines for Americans (2nd ed) Introduction</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> State the purpose of the Physical Activity Guidelines for Americans Describe the evolution and process of the Guidelines Answer questions asked about the Guidelines <p>Assignments</p> <ul style="list-style-type: none"> Read/study <ul style="list-style-type: none"> Physical Activity Guidelines home page - https://health.gov/our-work/physical-activity <ul style="list-style-type: none"> Don't click on the “News & Announcements” Read more button, Do read the “News & announcements” from February 20, 2019 at https://health.gov/news/news-and-announcements/2019/02/new-physical-activity-guidelines-resource-available <ul style="list-style-type: none"> Don't download the presentation“ that linked from the web page (it's covered later in the course). Don't follow links to the “Our Initiatives” yet (they are covered in the next sections). Skip “our blog.” (~3 min) About the Guidelines - https://health.gov/our-work/physical-activity/about-physical-activity-guidelines

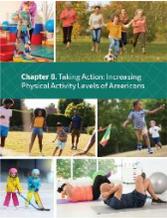
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	<ul style="list-style-type: none"> • Purpose - https://health.gov/our-work/physical-activity/about-physical-activity-guidelines (~3 min) • Evolution and Process - https://health.gov/our-work/physical-activity/about-physical-activity-guidelines (~5 min) • Q&A - https://health.gov/our-work/physical-activity/about-physical-activity-guidelines/questions-answers (~10 min)
<p>~1.0 hours</p>  <p>IN THIS SECTION: Web pages, a 7-page PDF file and 41 slide PPT.</p> <p>10 test questions from this section.</p>	<p>Section 3a: Current Guidelines – Explore the Guidelines</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> • List the information in the current Guidelines and the 10 things to know • State the new evidence of physical activity benefits and major research findings <p>Assignments</p> <ul style="list-style-type: none"> • Read/study <ul style="list-style-type: none"> ○ Current Guidelines - read the text on the web page https://health.gov/our-work/physical-activity/current-guidelines NOTE: Skip two items for now: 1) so, <u>don't</u> “Download the complete second edition of the Physical Activity Guidelines [PDF – 2 MB]. and 2) <u>skip</u> “Promote physical activity in your community” – they will be covered later in the course. (~3 min) ○ Executive Summary - https://health.gov/sites/default/files/2019-10/PAG_ExecutiveSummary.pdf (7 pages, ~1,700 words, ~7 min) ○ Top 10 Things to Know - https://health.gov/our-work/physical-activity/current-guidelines/top-10-things-know (web page, ~700 words, ~4 min) ○ PowerPoint - Introducing the Physical Activity Guidelines for Americans (2nd edition). PowerPoint presentation (PPT [NOTE: you can edit the PPT to tailor to your audience] & PDF formats available) you can use to help promote the Guidelines to other professionals. ○ PPT - https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition_Presentation.pptx or PDF - https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition_Presentation.pdf (41 slides, ~41 min)
<p>~0.75 hours</p>  	<p>Section 3b: Current Guidelines – Summary, Roadmap to and Introducing the Physical Activity Guidelines for Americans, Physical Activity and Health</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> • Explain the rationale for the Guidelines • State the new evidence of physical activity benefits and major research findings • Describe the baseline data on American’s physical activity and sedentary behavior • Explain health-related versus performance-related fitness • Define terms such as overload, progression and specificity; and HIIT <p>Assignments</p> <ul style="list-style-type: none"> • Read/study

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 <p>IN THIS SECTION:</p> <p>35 selected PDF file pages.</p> <p>Nine test questions are from this section.</p>	<ul style="list-style-type: none"> ○ From the complete second edition of the Guidelines – selected sections and pages. https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf ● Summary through A Roadmap to the Physical Activity Guidelines for Americans www.healthedpartners.org/ceu/ebpag/summaryroadmap.pdf (pages 6-12, ~2,700 words, ~11 min) <ul style="list-style-type: none"> ● Note first sentence on page 11: “The Physical Activity Guidelines is written for professionals [e.g., CHES/MCHES] audiences.” ● Chapter 1. Introducing the Physical Activity Guidelines for Americans www.healthedpartners.org/ceu/ebpag/ch1introducingpag.pdf (pages 14–25 ~4,400 words, ~18 min) ● Chapter 2. Physical Activity and Health www.healthedpartners.org/ceu/ebpag/ch2paandhealth.pdf (28-45, ~2,700 words, ~11 min)
<p>~0.5 hours</p>  <p>IN THIS SECTION:</p> <p>One (1) of four (4) chapters (3, 4, 5, or 6).</p> <p>Two test questions from this section.</p>	<p>Section 3c: Current Guidelines - Age Groups and Conditions</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> ● Describe the evidence-based guidelines for one age group or conditions ● Explain how the Guidelines could be used for one age group or conditions <p>Assignments</p> <ul style="list-style-type: none"> ● Read/study <ul style="list-style-type: none"> ○ Based on your interests and/or health education/promotion practice area, select one (1) of the four (4) age group and conditions chapters (3, 4, 5, or 6) to study: (~15 to 30 min) NOTE: Three (3) ways to read Chapters 3, 4, 5, 6 – 1. read online, 2. download the: complete second edition of the Physical Activity Guidelines [PDF – 14.2 MB] from https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf or 3. download the individual chapter from links below. <ul style="list-style-type: none"> ● Chapter 3. Active Children, and Adolescents www.healthedpartners.org/ceu/ebpag/ch3childadol.pdf ● Chapter 4. Active Adults www.healthedpartners.org/ceu/ebpag/ch4adults.pdf ● Chapter 5. Active Older Adults www.healthedpartners.org/ceu/ebpag/ch5olderadults.pdf ● Chapter 6. Additional Considerations for Some Adults www.healthedpartners.org/ceu/ebpag/ch6considerations.pdf ○ For the test, plan to write a short answer (≤50 words) on how you might explain and use the guidelines for your selected group).
<p>~0.5 hours</p>	<p>Section 3d: Current Guidelines - Active and Safe, and Media Resources</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> ● Explain how Americans can be active and safe while being physically active ● Describe Media Resources available to help Americans improve health, feel better, and lower their risk of chronic disease.

