I. Course Description

This course will examine the obesity epidemic, 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. This course meets Health Behavior and Policy Intervention course requirements for Community Health Promotion students in the School of Public Health.

II. Course Prerequisites

MPH students, Ph.D. students, or other graduate students.

III. Course Goals and Objectives

As a result of taking this class, students will:

1. Gain an understanding of the rise of the obesity epidemic, changes in obesity rates over time, and prevalence and assessment of eating disorders.

2. Learn about and analyze prevention and intervention initiatives at individual, social, environmental, and policy levels.

3. Apply knowledge gained in prevention or intervention by critical examination of intervention approaches from at least two levels (individual, social, environmental, policy).

4. Gain an understanding of potential links between obesity and eating disorders from etiological and treatment perspectives.
5. Tackle current and potentially controversial topics in obesity or eating disorder prevention and intervention.

IV. Methods of Instruction and Work Expectations

This course includes lectures, written assignments, and in-class activities.

Expected Effort

University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance for a course during a 15-week semester. So, a two-credit course such as this one assumes that you will work an average of six hours per week, including about 2 hours spent in class and 4 hours in outside study.

V. Course Text and Readings

Recommended Reference Texts (not required):


Required readings are listed below, in the Course Outline and Weekly Schedule. Articles highlighted in bold will most likely be discussed in class, so be prepared.

VI. Course Outline/Weekly Schedule

NOTES

1. Due to the MLK holiday on Monday January 21, Spring term begins on Tuesday, January 22, and so class does not begin until Monday January 28.
2. Attendance is required on Monday April 29 for in-class presentations. If you know in advance that you cannot attend class that day, please see or email Dr. Linde ASAP to discuss alternatives.

Week One: Monday, January 28

Topics: Introductions and Course Overview

Obesity History, Epidemiology, and Evaluation

Readings:


Week Two: Monday, February 4

Topics: Eating Disorder History, Epidemiology, and Evaluation

Readings:


Week Three Monday, February 11
Topics: What is an Intervention? Strategies for Development, Evaluation, and Dissemination


Week Four: Monday, February 18
FIRST CRITICAL ARTICLE REVIEW DUE by 11:55 PM
Topics: Obesity Intervention: Behavioral Approaches


Week Five: Monday, February 25
Topics: Medical and Surgical Treatment of Obesity
Guest Lecturer: Sayeed Ikramuddin, MD

Week Six: Monday, March 4

Topics: Social / Family Approaches to Obesity


Week Seven: Monday, March 11

SECOND CRITICAL ARTICLE REVIEW DUE by 11:55 PM

DEBATE TEAMS AND TOPICS ASSIGNED

Topics: Obesity Prevention and Intervention in Primary Care

Guest Lecturer (adult obesity): Charles Billington, MD
Guest Lecturer (pediatric obesity): Claudia Fox, MD, MPH


Week Eight: Monday, March 18

SPRING BREAK: No class this week. Have fun! Feel free to get caught up on readings, meet with debate teams, or start working on your environmental assessment if you’d like....

Week Nine: Monday, March 25

Topics: Environmental Factors: Dietary Intake

Week Ten: Monday, April 1
Topics: Environmental Factors: The Built Environment and Physical Activity


Week Eleven: Monday, April 8
ENVIRONMENTAL ASSESSMENT DUE by 11:55 PM
Topics: Eating Disorder Prevention and Intervention


Week Twelve: Monday, April 15
Topics: Community Obesity Prevention and Intervention


Week Thirteen: Monday, April 22
Topics: School and Worksite Obesity Prevention and Intervention

3. 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
Week Fourteen: Monday, April 29
TEAM DEBATE PRESENTATIONS AND DISCUSSION

Week Fifteen: Monday, May 6
LAST DAY OF CLASS
Topics: Policy Approaches
Guest Lecturer: Susie Nanney, Ph.D.

2. Protecting children from harmful food marketing: Options for local government to make a difference. Preventing Chronic Disease 2011;8(5):A92.

