

## PUBH 3950/6950

### Personal, Social, and Environmental Influences on the Weight-related Health of Pediatric Populations

Fall 2019

#### COURSE & CONTACT INFORMATION

**Credits:** 2 credits

**Meeting Day(s), Time, and Place:** This course is entirely web-based, delivered via Canvas at <https://canvas.umn.edu/>.

Contact Type	Contact Information	Role	When to Contact
Instructor	Nicole Larson, PhD, MPH, RDN Pronouns: she/her/hers Email: <a href="mailto:larsonn@umn.edu">larsonn@umn.edu</a> Phone: 612-626-9143	Primary instructor for this course	Any content-related questions or concerns about the course or the graduate section (PubH 6950), including assignments, deadlines, etc.
Teaching Assistant	Grace Hernandez <a href="mailto:herna825@umn.edu">herna825@umn.edu</a>	Assigns grades and provides individual feedback on assignments for students enrolled in PubH 3950.	Questions or concerns about the undergraduate section (PubH 3950) of this course, including assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact.
Technical Support	Please notify the instructor of technical problems so your question can be addressed and other students notified of problems that impact the entire course.	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. Announcements in Canvas and email will be used to communicate with students. You are responsible for reading announcements and all course-related emails sent to your University email account, and for contacting the instructor 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 the instructor using the contact information listed at the top of the syllabus. Also, please notify the instructor 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 for announcements in Canvas at least once a week and your University email daily. The instructor or teaching assistant will respond to emails within 24 hours on Mondays through Fridays of the semester.

#### COURSE DESCRIPTION

The course *Personal, Social, and Environmental Influences on the Weight-related Health of Pediatric Populations* (formerly titled *From Kid to Community: Personal, Social and Environmental Influences on Youth Obesity*) provides an introduction to the epidemiology of weight-related problems among young people. Assumptions of the course include (1) the prevention of excess weight gain in childhood is an important public health issue and (2) making changes to help pediatric populations maintain overall weight-related health will lead to reduced rates of associated pediatric health problems as well as chronic diseases of adulthood. With this perspective, strategies and policies to protect the weight-related health of children and adolescents are needed. There will be extensive discussion of the social-ecological factors that influence weight-related health and implications for the development of interventions and policies.

The course is available at either the graduate or undergraduate level. Students seeking graduate credit should enroll in PubH 6950 and those seeking undergraduate credit should enroll in PubH 3950. 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 final projects, students enrolled in PubH 3950 and PubH 6950 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 3950 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. Melissa Laska, 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 PREPARATION

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 6094 (*Obesity and Eating Disorder Interventions*), or (c) 1 year of work experience in the fields of health promotion and/or public health nutrition.

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/>.
3. U.S. Department of Health and Human Services. Executive Summary: Physical Activity Guidelines for Americans. Second edition. 2018. Available at: [https://health.gov/paguidelines/second-edition/pdf/PAG\\_ExecutiveSummary.pdf](https://health.gov/paguidelines/second-edition/pdf/PAG_ExecutiveSummary.pdf).

## COURSE GOALS & OBJECTIVES

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

- Identify and discuss individual, family/friend, institutional/organizational, community, and systems level factors that may impact disparities among young people in rates of overweight and obesity according to geographic location, sex, age, and race/ethnicity.
- Describe potential medical and psychosocial consequences of overweight and obesity, and how these consequences influence prevention strategies.
- Describe current epidemiologic evidence supporting environmental and contextual strategies to address overweight and obesity among young people.
- Compare and contrast the benefits of efforts to prevent overweight and obesity at the individual, family/friend, institutional/organizational, community, and systems levels.
- Identify promising environmentally-focused strategies to promote weight-related health among pediatric populations.
- Discuss available tools for monitoring and evaluating progress in the promotion of weight-related health.

## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

### Course Workload Expectations

Personal, Social, and Environmental Influences on the Weight-related Health of Pediatric Populations 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, completing assignments, etc. 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.

