

PUBH 3955/6955

Using Policy to Address Child and Adolescent Obesity Prevention Spring 2019

COURSE & CONTACT INFORMATION

Credits: 1 credit

Meeting Day(s), Time, and Place: This course is entirely web-based, delivered via Moodle at <http://moodle.umn.edu>.

Contact Type	Contact Information	Role	When to Contact
Instructor	Nicole Larson, PhD, MPH, RDN Pronouns: she/her/hers Email: larsonn@umn.edu Phone: 612-625-5881	Co-instructor for this course and primary instructor for readings, assignments, and overall expectations. Primary instructor for modules 1-3, 5, and 7.	If you would like to discuss any content aspect of the course or have assistance with an assignment. To ask a question regarding modules of primary instructional responsibility. To notify of a technical problem that cannot be resolved by reviewing technical support resources.
Instructor	Melissa Laska, PhD, RD Pronouns: she/her/hers Email: mnlaska@umn.edu Phone: 612-624-8832	Co-instructor and primary instructor for modules 4, 6, and 8.	To ask a question regarding modules of primary instructional responsibility.
Teaching Assistant	Grace Aysta Email: aysta008@umn.edu	Assigns grades and provides individual feedback on assignments for undergraduate students enrolled in PubH 3955.	Questions or concerns about the undergraduate section (PubH 3955) of this course, including assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact.
Technical Support	Technical support options are available on the SPH website. https://z.umn.edu/sphquickhelp	Troubleshoots technical issues related to the course site or course content.	Technical issues with the course site, media, quizzes or assignments.

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

Communication in Online Courses

Communication is especially important in an online course. The course site announcement forum and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. Any questions regarding expectations for the assignments described in greater detail below or the course material should be directed to an instructor by email or phone using the contact information listed at the top of the syllabus. Also, please notify Dr. Larson regarding any technical problems you experience in reviewing lectures or completing an assignment so the problem can be addressed promptly. We strongly recommend that you check the course announcement board at least once a week and your U of M email daily. We will strive to respond to voicemails and emails within 24 hours on Mondays through Fridays of the semester.

COURSE DESCRIPTION

This course assumes the perspective that the weight-related health of pediatric populations is an important public health issue and interventions addressing nutrition and physical activity behaviors are needed to protect the health of children and adolescents. Students are provided with an overview of federal, state, and local policy approaches and national initiatives for promoting weight-related health. Specific examples of relevant policies directed at individuals, organizations, and communities will be discussed. There will also be extensive discussion of evidence for the impact of policies on the weight-related health of child and adolescent populations, including ethnic/racial and socioeconomic disparities. The use of evidence in the policy making process will further be explored.

Using Policy to Address Child and Adolescent Obesity Prevention is available at either the graduate or undergraduate level. Students seeking graduate credit should enroll in PubH 6955, and those seeking undergraduate credit should enroll in PubH 3955. The combined offering of this course to students at the graduate and undergraduate levels further assumes the perspective that all students have rich experiences to share and everyone can learn from one another. Although different expectations have been set for the graduate-level and undergraduate-level independent projects, students enrolled in PubH 3955 and PubH 6955 are strongly encouraged to share their experiences of relevance to the course content through the combined discussion forums.

Please note: Undergraduate students that enroll in PubH 3955 will not be able to later use earned course credits for this class toward a graduate MPH degree, should they choose to pursue such a degree in the future.

Acknowledgments

This course was developed in collaboration with the SPH Office of E-Learning Services, Dr. Jamie Stang, and Dr. Marilyn S. Nanney. Financial support for course development came from the U.S. Department of Agriculture (USDA Grant 2012-70003-19985, PI: Melissa Laska) as well as University of Minnesota matching funds. The content is solely the responsibility of the authors and does not necessarily represent the official views of the USDA.

COURSE PREREQUISITES

Students are strongly encouraged to review the materials listed below and, as needed, contact the instructors for additional resources if they have not completed one of the following: (a) a basic, introductory nutrition course, (b) PubH 3950/6950 (*From Kid to Community: Personal, Social and Environmental Influences on Youth Obesity*), (c) PubH 6094 (*Obesity and Eating Disorder Interventions*), or (d) 1 year of work experience in the field of obesity and/or public health.

1. Holt K, Wooldridge N, Story M, Sofka D, eds. *Bright Futures Nutrition*. Third edition. 2011. Pages 51-55 (Early Childhood), 73-78 (Middle Childhood), and 93-97 (Adolescence). Available at: <https://brightfutures.aap.org/Bright%20Futures%20Documents/BFNutrition3rdEditionSupervision.pdf>.
2. U.S. Department of Health and Human Services and U.S. Department of Agriculture. Executive Summary of the 2015-2020 Dietary Guidelines for Americans. Eighth edition. December 2015. Available at: <https://health.gov/dietaryguidelines/2015/guidelines/executive-summary/>.

COURSE GOALS & OBJECTIVES

At the end of this course, participants will be able to:

- Describe what policy is and the rationale for using policy to address the weight-related health of children and adolescents.
- Identify and describe current policy-related efforts addressing the weight-related health of young people, including local, state, and federal programs as well as national initiatives directed at individuals, organizations, neighborhoods, and communities and their impact.
- Demonstrate one basic skill necessary to contribute to the policy-making discussion through communication with advocacy members and decision makers on weight-related health topics.
- Describe one way to evaluate policy impacts.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

Using Policy to Address Child and Adolescent Obesity Prevention is a 1 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 45 hours of effort spread over the course of the term in order to earn an average grade.

This course is entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions, lectures, etc.

The course will consist of online lectures, supplementary readings, assignments, quizzes, discussion postings, and a final written project. Students are expected to fully participate in all online lectures and discussions, as well as to spend additional time on supplemental readings, assignments, and quizzes.

It is imperative for success in this course that students spend time reviewing lectures and required reading assignments before participating in online discussions or completing the quiz contained within a module.

Students are strongly encouraged to access additional support for the completion of their final project and other writing assignments through Student Writing Support (SWS). SWS offers free writing instruction for all University of Minnesota students, graduate and undergraduate, at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants from across the disciplines help students develop productive writing habits and revision strategies. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to writing.umn.edu/sws or call 612-625-1893. In addition, SWS offers a number of web-based resources on topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project – check them out by going to <http://writing.umn.edu/sws/quickhelp/index.html>.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

COURSE TEXT & READINGS

Required readings listed below in the course outline will be available through the University of Minnesota Libraries E-reserves. A link to the E-reserves website is provided on the Moodle site associated with this course. Required readings can also be accessed directly through PubMed or the University Libraries. Students are responsible for downloading all course materials and reading required materials before completing the corresponding activity for each module. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. Assignments are due by 11:55pm CST unless indicated otherwise. Please pay close attention to the dates listed in the schedule below as the modules vary in length from 4 days to 2 weeks.

Module Dates	Topic	Readings	Activities/Assignments
Module 1 1/22-1/25 Instructor: Nicole Larson	<ul style="list-style-type: none"> Introduction to course content and expectations 	<p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <ol style="list-style-type: none"> Course syllabus Peeters A, Backholer K. How to influence the obesity landscape using health policies. <i>Int J Obes.</i> 2017;41(6):835-839. Golden SD, McLeroy KR, Green LW, Earp JA, Lieberman LD. Upending the social ecological model to guide health promotion efforts toward policy and environmental change. <i>Health Educ Behav.</i> 2015;42(1S):8S-14S. <p><u>Optional Reading:</u></p> <ol style="list-style-type: none"> Schwartz MB, Just DR, Chriqui JF, Ammerman AS. Appetite self-regulation: environmental and policy influences on eating behaviors. <i>Obesity.</i> 2017;25(Suppl 1): S26-S38. 	Quiz 1 (due 1/25)
Module 2 1/26-2/8 Instructor: Nicole Larson	<ul style="list-style-type: none"> Divisions of authority between the legislative, executive, and judicial branches of government Rationale for using policy to address weight-related health promotion Policy development at local, state, and federal levels 	<p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <ol style="list-style-type: none"> Hawkes C, Smith TG, Jewell J, Wardle J, Hammond RA, Friel S, Thow AM, Kain J. Smart food policies for obesity prevention. <i>Lancet.</i> 2015;385:2410-2421. Bleich SN, Jones-Smith J, Walters HJ, Rutkow L. The Voices for Healthy Kids and state legislation to prevent childhood obesity: an update. <i>Am J Prev Med.</i> 2018;54(6):821-824. <p><u>Additional Reading Required for PubH 6955:</u></p> <ol style="list-style-type: none"> Gortmaker SL, Wang YC, Long MW, Giles CM, Ward ZJ, Barrett JL, Kenney EL, Sonnevile KR, Afzal AS, Resch SC, Craddock AL. Three interventions that reduce childhood obesity are projected to save more than they cost to implement. <i>Health Aff (Millwood).</i> 2015;34(11):1932-1939. <p><u>Optional Reading:</u></p> <ol style="list-style-type: none"> Graff SK, Kappagoda M, Wooten HM, McGowan AK, Ashe M. Policies for healthier communities: historical, legal, and practical elements of the obesity prevention movement. <i>Annu Rev Public Health.</i> 2012;33:307-324. Legislative Process Flowchart. Available at: https://hobnoblog.com/wp-content/uploads/2018/08/LegProcessFlowchart_2018.pdf. 	<p>Quiz 2 (due 2/8)</p> <p>Discussion post (original post due 2/6 and responses to other student posts due 2/8)</p>
Module 3 2/9-2/22 Instructor: Nicole Larson	<ul style="list-style-type: none"> Including diverse stakeholders in the development of policies National initiatives that have brought together diverse stakeholders 	<p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <ol style="list-style-type: none"> Porter CM, Pelletier DL. Finding common ground: perspectives on community-based childhood obesity prevention. <i>Health Promot Pract.</i> 2012;13:826. Kraak VI, Story M. Guiding principles and a decision-making framework for stakeholders pursuing healthy food environments. <i>Health Aff.</i> 2015;34(11):1972-1978. McKinnon RA, Wiedt T, Hofnagle E, Shrimplin S, Let's Move! Cities, Towns, and Counties Team. Let's Move! Cities, Towns and Counties: Working with local elected officials to improve community food and physical activity environments. <i>Public Health Rep.</i> 2015;130:426-430. 	<p>Quiz (due 2/22)</p> <p>Discussion post (original post due 2/20 and responses to other student posts due 2/22)</p>

		<p>4. Brownell K. Thinking forward: the quicksand of appeasing the food industry. <i>PLoS Medicine</i>. 2012; 9(7):e1001254.</p> <p><u>Additional Readings Required for PubH 6955:</u></p> <p>5. Roberto CA, Pomeranz JL. Public health and legal arguments in favor of a policy to cap the portion sizes of sugar-sweetened beverages. <i>Am J Public Health</i>. 2015;105(11):2183-2190.</p> <p><u>Optional Readings:</u></p> <p>6. U.S. Department of Health and Human Services. Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. Introduction to program evaluation for public health programs: a self-study guide. Atlanta, GA. 2011. Available at: http://www.cdc.gov/eval/guide/index.htm.</p> <p>7. Preskill H, Jones N. A practical guide for engaging stakeholders in developing evaluation questions. Robert Wood Johnson Foundation. Princeton, NJ. 2009. Available at: http://www.rwjf.org/content/dam/web-assets/2009/01/a-practical-guide-for-engaging-stakeholders-in-developing-evalua.</p>	
<p>Module 4 2/23-3/8</p> <p>Instructor: Melissa Laska</p>	<ul style="list-style-type: none"> • Roles of public opinion, advocacy, industry and stakeholder involvement in the progression of policy development • Top-down and bottom-up approaches to policy adoption • The role of scientific evidence in policy development 	<p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <ol style="list-style-type: none"> 1. Ulmer VM, Rathert AR, Rose D. Understanding policy enactment: the New Orleans Fresh Food Retailer Initiative. <i>Am J Prev Med</i>. 2012;43(3S2):S116-S122. 2. Ludwig DS, Brownell KD. Public health action amid scientific uncertainty: the case of restaurant calorie labeling regulations. <i>JAMA</i>. 2009;302(4):434-435. <p><u>Additional Readings Required for PubH 6955:</u></p> <ol style="list-style-type: none"> 3. Sinclair SE, Cooper M, Mansfield ED. The influence of menu labeling on calories selected or consumed: a systematic review and meta-analysis. <i>J Acad Nutr Diet</i>. 2014;114:1375-1388. <p><u>Optional Reading:</u></p> <ol style="list-style-type: none"> 4. Bleich SN, Rutkow L. Improving obesity prevention at the local level – emerging opportunities. <i>N Engl J Med</i>. 2013;368:1761-1763. 	<p>Quiz (due 3/8)</p> <p>Discussion post (original post due 3/6 and responses to other student posts due 3/8)</p>
<p>Module 5 3/9-3/29</p> <p>Enjoy Spring Break from 3/18-3/22!</p> <p>Instructor: Nicole Larson</p>	<ul style="list-style-type: none"> • Essential elements for effective communication with decision makers • Framing and formatting ideas for communication 	<p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <ol style="list-style-type: none"> 1. Robinson TN. Save the world, prevent obesity: piggybacking on existing social and ideological movements. <i>Obesity</i>. 2010;18(Supplement 1):S17-S22. 2. Stamatakis KA, McBride TD, Brownson RC. Communicating prevention messages to policy makers: the role of stories in promoting physical activity. <i>J Phys Act Health</i>. 2010(Supplement 1):S99-S107. 3. Otten JJ, Cheng K, Drewnoski A. Infographics and public policy: using data visualization to convey complex information. <i>Health Aff (Millwood)</i>. 2015 Nov 1;34(11):1901-1907. <p><u>Additional Readings Required for PubH 6955:</u></p> <ol style="list-style-type: none"> 4. Arcia A, Suero-Tejeda N, Bales ME, Merrill JA, Yoon S, Woollen J, Bakken S. Sometimes more is more: iterative participatory design of infographics for engagement of community members with varying levels of health literacy. <i>J Am Med Inform Assoc</i>. 2016;23(1):174-183. <p><u>Optional Readings</u></p> <ol style="list-style-type: none"> 5. Social Media at the Centers for Disease Control and Prevention. Infographics. Available at: https://www.cdc.gov/socialmedia/tools/InfoGraphics.html 	<p>Quiz (due 3/29)</p> <p>Submit topic for independent project along with supporting materials. Undergraduate students should submit the selected media article and graduate students should provide an outline for their policy brief. (due 3/29)</p>

<p>Module 6 3/30-4/12</p> <p>Instructor: Melissa Laska</p>	<ul style="list-style-type: none"> Evidence utilization in discourse around obesity policies in Minnesota Challenges and opportunities for the use of research evidence in efforts to develop policies in Minnesota School-based efforts to prevent overweight and obesity 	<p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <ol style="list-style-type: none"> Gollust SE, Kite HA, Benning SJ, Callanan RA, Weisman SR, Nanney MS. Use of research evidence in state policymaking for childhood obesity prevention in Minnesota. <i>Am J Public Health</i>. 2014;104(10):1894-1900. Jou J, Gollust SE, Nanney MS. Report on "Using Obesity Research More Effectively to Shape State Policy," based on findings from Evidence Translation for Childhood Obesity Prevention in Minnesota, funded by the NIH (R03 5R03HD0711560-02, Co-PI's Gollust and Nanney) and the University of Minnesota Healthy Foods Healthy Lives Institute. Available at: https://www.healthdisparities.umn.edu/sites/healthdisparities.umn.edu/files/translating_research_into_policy_for_health_advocates.pdf. <p><u>Additional Readings Required for PubH 6955:</u></p> <ol style="list-style-type: none"> Kite HA, Gollust SE, Callanan RA, Weisman SR, Benning SJ, Nanney MS. Uses of research evidence in the state legislative process to promote active environments in Minnesota. <i>Am J Health Promot</i>. 2014;28(3):S44-S46. <p><u>Optional Reading:</u></p> <ol style="list-style-type: none"> Oliver K, Innvar S, Lorenc T, Woodman J, Thomas J. A systematic review of barriers and facilitators of the use of evidence by policymakers. <i>BMC Health Serv Res</i>. 2014;14:2. 	<p>Quiz (due 4/12)</p> <p>Submit draft policy brief for review by assigned peer (required only for graduate students; due 4/12)</p>
<p>Module 7 4/13-4/26</p> <p>Instructor: Nicole Larson</p>	<ul style="list-style-type: none"> Current regulation and policy opportunities for promoting healthy practices in school and early care and education facilities Potential unintended consequences of regulatory changes Case studies of food and activity environments in Minnesota school and early care and education facilities 	<p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <ol style="list-style-type: none"> Buscemi J, Kanwischer K, Becker AB, Ward DS, Fitzgibbon ML. Society of Behavioral Medicine position statement: early care and education (ECE) policies can impact obesity prevention among preschool-aged children. <i>Transl Behav Med</i>. 2015 Mar;5(1):122-5. Schwartz MB, Henderson KE, Read M, Danna N, Ickovics JR. New school meal regulations increase fruit consumption and do not increase total plate waste. <i>Child Obes</i>. 2015;11(3):242-247. <p><u>Additional Readings Required for PubH 6955:</u></p> <ol style="list-style-type: none"> National Resource Center for Health and Safety in Child Care and Early Education. 2017. <i>Achieving a state of healthy weight: 2016 update</i>. Aurora, CO: University of Colorado Denver. 	<p>Quiz (due 4/26)</p> <p>Return comments on policy brief assigned for your review (required only for graduate students; due 4/19)</p> <p>Field activity (one-page reflection statement due 4/26)</p>
<p>Module 8 4/27-5/6</p> <p>Instructor: Melissa Laska</p>	<ul style="list-style-type: none"> Approaches to evaluating the distribution and impact of policies 	<p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <ol style="list-style-type: none"> Robert Wood Johnson Foundation. Declining childhood obesity rates: Where are we seeing signs of progress? June 2016. Available at: http://www.rwjf.org/en/library/research/2016/06/declining-childhood-obesity-rates.html. Caspi CE, Davey C, Nelson TF, Larson N, Kubik MY, Coombes B, Nanney MS. Disparities persist in nutrition policies and practices in Minnesota secondary schools. <i>J Acad Nutr Diet</i>. 2015;115(3):419-425.e3. <p><u>Additional Readings Required for PubH 6955:</u></p> <ol style="list-style-type: none"> Nanney MS, Nelson TF, Kubik MY, Coulter S, Davey CS, MacLehose R, Rode PA. Evaluating school obesity-related policies using surveillance tools: lessons from the ScOPE study. <i>Health Promot Pract</i>. 2014;15(5):622-628. 	<p>Quiz (due 5/6)</p> <p>Independent project (reflection or final version of policy brief and peer feedback checklist due 5/3)</p>

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Course activities should be submitted no later than 11:55 pm Central Time on the due date noted in the course outline.

Submission of an assignment after the deadline listed in the syllabus should be discussed with the instructor in advance of the due date. Late work will be penalized one grade notch (e.g., B- to C+) for each day it is late. The weekend counts as one day.

Final grades will be based upon the following criteria:

<u>Course Activity</u>	<u>% of final grade</u>
Discussion posts (2 graded posts)	20%
Quizzes (7 graded quizzes)	10%
Independent project Policy brief and peer feedback (graduate students) News media reflection (undergraduate students)	40%
Field activity	30%

Discussion posts:

Students will be asked to complete three guided discussions as part of this course, but only grades for the posts included in Modules 3-4 will be considered in the overall course grade. The instructor will provide feedback on the assigned post for Module 2 to guide you in completing the graded posts. For each discussion, students will be asked to complete assigned readings and respond briefly to a few questions. Students are expected to incorporate material from the assigned readings (and additional references as appropriate) into their posts. While posted material may be based on opinion, students are expected to cite and provide a full reference for the sources of knowledge used to formulate their opinions. **Students are also required to provide comments in response to at least two other student posts for each discussion activity. Students who do not respond to at least two other discussion posts will have five points deducted from their discussion post grade for each missing set of substantive comments.**

All posts should be substantive, professional, and respectful of diverse cultures and political views. Posts that include blaming, shaming, or other forms of disrespectful language will be removed from the discussion board and will not be awarded points. Please note that it is also expected that posts will not contain grammar/spelling errors and will be written in full sentences. Students will be expected to:

- Submit the required postings to the discussion board, each of 100 words or longer
- Address the discussion questions posed in their first posting with integration of what they have learned from the course lecture and readings
- Include at least one reliable reference source (e.g., peer-reviewed journal article, government website; do not cite lecture notes) in their original post.
- Include the citation for that source using AMA or APA citation guidelines
- Provide well-supported evidence for the points made within their postings; opinions are fine, so long as they are supported with legitimate evidence