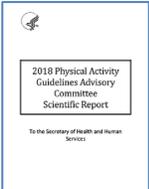
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 <p>IN THIS SECTION:</p> <p>7-page PDF chapter 7 and two web pages.</p> <p>Two test questions from this section</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Read/study <ul style="list-style-type: none"> ○ Chapter 7. Active and Safe – www.healthedpartners.org/ceu/ebpag/ch7activesafe.pdf (~9 min) ○ Media Resources – read/study the text on the web page https://health.gov/our-work/physical-activity/current-guidelines/media-resources and the Sample Newsletter Copy - https://health.gov/our-work/physical-activity/move-your-way-campaign/partner-promotion-toolkit#newsletter (~10 min)
<p>~0.5 hours</p>  <p>IN THIS SECTION:</p> <p>Nine (9) page PDF Chapter 8.</p> <p>Five test questions from this section.</p>	<p>Section 3e: Current Guidelines - Taking Action: Increasing Physical Activity Levels of Americans</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> • List and describe proven and evidence-based strategies to help increase levels of physical activity for <ul style="list-style-type: none"> ○ Individuals and small groups ○ Communities • Explain what individuals, families and caregivers, and sectors of society can do to increase physical activity <p>Assignments</p> <ul style="list-style-type: none"> • Read/study <ul style="list-style-type: none"> ○ Chapter 8. Taking Action: Increasing Physical Activity Levels of Americans – three (3) ways to read: online, download the entire Guidelines https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf, or download the single chapter www.healthedpartners.org/ceu/ebpag/ch8takingaction.pdf (9 pages, ~20 min)
<p>~0.5 hours</p>  <p>IN THIS SECTION:</p>	<p>Section 3f: Current Guidelines – Glossary and Appendices 1 and 2</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> • Define terms and concepts used for describing physical activity • Translate the scientific evidence for absolute and relative intensity, and steps • List the Federal resources for physical activity <p>Assignments</p> <ul style="list-style-type: none"> • Read/study <ul style="list-style-type: none"> ○ NOTE: Three (3) ways to read the glossary and appendices: 1. read online, 2. download the: complete second edition of the Physical Activity Guidelines [PDF – 14.2 MB] from https://health.gov/sites/default/files/2019-

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<p>14 pages from the last part of the Guidelines PDF file.</p> <p>One test question from this section.</p>	<p>09/Physical Activity Guidelines 2nd edition.pdf or 3. download the file with glossary and appendices from this link: www.healthedpartners.org/ceu/ebpag/glossary-appendices-1-2.pdf</p> <ul style="list-style-type: none"> ○ Glossary (4 pages, ~7 min) ○ Appendix 1. Behaviors: Intensity, Bouts, and Steps (5 pages, ~15 min) ○ Appendix 2. Federal Physical Activity Resources Physical Activity (5 pages, ~5 min)
<p>~1.0 hour</p>  <p>IN THIS SECTION:</p> <p>a web page and selected pages (33 total pages) from the Scientific Report</p> <p>One 5-point text response test question from this section.</p> <p>NOTE: This section covers CHES / MCHES responsibilities and competencies related to principles of evidence-based practice.</p>	<p>Section 4a: Scientific Report – Introduction, Background, Integrating the Evidence, and Methodology</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> • Explain the process of finding, interpreting, synthesizing, reporting, applying research findings and evidence to develop the evidence-based Physical Activity Guidelines for Americans. <ul style="list-style-type: none"> ○ Focus is on promoting physical activity <p>Assignments</p> <ul style="list-style-type: none"> • Read/study – <ul style="list-style-type: none"> • Scientific Report web page - https://health.gov/our-work/physical-activity/current-guidelines/scientific-report (~5 min) • Letter to the Secretary of HHS https://health.gov/sites/default/files/2019-09/00_Letter_to_the_Secretary.pdf (2 pages, ~3 min) • NOTE 1: for Parts A through Part D read/study <u>only</u> the 22 pages listed. Those pages tend to specifically address evidence-based health education/promotion of regular physical activity. • NOTE 2: a file with only the suggested pages to read from Parts A, B, C, and D is at www.healthedpartners.org/ceu/ebpag/scientificrpt-partsabcd.pdf (~45 min). • For the test question be prepared to describe in 50 words or less what you found of significant interest or very useful for you personally and/or for your health education/promotion practice. • Part A. Executive Summary – Effort to promote physical activity can be effective and Public Health Impact . . . pages A-5 - A-7 (~2 pages, 5 min) NOTE: pages A-1 – A-4 review much of what you’ve studied already) • Part B. Introduction – all 8 pages, covers organization and processes on find and using evidence (8 pages, ~10 min) • Part C. Background and Key Physical Activity Concepts – Historical Perspective pages C1-C3, Promotion of Physical Activity C26-27 (5 pages, ~7 min) • Part D. Integrating the Evidence –Introduction and Promotion of Physical Activity - pages D1-D3, D27-D29 (6 pages, ~7 min) • Part E. Systematic Review Literature Search Methodology – all 22 pages https://health.gov/sites/default/files/2019-09/06_E_Systematic_Review_Literature_Search_Methodology.pdf (22 pages, ~45 min)
<p>~1.0 hour</p>	<p>Section 4b: Scientific Report – Behaviors, Health Outcomes, and Age Groups and Select Populations</p>

