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.

V. Course Text and Readings

Recommended Reference Texts (not required):


Required readings are listed below, in the Course Outline and Weekly Schedule.

VI. Course Outline/Weekly Schedule

NOTE: Attendance is required on Wednesday May 7 (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 to discuss alternatives.

Week One: Wednesday, January 22

Topics: Introductions and Course Overview

   Obesity History, Epidemiology, and Evaluation

Readings:


Week Two: Wednesday, January 29

Topics: Eating Disorder History, Epidemiology, and Evaluation

   Critical Article Review Assignment Overview / Discussion

Readings:

Week Three  Wednesday, February 5
Topics:  What is an Intervention?  Strategies for Development, Evaluation, and Dissemination


Week Four:  Wednesday, February 12
Topics:  Obesity Intervention: Behavioral Approaches


Week Five:  Wednesday, February 19
FIRST CRITICAL ARTICLE REVIEW DUE by 11:55 PM
Topics:  Surgical Treatment of Obesity

Environmental Assessment Assignment Overview / Discussion
Position Paper Overview / Discussion

Guest Lecturer:  Sayeed Ikramuddin, MD


NOTE:  Please read the following articles for next week and be prepared for small group discussions.

Week Six: Wednesday, February 26
Topics: Myths, Presumptions and Facts about Obesity (and Eating Disorders) and Weight Stigma: Small Group and Whole Class Discussions

Week Seven: Wednesday, March 5
Topics: Social / Family Approaches to Obesity

Week Eight: Wednesday, March 12
SECOND CRITICAL ARTICLE REVIEW DUE by 11:55 PM
Topics: Eating Disorder Prevention and Intervention

Week Nine: Wednesday, March 19
SPRING BREAK: No class this week. Have fun! Feel free to get caught up on readings or work assignments if you’d like….

Week Ten: Wednesday, March 26
POSITION PAPER ABSTRACT DUE by 11:55 PM
Topics: Obesity Prevention and Intervention in Primary Care
Guest Lecturer (adult obesity): Charles Billington, MD
Guest Lecturer (pediatric obesity): Claudia Fox, MD, MPH
**Week Eleven: Wednesday, April 2**

**Topics:** Environmental Factors: Dietary Intake and Food Systems


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**Week Twelve: Wednesday, April 9**

**ENVIRO**

**MENTAL ASSESSMENT DUE by 11:55 PM**

**Topics:** Environmental Factors: The Built Environment and Physical Activity


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**Week Thirteen: Wednesday, April 16**

**Topics:** School and Worksite Obesity Prevention and Intervention


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**Week Fourteen: Wednesday, April 23**

**Topics:** Policy Approaches: Community and Legislative Advocacy

**Guest Lecturer:** Susie Nanney, Ph.D.

Week Fifteen: Wednesday, April 30

Topics: Community Obesity Prevention and Intervention


Week Sixteen: Wednesday, May 7

Topics: In Class Position Paper Presentations

LAST DAY OF CLASS

*POSITION PAPER DUE BY WEDNESDAY MAY 14 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.

VII. Evaluation and Grading

Assignments

The course will have five written 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. Position Paper Abstract (5 points), In-Class Presentation (20 points), and Written Report (25 points): This assignment has three parts:

   a. A brief abstract (< 1 page) that introduces the topic selected for the position paper and presentation. The topic should follow these guidelines:
      i. Be relevant to obesity or eating disorders.
      ii. Be relevant to intervention, at any level (individual, family/group, community, organizational/institutional, or policy).
      iii. Be arguable (that is, there should be more than one potential side to the issues surrounding intervention in this area).
      iv. Involve taking a side with regard to how to intervene on the particular issue.

   b. An oral argument to be presented in class (up to 10 minutes, PowerPoint or equivalent). The in-class presentation will summarize the topic, present a case for intervening in a certain way, and discuss arguments both in favor of and against intervening in that particular way.

   c. A written report (5-7 pages) 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. Evidence from research articles should be presented in support of the potential intervention strategy (or strategies).

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.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance / Participation</td>
<td>10</td>
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<tr>
<td>Critical Article Reviews</td>
<td>20</td>
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<tr>
<td>Environmental Assessment</td>
<td>20</td>
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<tr>
<td>Position Paper Abstract</td>
<td>5</td>
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<tr>
<td>In-Class Presentation</td>
<td>20</td>
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<tr>
<td>Presentation (paper)</td>
<td>25</td>
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100 Points

Attendance and Assignment Deadline Policies

There are 15 class periods and 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 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 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. 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, work commitment, or other event 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:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100%</td>
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<td>A-</td>
<td>90 - &lt;95</td>
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<tr>
<td>B+</td>
<td>87 - &lt;90</td>
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<tr>
<td>B</td>
<td>83 - &lt;87</td>
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<tr>
<td>B-</td>
<td>80 - &lt;83</td>
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<tr>
<td>C</td>
<td>73 - &lt;77</td>
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<tr>
<td>C-</td>
<td>70 - &lt;73</td>
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<tr>
<td>D+</td>
<td>67 - &lt;70</td>
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<tr>
<td>D</td>
<td>63 - &lt;67</td>
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<td>F</td>
<td>Below 63</td>
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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](http://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](http://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 the discretion of the instructor 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](http://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](http://onestop.umn.edu).

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
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](http://onestop.umn.edu).

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://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 Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty
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. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. 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.

Makeup Work for Legitimate Absences
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: 
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

**Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

**Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

**Mental Health and Stress Management**

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 and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website:

http://www.mentalhealth.umn.edu

**Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college (Dr. Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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