- Contribute something new to the discussion (responses primarily comprised of statements such as “I agree with Jane Smith...” will not be considered thoughtful postings, making new contributions)

Grading Rubric for Discussion Posts:

<i>Allocation of points</i>	<i>Needs Improvement (<74%)</i>	<i>Satisfactory (75-84%)</i>	<i>Meets Expectations (85-94%)</i>	<i>Exceptional (95-100%)</i>
<i>Content & Development (60% of grade):</i>	Main points are unclear or non-existent. Facts are inaccurate.	Major points are addressed, but not well-supported.	Major points are addressed and well-supported. Arguments are logical and well-presented.	Major points are addressed in-depth and with complexity. Writer is involved with subject, not merely "doing an assignment." Interesting and engaging.
<i>Quality of Research/ Supporting Information (40% of grade):</i>	Fails to cite additional sources. Source reliability is highly questionable.	Fails to cite sufficient sources and/or connect sources to material.	Reliable and sufficient sources cited.	Reliable and sufficient sources cited. Clearly connects non-assigned sources with course material.

Module Quizzes:

Each module includes a short quiz that covers the lecture material contained within that module and the assigned, required readings. The format for module quizzes will be primarily multiple choice, true/false and short answer questions. Each quiz will contain approximately 5-10 questions. These quizzes can be completed on an “open book” basis using resources from class or outside of class but taken only once. The lowest quiz score for each student will be dropped and not included in their grade.

Field activity:

An essential part of learning about the policy process involves observing and getting involved with efforts afoot in your community. Thus, all students will be required to complete one policy-related interview OR one meeting attendance as part of this course. Students will write a one-page reflection of their interview or meeting attendance and submit it to the instructor. Interviews may be conducted with any policy or decision maker or any person who has been intimately involved in the policy process in a professional capacity as an advocate. Suggested interviewees may include: school board officials, school principals, city council members, elected officials to local neighborhood organizations, city planners, legislators or their staffers. Suggested venues for attending a policy-related meeting include local school board meetings, local neighborhood association meetings, city zoning and planning meetings, public hearings for community development, and/or local parks board meetings. Examples of strong reflection papers that were written by former students are available for your review on Moodle. **This assignment is due by April 26th.**

Independent projects:

Undergraduate students: News media reflection. Students are asked to identify one recent article that focused on a current or proposed policy addressing the promotion of weight-related health in pediatric populations. This article should be published in a recognized news media source (i.e., major newspaper, reputable website, local or national magazine, etc.). Students will be expected to write a reflection, including a brief summary of the issue and the policy being discussed, the strengths and weaknesses of the policy, whether or not they think this policy will be effective in promoting the weight-related health of pediatric populations, and whether or not it may have any unintended consequences. Reflections should be 1 page in length and should reference course readings and/or additional reliable resources, as needed. References lists are not included in the page limit. The rubric to be used by the instructor in evaluating reflection papers is posted on Moodle along with examples of strong reflection papers that were written by former students. **The article to be discussed should be submitted to the instructor by March 29th (5 points) and the written reflection (100 points) is due by May 3rd.**

Graduate students: Comprehensive policy brief. This assignment is intended to provide an opportunity for students to work on their written communication skills that can be used in the practice or policy field. The assignment should be written for the public health practice or lay scientific community, and be presented in an easy-to-read format. Students will write about the implementation of a new policy that addresses one specific strategy for promoting weight-related health in pediatric populations. Policy briefs should be 2-3 pages in length (single-spaced, Times New Roman 10-12 point font, 1 inch margins). Briefs must include scholarly scientific references (i.e., reports from government agencies and/or peer-reviewed articles, systematic reviews and/or meta-analyses). Reference lists are not included in the page limit. Examples of strong policy briefs that were written by former students are available for your review on Moodle. One of the instructors will provide feedback on an outline of your brief and an assigned peer will provide feedback on an initial draft of your brief. In order to facilitate the provision of timely feedback, please submit each assigned product by the deadline listed below. Feedback on the draft paper and final paper will be guided by the peer feedback checklist that is posted on Moodle.

Deadlines for developing your brief:

<u>Date</u>	<u>Task</u>	<u>Points awarded</u>
March 29 th :	Submit an outline of your brief for review by the instructor	5
April 12 th :	Submit a draft of your brief that will be reviewed by a peer	10
April 19 th :	Return comments on the draft brief that you are assigned to review along with a completed peer feedback checklist	10
May 3 rd :	Submit your final policy brief and responses to the comments of your assigned peer using the feedback checklist	Up to 100

Components of the brief will include:

- Title and brief introduction/overview of the brief (suggested length: 3-4 sentences)
- Rationale (suggested length: approximately ½ page): Short, to-the-point summary of the most compelling evidence describing the problem. Why is this problem of public health significance? Why should we be concerned? This section may address factors such as the prevalence of the problem, disparities, consequences, and/or risk and protective factors if applicable.
- Policy opportunity (suggested length: approximately 2 pages): A description of your suggested policy, including implementation details, potential stakeholders and engagement strategies, arguments in favor of this policy, likely impact on health disparities, and potential opposition to the policy (acknowledge potential opposition, as well as a brief rationale for why you think this policy should still move forward, despite this opposition).
- Brief final summary of the strengths and limitations of this policy (suggested length: 4-5 sentences).

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p>Scholastic Dishonesty, Plagiarism, Cheating, etc.</p>	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
<p>Late Assignments</p>	<p>Late work will be penalized one grade notch (e.g., B- to C+) for each day it is late. The weekend counts as one day.</p>
<p>Makeup Work for Legitimate Reasons</p>	<p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> • illness • serious accident or personal injury • hospitalization • death or serious illness within the family • bereavement • religious observances • subpoenas • jury duty • military service • participation in intercollegiate athletic events <p>Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (http://z.umn.edu/sphmakeupwork).</p>
<p>Saving & Submitting Coursework</p>	<p>Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.</p>
<p>Technical Issues with Course Materials</p>	<p>You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.</p> <p>If you experience technical difficulties while navigating through the course site or attempting to submit coursework:</p> <ul style="list-style-type: none"> • Go to Quick Help: http://z.umn.edu/sphquickhelp. • Connect with the appropriate person or office within 30 minutes of the problem's occurrence. <ul style="list-style-type: none"> ○ Provide as much information as possible, so the tech team can best help you as soon as possible. ○ You can expect a response within 1-2 business days to help resolve the problem.

CEPH (COUNCIL ON EDUCATION IN PUBLIC HEALTH) FOUNDATIONAL COMPETENCIES MET BY GRADUATE STUDENTS ENROLLED IN PUBH 6955

Competency	Learning Objectives	Assessment Strategies
9. Design a population-based policy, program, project or intervention.	<ul style="list-style-type: none"> Develop a proposal for a new policy addressing the promotion of weight-related health in pediatric populations, and include within the proposal: a rationale for the policy, implementation details, potential stakeholders and opposition, strengths of the policy, weaknesses of the policy, and plans for evaluation of the policy. 	Independent project
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	<ul style="list-style-type: none"> Describe the progression of policy development, including the roles that public opinion, advocacy, industry, and other key stakeholders play. Give at least one example of a top-down approach and one example of a bottom-down approach to the adoption of an obesity-related policy. Discuss the role of scientific evidence in policy development, as well as three other critical factors that should be considered. 	Module 4 discussion post assignment
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	<ul style="list-style-type: none"> Provide examples of why it is important to consider the views of a variety of stakeholders when developing policies. Describe national obesity-related initiatives that have brought together diverse stakeholders. Describe and give examples of why it may be important to acknowledge a variety of key outcomes for proposed obesity prevention policies Identify stakeholders to involve in developing and implementing a new proposed policy. 	Module 3 discussion post assignment and independent project
15. Evaluate policies for their impact on public health and health equity.	<ul style="list-style-type: none"> Describe how to evaluate policy impacts. Be able to determine whether the target of a policy is obesity or related behaviors. Distinguish between policies that are designed to target high-risk individuals and those designed to impact the entire population. Be able to identify the potential impact of a given policy on health disparities. 	Module 2 discussion post assignment and independent project
19. Partially meets: Communicate audience-appropriate public health content, both in writing and through oral presentation.	<ul style="list-style-type: none"> Be able to convey key aspects of a proposed policy and rationale in language appropriate for communicating with public health practice professionals or the lay scientific community. 	Independent project