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 <p>IN THIS SECTION: a web page and one (1) of 10 Part F chapters (1, 2, 3, 4, 5, 6, 7, 8, 9 or 10).</p> <p>One text response 5-point test question from this section.</p>	<p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> Describe and explain the process and evidence-based findings for one (1) of the ten (10) chapters (physical activity behaviors, sedentary behavior, health outcomes topics, select populations) <p>Assignments</p> <ul style="list-style-type: none"> Read/study – <ul style="list-style-type: none"> Scientific Report web page - https://health.gov/our-work/physical-activity/current-guidelines/scientific-report (~5 min) Part F. Science Base - select one (1) of the first 10 chapters (1, 2, 3, 4, 5, 6, 7, 8, 9 or 10) – based on your personal interest or work area select one (1) of the first ten (10) chapter to read/study. (~60 min) <ul style="list-style-type: none"> NOTE 1: Chapter lengths vary significantly, from 26 to 117 pages, estimated reading times at 250 words per page are 52 minutes to nearly 4 hours. One (1) CECHs/credit hour has been allotted to this bullet point study item. If you select a chapter with over 30 pages scan and select the most important for your interest and work. NOTE 2 - For the test question: Be prepared to state what you studied (overview, data sources and process used to answer questions, a question addressed, what your learned about the topic of the question, and how you might apply the learning to your interest or work. Example: in Chapter 3 Brain Health questions topics are cognition, quality of life, affect, anxiety, depression, sleep.
<p>~1.0 hour</p>  <p>IN THIS SECTION: a web page, selected pages covering your selected intervention from Chapter 11, and selected pages from the Online-Only Supplementary Material - Evidence Portfolios.</p>	<p>Section 4c: Scientific Report – Part F, Chapter 11. Promoting Regular Physical Activity</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> Describe the review of science, data sources and process used to answer questions. Describe evidence-based interventions to promote regular physical activity and reduce sedentary behavior and explain the process and evidence-based health education/promotion findings in chapter 11 about “Promoting Regular Physical Activity” <p>Assignments</p> <ul style="list-style-type: none"> Read/study – <ul style="list-style-type: none"> Scientific Report web page - https://health.gov/our-work/physical-activity/current-guidelines/scientific-report (~5 min) Part F. Science Base, Chapter 11: Promoting Regular Physical Activity https://health.gov/sites/default/files/2019-09/17_F-11_Promoting_Regular_Physical_Activity.pdf <ul style="list-style-type: none"> Introduction and Review of the Science sections. (pages F11-1 – F11-7) Based on your interest or work area, select one (1) of the interventions listed in the Table of Contents (pages F11-1 – F11-2: e.g. Older Adult, Postnatal Women, . . . through Access to Indoor and/or Outdoor recreation Facilities or Outlets; or about the sedentary behavior by youth, etc.) from question 1 (starts on page F11-8) or 2 (starts on page F11-78).

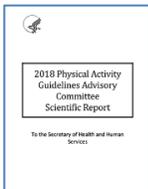
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<p>Three test questions from this section.</p>	<ul style="list-style-type: none"> • For the test: Be prepared to state what you studied, learned and might use (sources of evidence, conclusion statement, review of the evidence, evidence on the overall relationship, public health impact. (~30 min) • Part G. Science Base Needs for Future Research, section titled “Chapter 11. Promoting Regular Physical Activity” – read/study only pages G-36 – G-42. https://health.gov/sites/default/files/2019-09/18_G_Needs_for_Future_Research.pdf (~10 min) <p>Next, scroll to bottom of Scientific Report page: https://health.gov/our-work/physical-activity/current-guidelines/scientific-report) to “Online-Only Supplementary Material - Evidence Portfolios” – https://health.gov/our-work/physical-activity/current-guidelines/scientific-report/supplementary-material</p> <ul style="list-style-type: none"> • FYI – Don’t read all of Supplemental Material for the 2018 Physical Activity Guidelines Advisory Scientific Report – the 2,573 pages cover the literature searches to answer 38 questions and 104 subquestions for those interested in the methodology of the search and process to included articles in specific questions the details can be found in the supplementary materials. ----- just read/study the pages listed for Chapter 11. Promoting Physical Activity (scroll to near bottom of the web page. • Online-Only Supplementary Material - Chapter 11. Promoting Physical Activity – read/study only the first few pages listed. <ul style="list-style-type: none"> • NOTE 1: the first 3 to 5 pages of each evidence portfolio gives sources of evidence, conclusion statements and grades, description of the evidence, existing systematic reviews and meta-analyses. • NOTE 2. After the first 3 to 5 pages the remaining 80 to 115 pages of each portfolio show populations analyzed and supporting evidence – consider looking at an evidence portfolio pages after the first 3 to 5 pages to get a sense of the evidence that was used. • Question 1. What interventions are effective for increasing physical activity at different levels of impact? <ul style="list-style-type: none"> • Evidence Portfolio, Individual – pages 1 – 4 (~5 min) https://health.gov/sites/default/files/2019-10/Promotion_Q1_Individual_Evidence_Portfolio.pdf • Evidence Portfolio, Community – pages 1 – 5 (~5 min) https://health.gov/sites/default/files/2019-10/Promotion_Q1_Community_Evidence_Portfolio.pdf • Evidence Portfolio, Communication Environment – pages 1 – 5 (~5 min) https://health.gov/sites/default/files/2019-10/Promotion_Q1_Communication_Environment_Evidence_Portfolio.pdf • Evidence Portfolio, Physical Environment and Policy – pages 1 – 3 (~5 min) https://health.gov/sites/default/files/2019-10/Promotion_Q1_Communication_Environment_Evidence_Portfolio.pdf • Question 2. What interventions are effective for reducing sedentary behavior? <ul style="list-style-type: none"> • Evidence Portfolio, Sedentary Behavior – pages 1 – 3 (~5 min) https://health.gov/sites/default/files/2019-10/Promotion_Q2_Sedentary_Evidence_Portfolio.pdf
<p>~1.5 hours</p>	<p>Section 5a: Advisory Committee – Charter, Charge, History and Trends https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee</p>

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<div data-bbox="198 212 345 401" data-label="Image"> </div> <p data-bbox="207 436 336 491" style="color: green; font-weight: bold;">IN THIS SECTION:</p> <p data-bbox="191 527 354 800" style="color: green;">equivalent of ~10 web and pdf file pages about the Advisory Committee charter, charge and members;</p> <p data-bbox="212 831 334 949">Three test questions from this section.</p>	<p data-bbox="383 239 1295 268">After studying the material in this section, the participant will be able to:</p> <ul data-bbox="428 275 1334 428" style="list-style-type: none"> • Describe the Charter and Charge of the Advisory Committee • List the committee members and consultants, and their background and experience • Describe the history and trends of physical activity recommendations and guidelines, including the state of physical activity in American <p data-bbox="383 459 552 489">Assignments</p> <ul data-bbox="428 493 1430 1570" style="list-style-type: none"> • Read/study/view each of the five presentations and the Final Report <ul style="list-style-type: none"> ○ Committee Charter and Charge <ul style="list-style-type: none"> • Charter - https://health.gov/sites/default/files/2019-11/2018-PAGAC-charter.pdf (~7 min) • Charge - https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/resources/charge-2018-physical (~2 min) ○ Committee Members – https://health.gov/paguidelines/second-edition/committee/ (~2 min) <ul style="list-style-type: none"> • Biographical Sketches of the Committee Members, Part H. Appendix 3. of the Scientific Report (this has ~250 word bios of each member) https://health.gov/sites/default/files/2019-09/21_H_Appendix_3_Biographical_Sketches_of_the_Committee_Members.pdf (briefly scan through them) ○ Subcommittees – https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/subcommittees (~2 min) ○ Consultants – https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/consultants (~10 min) ○ First Public Meeting (Meeting 1) – https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/public-meetings (~2 min) <ul style="list-style-type: none"> ○ Summary – reading all pages - https://health.gov/sites/default/files/2019-11/PAGAC-Meeting-1-Summary.pdf (6 pages, ~11 min) ○ Presentation – History of Physical Activity Recommendations and Guidelines for Americans https://health.gov/sites/default/files/2019-11/History-of-Physical-Activity-Recommendations-and-Guidelines-for-Americans.pdf (22 slides, 22 min) ○ Presentation – The State of Physical Activity in America - https://health.gov/sites/default/files/2019-11/The-State-of-Physical-Activity-in-America.pdf (30 slides, ~30 min) • Sub-committee 7: Promotion of Physical Activity <ul style="list-style-type: none"> ○ Chair: Abby King; Members: John Jakicic, David Marquez, Melicia Whitt-Glover • Sub-committee 8: Sedentary Behaviors <ul style="list-style-type: none"> ○ Chair: Peter Katzmarzyk; Members: John Jakicic, Ken Powell
<p data-bbox="207 1642 336 1671">~2.0 hours</p>	<p data-bbox="383 1642 1377 1749" style="color: green; font-weight: bold;">Section 5b: Advisory Committee – Public Meetings with Focus on Sub-committees on Promoting Physical Activity and Reducing Sedentary Behaviors</p> <p data-bbox="383 1780 1295 1810">After studying the material in this section, the participant will be able to:</p>

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IN THIS SECTION:

Public meeting summaries and presentations focusing on promoting physical activity and reducing sedentary behavior,

Four test questions from this section.