*INDIVIDUAL DEBATE SUMMARY DUE BY MONDAY MAY 13 AT 11:55 PM* (during Finals Week): Either email the paper to me at linde074@umn.edu or drop it off in my mailbox at WBOB (3rd floor, mailboxes are to the right of the reception desk). Note: WBOB is locked at 5:00 PM and on weekends.

Assignments
The course will have four major assignments. Written assignments should be prepared in Word and either submitted by email to me (linde074@umn.edu) before the start of class on the due date, or submitted in class on the due date (see Course Outline/Weekly Schedule above for dates).

Assignments are described 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 (individuals, sites, programs, etc.) 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. **Team Debate (25 points) and Individual Debate Summary (25 points):** This assignment has two parts:

   a. A team debate to be presented in class, and an individual written summary to be submitted after the debate. For the debate, the class will be divided into teams of at least four people. Each team will be assigned a debate topic, and the team will be split in half (at random) to debate the pro and con sides of the topic. You will have some class time to meet the group members and exchange contact information, but will be expected to spend time meeting outside of class as well. Each team will present their oral arguments in an organized debate session held during class. Each team member should expect to spend 5 minutes speaking on their topic.
   
   b. After the in-class debates, you will submit a 5-7 page written summary (double-spaced, 1” margins, Times 12-point font or equivalent) that includes an overview of your topic, a brief review of the evidence on each side (for and against), and your opinion of which side of the argument is most compelling (and why). The paper should also describe your take on intervention steps or plans that could be implemented to address the issue from individual, social, environmental, and policy levels. Evidence from research articles should be presented in support of each potential intervention strategy.

**VII. Evaluation and Grading**

**Evaluation and Grading**

Students will be evaluated through multiple assignments, including individual written assignments, environmental assessment, group work, and oral presentations. Final grade will be assessed on a 100-point scale.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance / Participation</td>
<td>10</td>
</tr>
<tr>
<td>Critical Article Reviews (10 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Environmental Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Team Debate Presentations</td>
<td>25</td>
</tr>
<tr>
<td>Debate Summary (paper)</td>
<td>25</td>
</tr>
</tbody>
</table>

**100 Points**

**Attendance and Assignment Deadline Policies**

There are 14 class periods and it is expected that students will attend each class, because lecture materials are not covered fully in readings, and because participation and interaction are valuable components of class time. You may miss up to 2 class periods without penalty; starting with the third missed class, one point will be subtracted for each absence. If unusual circumstances occur that cause you to miss more than two class periods, please contact Dr. Linde as soon as possible to discuss the situation.

If you anticipate having difficulty meeting assignment due dates due to unusual or unavoidable circumstances, you must make arrangements with Dr. Linde at least 24 hours in advance of the due date.
to be eligible for full credit for your work. Otherwise, 2 points will be deducted for each day an assignment is late, UNLESS you have received prior approval from Dr. Linde. If these circumstances are voluntary (e.g., planned vacation or other commitment that overlaps with an assignment due date), you should complete an assignment before the planned travel or other event in order to avoid late penalties. I am always flexible with students who have documented disabilities, illnesses, family emergencies, or other critical obligations.

Grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 65</td>
</tr>
<tr>
<td>F</td>
<td>Below 63</td>
</tr>
</tbody>
</table>

Please note that there will be no opportunities for extra credit.

Course Evaluation

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete “I” shall be assigned at Dr. Linde’s discretion when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents’ policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.
Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the SPH Associate Dean for Academic Affairs who may file a report with the University’s Academic Integrity Officer.

The University’s Student Conduct Code defines scholastic dishonesty as “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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another’s writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/plagiarism/.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to http://tutorial.lib.umn.edu/ and click on “Citing Sources”.

In addition, original work is expected in this course. Unless the instructor has specified otherwise, all assignments, papers, reports, etc. should be the work of the individual student. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

Mental Health Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu