

# PUBH 6094, SECTION 001

Obesity & Eating Disorder Interventions  
Spring 2019

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## COURSE & CONTACT INFORMATION

<b>Credits:</b>	2
<b>Meeting Day(s):</b>	Wednesdays
<b>Meeting Time:</b>	3:35-5:30 PM
<b>Meeting Place:</b>	A110 Mayo Building
<b>Instructor:</b>	Jennifer A. Linde, Ph.D.
<b>Email:</b>	linde074@umn.edu
<b>Office Phone:</b>	612-624-0065
<b>Office Hours:</b>	By appointment
<b>Office Location:</b>	372 West Bank Office Building

## COURSE DESCRIPTION

This course will examine obesity, eating disorders, and prevention and treatment approaches at multiple levels (individual, social, environmental, and policy). Links between obesity and eating disorders will also be explored.

## COURSE PREREQUISITES

Graduate student (MPH, Ph.D., or other). This course is open to all graduate students. It meets Health Behavior and Policy Interventions: Critical Issues course requirements for Community Health Promotion students in the School of Public Health.

## COURSE GOALS & OBJECTIVES

As a result of taking this class, students will:

- Gain an understanding of the rise in obesity rates, changes in obesity rates over time, prevalence and assessment of eating disorders, and sociodemographic factors associated with prevalence and outcomes.
- Learn about and analyze prevention and intervention initiatives at individual, social, environmental, and policy levels.
- Apply knowledge gained in prevention or intervention by critical examination of intervention approaches from at least two levels (individual, social, environmental, policy).
- Gain an understanding of potential links between obesity and eating disorders as health conditions, from etiological and treatment perspectives.
- Tackle current and potentially controversial topics in obesity or eating disorder prevention and intervention.
- Gain an understanding of weight bias, stigma, and their effects on health.

## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

### Course Workload Expectations

PubH 6094 is a 2-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, and completing assignments over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade.

### 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.

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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 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

All course readings are listed in the Course Outline below and are available at the class Moodle site: <https://ay17.moodle.umn.edu/course/view.php?id=17612>.

The following books are recommended as resources/references but are not required:

1. Wadden TA, Bray GA (Eds.). *Handbook of obesity treatment (2nd ed.)*. New York: The Guilford Press, 2018.
2. Brownell KD, Walsh BT (Eds.). *Eating disorders and obesity: A comprehensive handbook (3rd ed.)*. New York: The Guilford Press, 2017.

## COURSE OUTLINE/WEEKLY SCHEDULE

**NOTE: Attendance is required on Wednesday May 1 (the last day of class) for in-class presentations. If you know in advance that you cannot attend class that day, please see or email Dr. Linde ASAP.**

Week	Topic	Readings	Activities/Assignments
<b>Week 1</b> <b>January 23</b>	<ul style="list-style-type: none"> <li>Obesity definitions, history, evaluation, and epidemiology</li> </ul>	<ul style="list-style-type: none"> <li>Flegal KM, Kruszon-Moran D, Carroll MD, Fryar CD Ogden CL. Trends in obesity among adults in the United States, 2005 to 2014 JAMA 2016;315(21):2284-2291.</li> <li>Cockrell Skinner A, Ravanbakht SN, Skelton JA, Perrin E, &amp; Armstrong S. Prevalence of obesity and severe obesity in US children, 1999-2016. Official Journal of the American Academy of Pediatrics;2018:141(3)</li> <li>Sonntag D, Jarczok MN, Shehzad A. DC-Obesity: A new model for estimating differential lifetime costs of overweight and obesity by socioeconomic status. Obesity 2017;25:1603-1609.</li> <li>Hill JO. Understanding and addressing the epidemic of obesity: An energy balance perspective. Endocrine Reviews 2006;27(7):750-761.</li> </ul>	<ul style="list-style-type: none"> <li>Introductions and course overview</li> <li>Q&amp;A and class discussion</li> </ul>
<b>Week 2</b> <b>January 30</b>	<ul style="list-style-type: none"> <li>Eating disorder history, definitions, evaluation, and epidemiology</li> </ul>	<ul style="list-style-type: none"> <li>Smink FRE, vanHoeken D, Hoek HW. Epidemiology of eating disorders: Incidence, prevalence and mortality rates. Current Psychiatry Reports 2012;14:406-414.</li> <li>Patching J, Lawler J. Understanding women's experiences of developing an eating disorder and recovering: A life-history approach. Nursing Inquiry 2009;16(1):10-21.</li> </ul>	<ul style="list-style-type: none"> <li>Critical Article Review assignment overview</li> <li>Q&amp;A and class discussion</li> </ul>

**Week 3  
February 6**

- Environmental Factors: Dietary intake and food systems / physical activity and the built environment
- Carnell S, Wardle J. Appetitive traits in children. New evidence for associations with weight and a common, obesity-associated genetic variant. *Appetite* 2009;53(2):260-263.
- Larson N, Story M. A review of environmental influences on food choices. *Annals of Behavioral Medicine* 2009;38(Suppl 1):56-73.
- Schoonover, H. A fair farm bill for public health. Institute for Agriculture and Trade Policy, May 2007.
- Fleming-Milici F, Harris JL. Television food advertising viewed by preschoolers, children and adolescents: Contributors to differences in exposure for black and white youth in the United States. *Pediatric Obesity* 2018;13(2):103-110.
- Sallis JF, Floyd MF, Rodriguez DA, Saelens BE. Role of built environments in physical activity, obesity, and cardiovascular disease. *Circulation* 2012;125(5):729-737.
- Huang TT, Wyka KE, Ferris EB, et al. The Physical Activity and Redesigned Community Spaces (PARCS) Study: Protocol of a natural experiment to investigate the impact of citywide park redesign and renovation. *BMC Public Health* 2016;16(1):1160.
- Q&A and class discussion

**Week 4  
February 13**

- What is intervention? Strategies for development, evaluation, and dissemination
- What to address?
- Equity considerations
- Topic Discussion
- Stokols D. Translating social ecological theory into guidelines for community health promotion. *American Journal of Health Promotion* 1996;10(4):282-298.
- Glasgow R, Vogt TM, Boles SM. Evaluating the public health impact of health promotion interventions: the RE-AIM framework. *American Journal of Public Health* 1999;89(9):1322-1327.
- Jull J, Whitehead M, Petticrew M, et al. When is a randomised controlled trial health equity relevant? Development and validation of a conceptual framework. *BMJ Open* 2017;7:e015815.
- Position paper and presentation overview
- Group topic brainstorming
- Q&A and class discussion
- **Critical Article Review 1 due Wednesday February 13 by 11:55 PM**

<p><b>Week 5</b> <b>February 20</b></p>	<ul style="list-style-type: none"> <li>Behavioral interventions for obesity</li> </ul>	<ul style="list-style-type: none"> <li>Wing RR. Behavioral approaches to the treatment of obesity. In Bray G, Bouchard C (Eds.): Handbook of obesity: clinical applications (3rd ed., pp. 227-247). New York: Informa Healthcare USA, 2008.</li> <li>Sherwood NE, Butryn ML, Forman EM, Almirall D, Seburg EM, Crain AL, Kunin-Batson AS, Hayes MG, Levy RL, Jeffery RW. The BestFIT trial: A SMART approach to developing individualized weight loss treatments. Contemporary Clinical Trials 2016;47:209-216.</li> <li>Williamson DA. Fifty years of behavioral/lifestyle interventions for overweight and obesity: Where have we been and where are we going? Obesity 2017;25(11):1867-1875.</li> </ul>	<ul style="list-style-type: none"> <li>Q&amp;A and class discussion</li> </ul>
<p><b>Week 6</b> <b>February 27</b></p>	<ul style="list-style-type: none"> <li>Eating disorder prevention and intervention</li> </ul>	<ul style="list-style-type: none"> <li>Neumark-Sztainer D. The interface between the eating disorders and obesity fields: Moving toward a model of shared knowledge and collaboration. Eating and Weight Disorders 2009;14:51-58.</li> <li>Bulik CM, Berkman ND, Brownley KA, Sedway JA, Lohr KN. Anorexia nervosa treatment: A systematic review of randomized controlled trials. International Journal of Eating Disorders 2007;40(4):310-320.</li> <li>Shapiro JR, Berkman ND, Brownley KA, Sedway JA, Lohr KN, Bulik CM. Bulimia nervosa treatment: A systematic review of randomized controlled trials. International Journal of Eating Disorders 2007;40(4):321-336.</li> <li>Brownley KA, Berkman ND, Peat CM, Lohr KN, Cullen KE, Bann CM, Bulik CM. Binge eating disorder in adults: A systematic review and meta-analysis. Annals of Internal Medicine 2016;165(6):409-420.</li> </ul>	<ul style="list-style-type: none"> <li>Environmental assessment overview</li> <li>Q&amp;A and class discussion</li> </ul>

<p><b>Week 7</b> <b>March 6</b></p>	<ul style="list-style-type: none"> <li>Clinical management of obesity Guest Lecturer (pediatric): Dr. Claudia Fox, MD, MPH Guest Lecturer (adult): Dr. Charlie Billington, MD</li> </ul>	<ul style="list-style-type: none"> <li>Wadden TA, Volger S, Tsai AG, Sarwer DB, Berkowitz RI, Diewald L, Carvajal R, Moran CH, Vetter M. Managing obesity in primary care practice: An overview and perspective from the POWER-UP Study. International Journal of Obesity 2013;37(0 1):S3-S11.</li> <li>Tsai AG, Wadden TA. The evolution of very-low-calorie diets: An update and meta-analysis. Obesity 2006;14:1283-1293.</li> <li>Rankin W, Wittert G. Anti-obesity drugs. Current Opinion in Lipidology 2015;26(6):536-543.</li> </ul>	<ul style="list-style-type: none"> <li>Q&amp;A and class discussion</li> </ul>
<p><b>Week 8</b> <b>March 13</b></p>	<ul style="list-style-type: none"> <li>Surgical management of obesity Guest Lecturer: Dr. Daniel Leslie, MD <b>NOTE: Today's lecture contains close-up video of actual bariatric surgery procedures</b></li> </ul>	<ul style="list-style-type: none"> <li>Chang SH, Stoll CRT, Song J, Varela JE, Eagon CJ, Colditz GA. The effectiveness and risks of bariatric surgery: An updated systematic review and meta-analysis, 2003-2012. JAMA Surgery 2014;149(3):275-287.</li> </ul>	<ul style="list-style-type: none"> <li>Q&amp;A and class discussion</li> <li><b>Critical Article Review 2 due Wednesday March 13 by 11:55 PM</b></li> </ul>
<p><b>March 18-22</b></p>	<p><b>SPRING BREAK</b></p>	<p>Have fun! Feel free to get caught up on readings or work on your environmental assessment if you'd like...</p>	
<p><b>Week 9</b> <b>March 27</b></p>	<ul style="list-style-type: none"> <li>Myths, presumptions, and facts about obesity</li> <li>Weight bias, stigma, and potential consequences and solutions</li> <li>Recap of guest lectures</li> </ul>	<p><b>NOTE: Please be sure to read the following articles prior to class to be prepared for small group and all-class discussions</b></p> <ul style="list-style-type: none"> <li>Casazza K, Fontaine KR, Astrup A, et al. Myths, presumptions and facts about obesity. New England Journal of Medicine 2013;368:446-454.</li> <li>Schwartz MB, O'Neal Chambliss H, Brownell KD, Blair SN, Billington C. Weight bias among health professionals specializing in obesity. Obesity Research 2003;11(9):1033-1039.</li> <li>Bell JA, Hamer M, Sabia S, Singh-Manoux A, Batty GD, Kivimaki M. The natural course of healthy obesity over 20 years. Journal of the American College of Cardiology 2015;65(1):101-102.</li> </ul>	<ul style="list-style-type: none"> <li>Small group and all-class discussion</li> </ul>

<p><b>Week 10</b> <b>April 3</b></p>	<ul style="list-style-type: none"> <li>• Social and family approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Epstein LH, Wrotniak BH. Future directions for pediatric obesity treatment. <i>Obesity</i> 2010;18(Suppl 1):s8-s12.</li> <li>• Fulkerson JA, Kubik MY, Rydell S, Boutelle KN, Garwick A, Story M, Neumark-Sztainer D, Dudovitz B. Focus groups with working parents of school-aged children: What's needed to improve family meals? <i>Journal of Nutrition Education &amp; Behavior</i> 2011;43(2):189-193.</li> <li>• Fulkerson JA, Friend S, Flattum C, Horning M, Draxten M, Neumark-Sztainer D, Gurvich O, Story M, Garwick A, Kubik MY. Promoting healthful family meals to prevent obesity: HOME Plus, a randomized controlled trial. <i>International Journal of Behavioral Nutrition and Physical Activity</i> 2015;12:154.</li> </ul>	<ul style="list-style-type: none"> <li>• Q&amp;A and class discussion</li> </ul>
<p><b>Week 11</b> <b>April 10</b></p>	<ul style="list-style-type: none"> <li>• Schools and worksites</li> </ul>	<ul style="list-style-type: none"> <li>• French SA. Public health strategies for dietary change: Schools and workplaces. <i>Journal of Nutrition</i> 2005;135:910-912.</li> <li>• Lytle LA, Moe SG, Nanney MS, Laska MN, Linde JA, Petrich CA, Sevcik SM. Designing a weight gain prevention trial for young adults: The CHOICES study. <i>American Journal of health Education</i> 2014;45:67-75.</li> <li>• Lytle LA, Laska MN, Linde JA, Moe SG, Nanney MS, Hannan PJ, Erickson DJ. Weight gain reduction among 2-year college students: The CHOICES randomized controlled trial. <i>American Journal of Preventive Medicine</i>: in press, 2016.</li> <li>• Linde JA, Nygaard KE, MacLehose RF, Mitchell NR, Harnack LJ, Cousins JM, Graham DJ, Jeffery RW. HealthWorks: Results of a multi-component group-randomized worksite environmental intervention trial for weight gain prevention. <i>International Journal of Behavioral Nutrition &amp; Physical Activity</i> 2012;9:14.</li> </ul>	<ul style="list-style-type: none"> <li>• Q&amp;A and class discussion</li> <li>• <b>Environmental Assessment due Wednesday April 10 by 11:55 PM</b></li> </ul>

<p><b>Week 12</b> <b>April 17</b></p>	<ul style="list-style-type: none"> <li>Community approaches</li> </ul>	<ul style="list-style-type: none"> <li>Campbell MK, Hudson MA, Resnicow K, Blakeney N, Paxton A, Baskin M. Church-based health promotion interventions: Evidence and lessons learned. Annual Review of Public Health 2007;28:213-234.</li> <li>Economos CD, Hyatt RR, Goldberg JJ, Must A, Naumova EN, Collins JJ, Nelson ME. A community intervention reduces BMI z-score in children: Shape Up Somerville first year results. Obesity 2007;15(5):1325-1336.</li> </ul>	<ul style="list-style-type: none"> <li>Q&amp;A and class discussion</li> </ul>
<p><b>Week 13</b> <b>April 24</b></p>	<ul style="list-style-type: none"> <li>Policy approaches Guest Lecturer: Dr. Lisa Harnack, DrPH, RD, MPH</li> </ul>	<ul style="list-style-type: none"> <li>Harnack LJ, French SA, Oakes JM, Story MT, Jeffery RW, Rydell SA. Effects of calorie labeling and value size pricing on fast food meal choices: Results from an experimental trial. International Journal of Behavioral Nutrition &amp; Physical Activity 2008;5:63.</li> <li>Harnack LJ, Oakes JM, Elbel B, Beatty T, Rydell S, French SA. Effects of subsidies and prohibitions on nutrition in a food benefit program: A randomized clinical trial. JAMA Internal Medicine 2016.</li> <li>Harris JL, Graff SK. Protecting children from harmful food marketing: Options for local government to make a difference. Preventing Chronic Disease 2011;8(5):A92.</li> <li>Fletcher JM, Frisvold D, Tefft N. Can soft drink taxes reduce population weight?</li> </ul>	<ul style="list-style-type: none"> <li>Q&amp;A and class discussion</li> </ul>
<p><b>Week 14</b> <b>May 1</b></p>	<ul style="list-style-type: none"> <li>Position Paper Group Presentations</li> </ul>	<p>(none)</p>	<ul style="list-style-type: none"> <li><b>Position Paper Group Presentations due (upload ppt to Moodle)</b></li> </ul>
<p><b>Week 15</b> <b>May 8</b></p>	<p><b>FINALS WEEK</b></p>	<p>(none)</p>	<ul style="list-style-type: none"> <li><b>Group Position Paper due Wednesday May 8 by 11:55 PM</b></li> </ul>



## 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/](http://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

### Assignments

The course will have four written assignments and an in-class presentation. Written assignments should be prepared in Word and either submitted at the Moodle site, by email to me ([linde074@umn.edu](mailto:linde074@umn.edu)), or submitted in class on the due date (see **Course Outline/Weekly Schedule** above for dates). Assignments are as follows:

1. **Two Critical Article Reviews (10 points each):** Choose two articles from the research literature that describe different obesity or eating disorder interventions. These articles can come from assigned readings or from your own literature search. One article should describe an individual/small group or community-based (school, worksite, primary care setting) behavior change intervention, and one article should describe an environment or policy change intervention. Read each article carefully, and respond to the following questions in 2-3 pages for each article (double-spaced, 1" margins, Times 12-point font or equivalent):
  - a. Briefly summarize the intervention: What was the study design? What was the main target population? Who were the participants and how were they identified and recruited to the intervention? If you're describing an environmental change or a policy, define the environment and/or state the level of the policy, and discuss the rationale for targeting that particular area.
  - b. What were the main outcomes of the intervention? Was the program successful in meeting intervention goals or producing changes?
  - c. What do you perceive as strengths and weaknesses of the intervention for addressing obesity or eating disorder, and what might you have done differently?
2. **Environmental Assessment (20 points):** Choose one of four tools (walkability audit, neighborhood food audit, home physical activity equipment inventory, or home food inventory) and evaluate a neighborhood or a home (yours, or one that you can access) using the tool. I will provide copies of the necessary background and forms in class. Include the following with your submitted assignment:
  - a. Your completed audit form or inventory (if you email your assignment to me, be sure to bring a hard copy of the audit form or inventory to class with you on the due date).
  - b. A 2-3 page written description (double-spaced, 1" margins, Times 12-point font or equivalent) of your process in using the tool and what you learned from the results, including at least two intervention suggestions and what intervention strategies you might consider using to enact these changes. Support your intervention strategy ideas with at least two articles from the literature (at least one article per idea).
3. **Position Paper: In-Class Team Presentation (25 points), and Team Written Report (25 points):** This assignment has two parts:
  - a. An oral argument to be presented in class (20 minute PowerPoint or equivalent) presented as a team. Each team will be assigned a topic (based on preference rankings), and it will be up to the team to divide the labor for the presentation. You will be expected to spend time meeting outside of class. The in-class presentation will summarize the topic in terms of competing approaches to it (for or against, pro/con, or other, as relevant to the topic), present a case for choosing a particular side, and describe the intervention approach (or approaches) that would result from taking that side or stance.
  - b. A written report (5-7 pages) produced by the team that includes an overview of the topic, a review of the evidence on each side (for and against), and an opinion of which side of the argument is most compelling (and why). The paper should describe intervention steps or plans that should be implemented to address the issue, and include a discussion of how the intervention plan would engage the community and address health equity. Evidence from research articles should be presented in support of the potential intervention strategy (or strategies).

## Grades

Final grade will be assessed on a 100-point scale.

<u>Assignment</u>	<u>Points</u>
Attendance / Participation	10
Critical Article Reviews (10 points each)	20
Environmental Assessment	20
In-Class Presentation	25
<u>Final Paper</u>	<u>25</u>
	<b>100 Points</b>

## 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:

<b>% In Class</b>	<b>Grade</b>	<b>GPA</b>
95 - 100%	A	4.000
90 - 94%	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 minimum course requirements.
- 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><b>Scholastic Dishonesty, Plagiarism, Cheating, etc.</b></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 <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</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 (<a href="http://z.umn.edu/iuplagiarism">http://z.umn.edu/iuplagiarism</a>).</p>
<p><b>Saving &amp; Submitting Coursework</b></p>	<p><b>Documents that students submit are considered final;</b> students may not submit more than one version or draft of each assignment unless express permission is given by the instructor.</p>
<p><b>Technical Issues with Course Materials</b></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"> <li>• Go to Quick Help: <a href="http://z.umn.edu/sphquickhelp">http://z.umn.edu/sphquickhelp</a>.</li> <li>• Connect with the appropriate person or office within 30 minutes of the problem's occurrence. <ul style="list-style-type: none"> <li>○ Provide as much information as possible, so the tech team can best help you as soon as possible.</li> <li>○ You can expect a response within 1-2 business days to help resolve the problem.</li> </ul> </li> </ul> <p>If you have a problem uploading an assignment, don't panic! Feel free to email a Word document of your assignment directly to Dr. Linde as needed.</p>

<p><b>Late Assignments and Makeup Work for Legitimate Reasons</b></p>	<p>If you anticipate having difficulty meeting due dates due to unusual or unavoidable circumstances, you <b>must</b> make arrangements with Dr. Linde, <b>at least 24 hours in advance of the due date if possible</b>, to be eligible for full credit. Otherwise, 1 or 2 points will be deducted for each day an assignment is late (depending on the assignment). If these circumstances are <b>voluntary</b> (e.g., planned vacation, work commitment, or other event that overlaps with an assignment due date), you should complete an assignment <b>before</b> the planned travel or other event in order to avoid late penalties.</p> <p>I am always flexible with students who have documented disabilities, illnesses, family emergencies, or other critical obligations.</p> <p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make up your work, contact Dr. Linde 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"> <li>• illness</li> <li>• serious accident or personal injury</li> <li>• hospitalization</li> <li>• death or serious illness within the family</li> <li>• bereavement</li> <li>• religious observances</li> <li>• subpoenas</li> <li>• jury duty</li> <li>• military service</li> <li>• participation in intercollegiate athletic events</li> </ul>
<p><b>Attendance Requirements</b></p>	<p>It is expected that students will attend as many classes as possible, because lecture materials are not covered fully in readings, and because participation and interaction are valuable components of class time. If unusual circumstances occur or you know of some circumstance that might cause you to miss more than two class periods, please contact Dr. Linde as soon as possible to discuss the situation.</p>
<p><b>Course Evaluation</b></p>	<p>Student feedback on course content and instructor teaching skills are an important means for improving our work. The SPH collects anonymous student course evaluations electronically using a software system called CoursEval (<a href="http://www.sph.umn.edu/courseval">http://www.sph.umn.edu/courseval</a>). Students who complete their course evaluations will be able to access their final grade as soon as the instructor submits the grade in SPHGrades (<a href="http://www.sph.umn.edu/grades">http://www.sph.umn.edu/grades</a>) before it is recorded on an official transcript. All students will have access to their final grades through MyU two weeks after the last day of the term regardless of whether they completed their course evaluation or not.</p> <p><b>Note:</b> This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only.</p>

## CEPH COMPETENCIES

CEPH Competency	Learning Objectives	Assessment Strategies
C4. Interpret results of data analysis for public health research, policy, or practice	Gain an understanding of the rise in obesity rates, changes in obesity rates over time, prevalence and assessment of eating disorders, and sociodemographic factors associated with prevalence and outcomes	Critical article reviews
C6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	Learn about and analyze prevention and intervention initiatives at individual, social, environmental, and policy levels	In-class discussion as a whole and in small groups; group written project and oral presentation
C7. Assess population needs, assets, and capacities that affect communities' health	Apply knowledge gained in prevention or intervention by critical examination of intervention approaches from at least two levels (individual, social, environmental, or policy)	Environmental assessment
C8. Apply awareness of cultural values and practices to the design or implementation of public health programs	Gain an understanding of potential links between obesity and eating disorders as health conditions, from etiological and treatment perspectives	Group written project and oral presentation
C9. Design a population-based project, program, policy, or intervention	Tackle current and potentially controversial topics in obesity or eating disorder prevention and intervention	Group written project and oral presentation
C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	Gain an understanding of weight bias, stigma, and their effects on health	Critical article reviews; environmental assessment; group written project and oral presentation
C15. Evaluate policies for their impact on public health and health equity		Critical article reviews; group written and oral presentations
C19. Communicate audience-appropriate public health content, both in writing and through oral presentation		Critical article reviews; in-class discussion as a whole and in small groups; environmental assessment; group written project and oral presentation
C21. Perform effectively on interprofessional teams		Group written project and oral presentation

CHP Program Competency	Learning Objectives	Assessment Strategies
P2. Critically review the research literature to identify individual and environmental-level factors that can be changed through interventions to address significant public health issues	Gain an understanding of the rise in obesity rates, changes in obesity rates over time, prevalence and assessment of eating disorders, and sociodemographic factors associated with prevalence and outcomes	Critical article reviews
P3. Apply assessments to identify intervention needs	Learn about and analyze prevention and intervention initiatives at individual, social, environmental, and policy levels	Environmental assessment
P4. Critically assess existing interventions, evaluations, and/or public health organizations	Apply knowledge gained in prevention or intervention by critical examination of intervention approaches from at least two levels (individual, social, environmental, or policy)	Critical article reviews; in-class discussion as a whole and in small groups; group written project and oral presentation
P7. Develop intervention skills and materials to use during development and/or implementation of public health interventions	Gain an understanding of potential links between obesity and eating disorders as health conditions, from etiological and treatment perspectives	Group written project and oral presentation
P8. Understand importance of ongoing feedback from and engagement with targeted community and other stakeholders in intervention development and implementation	Tackle current and potentially controversial topics in obesity or eating disorder prevention and intervention	Group written project and oral presentation
P13. Conduct analyses to assess intervention needs	Gain an understanding of weight bias, stigma, and their effects on health	Environmental assessment
P17. Critique evaluation reports and scientific papers		Critical article reviews
P18. Communicate effectively using multiple frames and formats		Critical article reviews; in-class discussion as a whole and in small groups; group written project and oral presentation