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 related to promising strategies for the promotion of weight-related health in pediatric populations. 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](http://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. For group discussions, this means:

- Respecting the identities and experiences of your classmates.
- Avoiding 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.
- Considering 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 Library Course Page in Canvas. Readings are also listed within each module of the Canvas site associated with this course. As needed required readings can alternatively be accessed through PubMed or the University Libraries website. 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: 9/3-9/6	Introduction to course content and expectations	<u>Required Readings:</u> 1. Course syllabus 2. Kumar S, Kelly AS. Review of childhood obesity: from epidemiology, etiology, and comorbidities to clinical assessment and treatment. <i>Mayo Clin Proc.</i> 2017; 92(2):251-265.	Quiz 1 (due 9/6)
Module 2: 9/7-9/20	<u>Topics:</u> Epidemiology of weight-related problems Significance of overweight and obesity for physical and psychosocial health	<u>Required Readings:</u> 1. Hoelscher DM, Kirk S, Ritchie L, Cunningham-Sabo L; Academy Positions Committee. Position of the Academy of Nutrition and Dietetics: interventions for the prevention and treatment of pediatric overweight and obesity. <i>J Acad Nutr Diet.</i> 2013;113(10):1375-1394. 2. Olson S, Roundtable on Obesity Solutions; Food and Nutrition Board; Health and Medicine Division; National Academies of Sciences, Engineering, and Medicine. Driving action and progress on obesity prevention and treatment: proceedings of a workshop-in brief. Washington, DC: National Academies Press. 2016. <u>Optional Reading:</u> 3. Skinner AC, Ravanbakht SN, Skelton JA, Perrin EM, Armstrong SC. Prevalence of obesity and severe obesity in US children, 1999-2016. <i>Pediatrics.</i> 2018;141(3):e20173459.	Identifying local obesity data (due 9/20) Quiz 2, Part A (due 9/20) Quiz 2, Part B (due 9/20)
Module 3: 9/21-9/27	Introduction to the social-ecological model Evaluation of prevention interventions	<u>Required Readings:</u> 1. Foltz JL, May AL, Belay F, Nihiser AJ, Dooyema CA, Blanck HM. Population-level intervention strategies and examples for obesity prevention in children. <i>Annu Rev Nutr.</i> 2012;32:391-415. 2. Cauchi D, Glonti K, Petticrew M, Knai C. Environmental components of childhood obesity prevention interventions: an overview of systematic reviews. <i>Obes Rev.</i> 2016;17(11):1116-1130. <u>Optional Reading:</u> 3. Hendriks AM, Gubbels JS, De Vries NK, Seidell JC, Kremers SP, Jansen MW. Intervention to promote an integrated approach to public health problems: an application to childhood obesity. <i>J Environ Public Health.</i> 2012;2012:913236. 4. Barr-Anderson DJ, Singleton C, Cotwright CJ, Floyd MF, Affuso O. Outside-of-school time obesity prevention and treatment interventions in African American youth. <i>Obes Rev.</i> 2014;15(Suppl 4):26-45.	Quiz (due 9/27) Social-ecological model activity (due 9/27)
Module 4: 9/28-10/4	Nutrition and weight outcomes Dietary patterns and excess weight gain in children and adolescents Psychosocial correlates of food and beverage intake among youth	<u>Required Readings:</u> 1. DeSalvo KB. Public Health 3.0: Applying the 2015-2020 Dietary Guidelines for Americans. <i>Public Health Rep.</i> 2016;131(4):518-521. 2. Yee A, Lwin M, Ho SS. The influence of parental practices on child promotive and preventive food consumption behaviors: a systematic review and meta-analysis. <i>Int J Behav Nutr Phys Act.</i> 2017;14:47. 3. U.S. Department of Health and Human Services and U.S. Department of Agriculture. Chapter 3. Everyone has a role in supporting healthy eating patterns. 2015–2020 Dietary Guidelines for Americans. 8 <sup>th</sup> edition. December	<u>Activity:</u> Quiz 4, Part A (due 10/4) Quiz 4, Part B (due 10/4)

		<p>2015. Pages 63-72. Available at <a href="http://health.gov/dietaryguidelines/2015/guidelines/">http://health.gov/dietaryguidelines/2015/guidelines/</a>.</p> <p><u>Optional Reading:</u></p> <p>4. Anzman-Frasca S, Ventura AK, Ehrenberg S, Myers KP. Promoting healthy food preferences from the start: a narrative review of food preference learning from the prenatal period through early childhood. <i>Obes Rev.</i> 2018;19:576-604.</p>	
Module 5: 10/5-10/11	<p><u>Topics:</u></p> <p>Physical activity and weight outcomes</p> <p>Physical activity patterns and excess weight gain in children and adolescents</p> <p>Psychosocial correlates of physical activity among youth</p>	<p><u>Required Readings:</u></p> <p>1. Hatfield DP, Chomitz VR. Increasing children's physical activity during the school day. <i>Curr Obes Rep.</i> 2015;4(2):147-156.</p> <p>2. Fulton JE, Buchner DM, Carlson SA, Borbely D, Rose KM, O'Connor AE, Gunn JP, Petersen R. CDC's Active People, Healthy Nation: creating an active America, together. <i>J Phys Act Health.</i> 2018;15:469-473.</p> <p><u>Optional Reading:</u></p> <p>3. Centers for Disease Control and Prevention and Society of Health and Physical Educators. Strategies for Recess in Schools. Atlanta, GA: CDC, U.S. Department of Health and Human Services, 2017. Available at: <a href="https://www.shapeamerica.org/uploads/pdfs/recess/SchoolRecessStrategies.pdf">https://www.shapeamerica.org/uploads/pdfs/recess/SchoolRecessStrategies.pdf</a>.</p> <p>4. 2018 Physical Activity Guidelines Advisory Committee. 2018 Physical Activity Guidelines Advisory Committee Scientific Report: Part F, The Science Base. Chapter 7, Youth. Washington, DC: U.S. Department of Health and Human Services, 2018. Available at: <a href="https://health.gov/paguidelines/second-edition/report/">https://health.gov/paguidelines/second-edition/report/</a>.</p>	<p>Quiz 5, Part A (due 10/11)</p> <p>Quiz 5, Part B (due 10/11)</p>
Module 6: 10/12-10/25	<p>Institutional/organizational influences:</p> <p>Childcare and school-based efforts to promote weight-related health</p>	<p><u>Required Readings:</u></p> <p>1. Fox T, Corbett A, Duffey K. Early care and education policies and programs to support healthy eating and physical activity: best practices and changes over time. Research review: 2010-2016. Durham, NC: Healthy Eating Research: 2017; Available at: <a href="http://healthyeatingresearch.org">http://healthyeatingresearch.org</a>.</p> <p>2. Welker E, Lott M, Story M. The school food environment and obesity prevention: progress over the last decade. <i>Curr Obes Rep.</i> 2016;5:145-155.</p> <p><u>Optional Reading:</u></p> <p>3. Kenny E, Cradock A, Resch S, Giles C, Gortmaker S. The cost-effectiveness of interventions for reducing obesity among young children through healthy eating, physical activity, and screen time. Durham, NC: Healthy Eating Research; 2019. Available at: <a href="http://healthyeatingresearch.org">http://healthyeatingresearch.org</a>.</p> <p>4. Larson N, Ayers Looby A, Frost N, Nanney S, Story M. What can be learned from existing investigations of weight-related practices and policies with the potential to impact disparities in U.S. child care settings? A narrative review and call for surveillance and evaluation efforts. <i>J Acad Nutr Diet.</i> 2017 Oct;117(10):1554-1577.</p> <p>5. National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health. Health and academic achievement. 2014. Atlanta, GA: Centers for Disease Control and Prevention. Available at: <a href="https://www.cdc.gov/healthyschools/health_and_academics/index.htm">https://www.cdc.gov/healthyschools/health_and_academics/index.htm</a>.</p>	<p>Quiz (due 10/25)</p> <p>Discussion post (original post due 10/23 and responses to other student posts due 10/25)</p>
Module 7: 10/26-11/1	<p>Community influences:</p> <p>The built environment and physical activity</p>	<p><u>Required Readings:</u></p> <p>1. Ding D, Sallis JF, Kerr J, Lee S, Rosenberg DE. Neighborhood environment and physical activity among youth: A review. <i>Am J Prev Med.</i> 2011; 41(4): 442-455.</p> <p><u>Optional Reading:</u></p> <p>2. McGrath LJ, Hopkins WG, Hinckson EA. Associations of objectively measured built-environment attributes with youth moderate-vigorous physical activity: a systematic review and meta-analysis. <i>Sports Med.</i> 2015;45(6):841-865.</p>	<p>Quiz (due 11/1)</p> <p>Discussion post (original post due 10/30 and responses to other student posts due 11/1)</p>