- For Promoting regular physical activity and reducing sedentary behavior explain the process of identifying data, assessing needs, synthesizing assessment findings, and applying findings during all five meetings

Assignments

- **Read/study/view** each of the five presentations and the Final Report
 - **Public Meetings 2, 3, 4, and 5** – <https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/public-meetings> (~2 min)
 - **NOTE:** Two (2) ways to read the Summary for each meeting text from the Promoting Regular Physical Activity and Sedentary Behaviors Subcommittees:
 - Read online or download each meeting summary document and find the pages listed below **or**
 - download this pdf file which has the selected pages for the Promotion of Physical Activity and Reducing Sedentary Behavior and Sedentary Subcommittee summaries for meetings 2, 3, 4, and 5 in one pdf file
www.healthedpartners.org/ceu/ebpag/meeting-2-3-4-5-pa-sed-summaries.pdf
 - **Meeting 2** – web page - <https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/public-meetings/meeting-2> (~2 min)
 - **Summary** – read only **Promotion of Physical Activity and Sedentary Behavior Subcommittees** text on pages 7-6
https://health.gov/sites/default/files/2019-11/PAGAC-Meeting-2-Summary_0.pdf (2 pages, ~3 min)
 - **Two Presentations** – <https://health.gov/sites/default/files/2019-11/10-Promotion-of-Physical-Activity.pdf> (8 slides, ~8 min) **and**
 - <https://health.gov/sites/default/files/2019-11/11-Sedentary-Behavior.pdf> (10 slides, 10 min)
 - **Meeting 3** – web page - <https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/public-meetings/meeting-3> (~2 min)
 - **Summary** – read only **Sedentary Behavior and Promotion of Physical Activity Subcommittees** text on page 4-6
<https://health.gov/sites/default/files/2019-11/PAGAC-Meeting-3-Summary.pdf> (3 pages, ~3 min)
 - **Two Presentations – Promotion of Physical Activity and Sedentary Behaviors Subcommittees** –
 - <https://health.gov/sites/default/files/2019-11/07-Promotion.pdf> (10 slides, 5 to 10 min) and
 - <https://health.gov/sites/default/files/2019-11/05-Sedentary.pdf> (17 slides, 8 to 17 min)
 - **Meeting 4** – web page - <https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/public-meetings/meeting-4> (~2 min)
 - **Summary** – read only **Sedentary Behaviors and Promotion of Physical Activity Subcommittees** text on pages 22-26, 28–31 - <https://health.gov/sites/default/files/2019-11/PAGAC-Meeting-4-Summary.pdf> (9 pages, 15 min)
 - **Two Presentations – Sedentary Behaviors and Promotion of Physical Activity Subcommittees** – <https://health.gov/sites/default/files/2019-11/09-Sedentary-Behavior-SC-Presentation.pdf> (60 slides, 30 to 60 min) and

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	<ul style="list-style-type: none"> ○ https://health.gov/sites/default/files/2019-11/11-Promotion-of-Physical-Activity-SC-Presentation.pdf (35 slides, 23 to 35 min) ● Meeting 5 -web page - https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/public-meetings/meeting-5 (~2 min) <ul style="list-style-type: none"> ● Summary - read only Promotion of Physical Activity Subcommittee (pages 26-29, Sedentary Behavior Subcommittee did not have a presentation at this meeting) https://health.gov/sites/default/files/2019-11/PAGAC-Meeting-5-Summary.pdf (4 pages, ~10 min) ● Presentation - Promotion of Physical Activity Subcommittee - https://health.gov/sites/default/files/2019-11/09-PA-Promotion-SC-Presentation.pdf (35 slides, 23 to 35 min)
<p style="text-align: center;">~1.0 hour</p>  <p style="text-align: center;">IN THIS SECTION:</p> <p>information about the Move Your Way Campaign, applying the interactive tool, and Partner Promotion Toolkit</p> <p>Three test questions from this section.</p> 	<p style="text-align: center;">Section 6: Move Your Way Campaign</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> ● Describe the materials and resources for implementing older adult physical activity programs ● Apply the interactive Activity Planner tool by making a “Your physical activity plan this week” <p>Assignments</p> <ul style="list-style-type: none"> ● Read/study – <ul style="list-style-type: none"> ● Move Your Way Campaign Materials – https://health.gov/our-work/physical-activity/move-your-way-campaign (~5 min) ● Fact Sheets – https://health.gov/our-work/physical-activity/move-your-way-campaign#factsheets (~3 min) ● Posters - https://health.gov/our-work/physical-activity/move-your-way-campaign#posters ● Videos - https://health.gov/our-work/physical-activity/move-your-way-campaign#posters ● Mover Your Way web site - https://health.gov/moveyourway/ <ul style="list-style-type: none"> ● Select the one(1) of the two, For Adults or For Parents. Use the Interactive Tool (adults) or Interactive Graphic (parents to help kids move more). Which ever one you select be prepared to describe what you learned and might use it for yourself, another adult or kids)  ● For Adults - https://health.gov/moveyourway/#adults (~2 min) ● For Parents - https://health.gov/moveyourway/#parents ● For Adults - Ready to get started? “Use our interactive tool” - https://health.gov/MoveYourWay/Activity-Planner/ <ul style="list-style-type: none"> ● Plan your week – from Let’s go! button - https://health.gov/MoveYourWay/Activity-Planner/activities/ (~30 min to plan your activities for a week) – to answer a test question be prepared to describe “Your physical activity plan this week” after you used the Activity Planner. Be able to state personalized activity settings, minutes & types of aerobic activity, and days & types of strengthening activities. You can plan activities on a cell phone or computer. After you create a