		3. Sallis JF, Spoon C, Cavill N, Engelberg JK, Gebel K, Parker M, Thornton CM, Lou D, Wilson AL, Cutter CL, Ding D. Co-benefits of designing communities for active living: an exploration of literature. <i>Int J Behav Nutr Phys Act.</i> 2015;12:30.	
Module 8: 11/2-11/15	Community influences, continued: Food access and food deserts Strategies aimed at improving neighborhood food environments	<p><u>Required Readings:</u></p> <ol style="list-style-type: none"> <li>1. Caspi CE, Lenk K, Pelletier JE, Barnes TL, Harnack L, Erickson DJ, Laska MN. Association between store food environment and customer purchases in small grocery stores, gas-marts, pharmacies and dollar stores. <i>Int J Behav Nutr Phys Act.</i> 2017;14(1):76.</li> <li>2. Robert Wood Johnson Foundation, Healthy Eating Research Program. Minimum stocking levels and marketing strategies of healthful foods for small retail food stores. February 2016. Available at: <a href="http://healthyeatingresearch.org/wp-content/uploads/2016/02/her_minimum_stocking_final.pdf">http://healthyeatingresearch.org/wp-content/uploads/2016/02/her_minimum_stocking_final.pdf</a>.</li> </ol> <p><u>Optional Reading:</u></p> <ol style="list-style-type: none"> <li>1. Black C, Moon G, Baird J. Dietary inequalities: what is the evidence for the effect of the neighborhood food environment. <i>Health Place.</i> 2014;27:229-242.</li> <li>2. Pinard CA, Shanks CB, Harden SM, Yaroch AL. An integrative literature review of small food store research across urban and rural communities in the U.S. <i>Prev Med Rep.</i> 2016;3:324-332.</li> </ol>	<p>Submit topic for final project along with supporting materials: undergraduate students should submit the name of their selected program and graduate students should provide an outline for their opinion statement. (due 11/8)</p> <p>Quiz (due 11/15)</p> <p>Exploring your food environment (due 11/15)</p>
Module 9: 11/16-12/04	Recently observed declines in overweight and obesity Efforts that may have contributed to observed declines	<p><u>Required Readings:</u></p> <ol style="list-style-type: none"> <li>1. Ottley PG, Dawkins-Lyn N, Harris C, Dooyema C, Jennigan J, Kauh T, Kettel Khan L, Young-Hyman D. Childhood Obesity Declines Project: an exploratory study of strategies identified in communities reporting declines. <i>Child Obes.</i> 2018;14(S1):S12-S20.</li> <li>2. Jennigan J, Kettel Khan L, Dooyema C, Ottley P, Harris C, Dawkins-Lyn N, Kauh T, Young-Hyman D. Childhood Obesity Declines Project: highlights of community strategies and policies. <i>Child Obes.</i> 2018;14(S1):S32-S39.</li> </ol> <p><u>Optional Reading:</u></p> <ol style="list-style-type: none"> <li>3. The State of Obesity: Better Policies for a Healthier America. Stories. Available at: <a href="https://stateofobesity.org/stories/">https://stateofobesity.org/stories/</a>. Robert Wood Johnson Foundation.</li> <li>4. Robert Wood Johnson Foundation, Healthy Eating Research Program. From calories to weight change in children and adults: the state of the science. Issue Brief, June 2016. Available at: <a href="http://healthyeatingresearch.org/wp-content/uploads/2016/06/her_weight_change-FINAL-2.pdf">http://healthyeatingresearch.org/wp-content/uploads/2016/06/her_weight_change-FINAL-2.pdf</a>.</li> </ol>	<p>Quiz (due 12/04)</p> <p>Discussion post (original post due 12/02 and responses to other students posts due 12/04)</p>
Module 10: 11/30-12/11	Personal responsibility vs. social responsibility Weight bias and stigma Introduction to the role of policy in creating healthy food and physical activity environments	<p><u>Required Readings:</u></p> <ol style="list-style-type: none"> <li>1. Roberto CA, Swinburn B, Hawkes C, Huang TT, Costa SA, Ashe M, Zwicker L, Cawley JH, Brownell KD. Patchy progress on obesity prevention: emerging examples, entrenched barriers, and new thinking. <i>Lancet.</i> 2015;385(9985):2400-2409.</li> <li>2. Swinburn B, Kraak V, Rutter H, Vandevijvere S, Lobstein T, Sacks G, Gomes F, Marsh T, Magnusson R. Strengthening of accountability systems to create healthy food environments and reduce global obesity. <i>Lancet.</i> 2015;385(9986):2534-2545.</li> <li>3. Pearl R. Weight bias and stigma: public health implications and structural solutions. <i>Soc Issues Policy Rev.</i> 2018;12(1):146-82.</li> </ol> <p><u>Optional Reading:</u></p> <ol style="list-style-type: none"> <li>4. Wolfson JA, Gollust SE, Niederdeppe J, Barry CL. The role of parents in public views of strategies to address childhood obesity in the United States. <i>Millbank Q.</i> 2015;93(1):73-111.</li> </ol>	<p>Final project: program assessment or opinion statement (due 12/11)</p> <p>Quiz (due 12/11)</p> <p>Discussion post (original post due 12/09 and responses to other students posts due 12/11)</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/](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