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	<p>plan click on the Review your week at the bottom of the column of your activities).</p> <ul style="list-style-type: none"> • Watch the video “Stick with it! Move Your Way: Tips for Getting Motivated (https://youtu.be/0i1ICNHaxhs) From web page reviewing your plan. (~3 min) • Read the eight (8) tips from the web page reviewing your plan – click on the See more tips button (~5 min) • For Parents – Help your kids get more physical activity – “Use our interactive graphic” https://health.gov/moveyourway/get-kids-active <ul style="list-style-type: none"> • Use the sliders to see how your kids could meet the 60-minute goal. For the test, be prepared to describe what you learned and how you used it to help your kids move more. • Check the video for tips on getting active as a family. Share the physical activity fact sheet with your kids. • Partner Promotion Toolkit - https://health.gov/our-work/physical-activity/move-your-way-campaign/partner-promotion-toolkit (read text and view the sample social media messages, graphics, and GIFs, ~10 min) <ul style="list-style-type: none"> • For Professional Audiences – Review the text and pictures for the Twitter Content for https://health.gov/our-work/physical-activity/move-your-way-campaign/partner-promotion-toolkit#professional (~3 min)
<p>~1.0 hour</p> <p>IN THIS SECTION:</p> <p>Be sure cookies are enabled on the browser you will use to take the test.</p> <p>Instructions to get completion certificate, enable cookies, and being able to return to the test.</p> <p>Cookies allow you to leave the test and return to answer more questions.</p>	<p>Take the Test and Complete the Course Evaluation Course evaluation questions are included after the last test question.</p> <p>The test has 30 questions (4 true/false, 19 multiple choice questions, and seven short answer (≤50 word) questions). To get the five points for answering the short answer questions be sure to click “Yes” on the question following the text box.</p> <p>Name, Certification & ID#, Email Address: Be sure provide your name and CHES/MCHES or other type of certificate plus ID/registration number that should be on your completion certificate. Give email address so your completion certificate can be emailed to you.</p> <p>How to Take the Test: You can go back and change answers even after you complete the test. You can "Exit" the test and return to answer more questions (only on the same device (computer, laptop, cell phone; a cookie allows this). To be sure cookies are enabled for use instructions from this SurveyMonkey link: https://help.surveymonkey.com/articles/en_US/kb/How-do-I-enable-cookies-on-my-computer.</p> <p>After the last test and course evaluation questions you will see your score with percent correct and test answers, and summary of responses of other test takers. If you scored less than 70% you can retake the test.</p> <p>Notifying Health Education Partners of Test Completion: After you complete the test a notification is automatically sent to Health Education Partners (but it arrives day after you complete the test). To ensure, however, Health Education Partners knows you completed the test complete the short form on the web page you will be taken to after clicking the last "Done" button. The link to that web page is: http://www.healthedpartners.org/verify-course-completion.html.</p> <p>Completion Certificate: Your completion certificate will usually emailed to you within 72 hours (most often same day) after notification the test was completed.</p>

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Complete the test online at this link: <https://www.surveymonkey.com/r/ebpag>

If you have any questions, contact Jim Grizzell at jimgrizzell@healthedpartners.org.

About the Course Creator (next page)

Jim Grizzell has over 50 years' experience in regular exercise, plus education and certifications in health and fitness. He received MA in Exercise Science in 1981 from Cal State LA. He was the graduate lab assistant in the Sports Medicine Lab and MA thesis was on EKGs of long distance women runners. He has been an American College of Sports Medicine (ACSM, www.acsm.org) Certified Exercise Physiologist (ACSM-EP-C, certificate #17) since 1982 (took ACSM's first exam). Fitness and exercise work experience has been as a physical education faculty in the Women's Physical Education Department at Pasadena Community College; fitness director for Pasadena Athletic Club and the Chevron Oil Field Research Center fitness center; manager of Brunswick Corporation's Deer Creek Athletic Club; and as a personal trainer. Currently he is on the Tice Creek Fitness Center Advisory Committee for the Rossmoor retirement community (<https://rossmoor.com/residents/fitness-center/>).



Regular physical activity began with jogging a mile a day as a way to lose about 10 lb. gained from a desk job after bachelor's degree. He ran a 2-hour 53-minute marathon and 5 min 7 second mile in his 30's. Currently regular physical activity is at least 150 minutes a week of regular vigorous physical activity and over 300 minutes per week of moderate to vigorous physical activity. This includes:



- **Run** ~25 miles a week (mornings, includes interval training two times (~2 miles each time) per week,
- **Cycle** two times per week for total of 40 to 50 miles per week. Tuesday with www.meetup.com/CoCoCyclists, and another solo ride or with a few friends.
- **Strength training** 2 or 3 days per week with at least 48 hours separating exercise sessions for the same muscle group. Twelve (12) exercises in a circuit of three sets of 8 to 12 repetitions maximum (RM, ~80% to ~60% of 1 RM) for each exercise.
 - strength exercises include (in this order) abs, leg press, straight leg calf press, dumbbell chest press, leg/knee extension, seated row, back extension, leg curl, overhead press, dorsiflexion, seated calf press, and lat pull (65 to 70 minutes per session)
 - most of the exercises are multiple joint exercises with free weights and machines are used
 - exercise order alternates opposing muscle groups (agonists and antagonists) front and back, and upper and lower muscle groups (e.g. chest and upper back, quadriceps and hamstring muscles)
- **Swim** 2 or 3 20-30 minutes sessions per week.

Jim received the [National Commission for Health Education Credentialing](#) Certified Health Education Specialist (CHES®) in 1991 and Master Certified Health Education Specialist (MCHES®) in 2011. Recent work included the US Air Force Health Fitness Program Manager in the Air Force Surgeon General's office and adjunct faculty for the Contra Costa College Health Education Department.



NCHEC CHES/MCHES Competencies Addressed in the Course

National Commission on Health Education Credentialing (NCHEC) Competencies*

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Area 1: Assess Needs, Resources, and Capacity for Health Education/Promotion

- 1.1 Plan assessment process for health education/promotion**
 - 1.1.1 Define the priority population to be assessed
 - 1.1.4 Apply theories and/or models to assessment process**
- 1.2 Access existing information and data related to health**
 - 1.2.1 Identify sources of secondary data related to health
 - 1.2.2 Establish collaborative relationships and agreements that facilitate access to data**
 - 1.2.3 Review related literature
 - 1.2.4 Identify gaps in the secondary data
- 1.4 Analyze relationships among behavioral, environmental, and other factors that influence health
- 1.7 Determine needs for health education/promotion based on assessment findings**
 - 1.7.1 Synthesize assessment findings**
 - 1.7.2 Identify current needs, resources, and capacity
 - 1.7.4 Develop recommendations for health education /promotion based on assessment findings
 - 1.7.5 Report assessment findings

Area II: Plan Health Education/Promotion

- 2.1 Involve priority populations, partners, and other stakeholder in the planning process**
- 2.2 Develop goals and objectives**
- 2.3 Select or design strategies/intervention**
 - 2.3.2 Assess efficacy of various strategies/interventions to ensure consistency with objectives**
 - 2.3.3 Apply principles of evidence-based practice in selecting and/or designing strategies/interventions**
 - 2.3.6 Identify delivery methods and settings to facilitate learning
 - 2.3.7 Tailor strategies/intervention for priority populations
- 2.4 Develop a plan for the delivery of health education/promotion
 - 2.4.2 Identify the resources involved in the delivery of health education/promotion
 - 2.4.8 Develop a process for integrating health education /promotion into other programs when needed**

Area III: Implement Health Education/Promotion

- 3.1 Coordinate logistics necessary to implement plan**
 - 3.1.2 Develop materials to implement plan
 - 3.1.3 Secure resources to implement plan
 - 3.3.2 Collect baseline data

Area IV: Conduct Evaluation and Research Related to Health Education/Promotion

- 4.2 Develop a research plan for health education promotion**
- 4.3 Select, adapt and/or create instruments to collect data**
 - 4.3.1 Identify existing data collection instruments**
- 4.5 Analyze data**
- 4.6 Interpret results**
 - 4.6.1 – Synthesize, explain, compare, propose, identify limitations, draw conclusions, develop recommendations**
 - 4.6.8**
- 4.7 Apply findings**
 - 4.7.4 Incorporate findings into program improvement and refinement
 - 4.7.5 Disseminate finding using a variety of methods**

Area V: Administer and Manage Health Education/Promotion

- 5.3 Manage relationships with partners and other stakeholders**
 - 5.3.2 Facilitate discussions with partners and other stakeholders regarding program resource needs**
- 5.4.2 Identify evidence to justify programs**

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Area VI: Serve as a Health Education/Promotion Resource Person

- 6.1 Obtain and disseminate health-related information
- 6.3 Provide advice and consultation on health education/promotion issues
- 6.3.3 Provide expert assistance and guidance

Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion and the Profession

- 7.1 Identify, develop, and deliver messages using a variety of communication strategies, methods and techniques
 - 7.1.7 Deliver messages using media and communication strategies
- 7.3.5 Use evidence-based findings in policy analysis
- 7.3.6 Develop policies to promote health using evidence-based findings
- 7.4.9 Serve as a mentor to others in the profession
- 7.4.11 Engage in service to advance the profession

MCHES® Advanced Level color key: **Advanced – 1**, **Advanced – 2**

* **Areas of Responsibility and Competencies for Health Education Specialists** (HESPA 2015) available at this link: www.nchec.org/responsibilities-and-competencies and www.nchec.org/assets/2251/hespa_competencies.pdf

Additional Optional Materials

ACSM Publishes Scientific Pronouncements Related to the 2018 PAG for Americans

This short article gives an overview of the process of finding the evidence and mentions that 17 of the 17 Advisory Committee members are ACSM members.

American College of Sports Medicine’s Sports Medicine Bulletin. By Lynette Craft Ph.D., FACSM.
<http://www.multibriefs.com/briefs/acsm/active052119.htm>

ACSM Scientific Pronouncements: Physical Activity Guidelines for Americans

“ACSM is pleased to present the scientific reviews underlying the second edition of the Physical Activity Guidelines. Health professionals, scientists, community organizations and policymakers can use the papers included in the *ACSM Scientific Pronouncements: Physical Activity Guidelines for Americans, 2nd Edition* to promote more active, healthier lifestyles for individuals and communities.”

<https://www.acsm.org/acsm-positions-policy/physical-activity-guidelines-for-americans/>
<https://journals.lww.com/acsm-msse/pages/currenttoc.aspx>

Items from the Guidelines that were not Included

Meet the 2018 Physical Activity Guidelines Advisory Committee

Posted on [June 29, 2016](#) by [ODPHP](#)

<https://health.gov/news/blog/2016/06/meet-the-2018-physical-activity-guidelines-advisory-committee/>

Public Comments –

Search comments by text (e.g., school, adult, sedentary), or organization or affiliation (e.g. coalition, sports for groups like American College of Sports Medicine. <https://health.gov/paguidelines/pcd/>

Part H-4. Description of public comment process and link to public comment data base. 131 comments were submitted and 109 were relevant to the Committee’s work.

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https://health.gov/paguidelines/second-edition/report/pdf/22_H_Appendix_4_Public_Comment_Process.pdf (3 page, < 5 min)

Scientific Report Part H. Appendices (click on the appendices’ hyperlinks to read)

[Appendix H-1. Glossary of Terms \[PDF - 874 KB\]](#)

[Appendix H-2. PAGAC Subcommittee and Work Group assignments \[PDF - 540 KB\]](#)

[Appendix H-3. Biographical sketches of PAGAC members \[PDF - 783 KB\]](#)

[Appendix H-4. Description of public comment process and link to public comment database \[PDF - 651 KB\]](#)

Presentation

Tools to Create a Healthy Aging Exercise Program - Evidence-Based and Evidence-Informed Guidelines

Presentation (PPT & pdf formats) and Handout (pdf) are at: <http://www.healthedpartners.org/ceu/pa-healthyaging/>

S M A R T	SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-BOUND			
		Aerobic	Strength	Flexibility & Balance
Frequency	→	≥3 days per week, trend to ≥5 days per week *	≥2 days week	2 to 3 days per week
Intensity	→	Moderate to vigorous **	50% to 80% of 1RM ****	To point of light to mild tension
Time	→	≥150 minutes/week (moderate-intensity) ***	5 to 30 repetitions, 3 to 14 seconds/rep, 1 to 3 sets	10 to 40 seconds per stretch or position
Type	→	Rhythmic, continuous physical activity	Body & external weights; all muscle groups *****	Stretch, balance, yoga, all major muscle groups

Presented at Rossmoor Retirement Community (Walnut Creek, CA) – June 2018
~10,000 residents, over 55 years older, average age = 77

<https://rossmoor.com/>

<https://rossmoor.com/residents/fitness-center/>

<https://www.ticfitnesscenter.com/>

Feel free to use and adapt the PowerPoint and handout. Let Jim Grizzell know how you use it (jimgrizzell@healthedpartners.org).

Jim is a member of the Rossmoor Fitness Center Advisory Committee.

Healthy People 2020 and Healthy People 2030

Healthy People 2020

<https://www.healthypeople.gov/>

- **Topic Areas**
 - Physical Activity - <https://www.healthypeople.gov/2020/topics-objectives/topic/physical-activity>



Healthy People 2030 (being developed)

<https://www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030>



- **Proposed Objectives**
https://www.healthypeople.gov/sites/default/files/ObjectivesPublicComment508_1.17.19.pdf
- Exercise related proposed objectives are:

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- Increase the proportion of older adults with reduced physical or cognitive function who engage in light, moderate, or vigorous leisure-time physical activities
- Reduce the rate of emergency department visits due to falls among older adults

From Problem to Prevention: Evidence-Based Public Health

National Library of Medicine course.

<https://nnlm.gov/class/problem-prevention-evidence-based-public-health/11435>

<https://nnlm.gov/classes/problem-prevention-evidence-based-public-health>

Course Presentation

https://nnlm.gov/sites/default/files/shared/files/Class_Materials/From_Problem_to_Prevention_Slides_181024.pptx

Resources for the presentation

https://nnlm.gov/sites/default/files/shared/files/Class_Materials/From_Problem_to_Prevention_Links_181030.pdf