**Course activities should be submitted no later than 11:59 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.

The final grade will be based upon the following criteria:

<u>Course Activity</u>	<u>% of final grade</u>
Discussion posts (3 graded posts)	30%
Quizzes (12 graded quizzes)	10%
Online assignments (3 assignments)	20%
<ul style="list-style-type: none"><li>• Identifying local obesity data</li><li>• Social-ecological model activity</li><li>• Exploring your food environment</li></ul>	
Final project	40%

### Course participation:

Students are expected to log into course lectures and participate in class discussion postings on a regular basis. **Course participation in each of the modules will be monitored by the instructor.**

### Discussion posts:

Students will be asked to complete four guided discussions as part of this course; feedback will be provided on all assigned posts, but only grades for the posts included in Modules 7, 9, and 10 will be considered in the overall course grade. 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 comments.**

All posts should be substantive and professional. Please note that it is expected that posts will NOT contain grammar/spelling errors and will be written in full sentences. All posts must be written in a manner that is respectful to everyone. 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 Question Posts:**

<i>Point allocation for discussion activities</i>	<i>Needs Improvement (&lt;74%)</i>	<i>Satisfactory (75-84%)</i>	<i>Meets Expectations (85-94%)</i>	<i>Exceptional (95-100%)</i>
Content & Development (60% of grade)	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.
Quality of Research / Supporting Information (40% of grade)	Fails to cite 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:**

There are 13 short quizzes that cover the lecture material contained within module lectures and the assigned, required readings. The format for module quizzes will be primarily multiple choice and true/false questions. Each quiz will contain approximately 5-10 questions and the points associated with the lowest quiz score will be dropped. These quizzes can be completed on an “open book” basis using resources from class or outside of class but taken only once.

**Final Projects:**

**Program Assessment Project (Undergraduate Students)**

Undergraduate students will be expected to complete a review and an assessment of an initiative or program addressing the prevention of excess weight gain in childhood or adolescence that is relevant to their community. The topic of this review and assessment could cover a variety of areas; for example, a school wellness policy or program, a youth gardening program, a healthy corner store initiative, a media literacy program for youth, a safe routes to school program or a farm-to-school (or farm-to-daycare) initiative. A resource list with example programs will be posted and students are encouraged to contact the instructor with any questions regarding the relevance of their selected program or initiative.

The final, written assignment will include the following: (a) a review of the program, including program components, targeted audience(s) and key stakeholders, (b) 2-3 sentences summarizing the specific problem targeted by this program and a short justification of why this issue is important to address in your community, (c) the strengths of the program, (d) the weaknesses of the program, and (e) recommendations for the future success of the program in promoting weight-related health. Students are expected to compare the program to national recommendations in this area, such as those issued by the National Academy of Medicine, Centers for Disease Control and Prevention, and other respected scientific bodies. Assignments will be no longer than two pages in length (single spaced, 11-12 point font), including references. The rubric to be used by the instructor in evaluating program assessment projects is posted on Moodle. **The name of the program should be submitted to the instructor and teaching assistant by November 8<sup>th</sup>, and the written assessment is due by December 11<sup>th</sup>.**

**Opinion Statement (Graduate Students)**

Graduate students will be expected to select a topic relevant to the learning objectives of this course and young people ages 2-18 years. Students should review course readings and other scientific literature that they feel is pertinent to the topic. After obtaining approval for their outline, students will draft a statement that summarizes the scientific literature and their own professional opinion. The opinion statement should be no longer than three pages in length (single spaced, 11-12 point font), not including references. It should be a precise statement that definitively states one’s own position along with suggestions or recommendations for public health or clinical practice. References should be provided in either AMA or APA format. The rubric to be used by the instructor in evaluating reflection papers is posted on Moodle along with examples of strong opinion statement papers that were written by former students. **An outline for the brief should be submitted to the instructor by November 8<sup>th</sup> and the full statement is due by December 11<sup>th</sup>.**



### **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>
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><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>Late Assignments</b></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><b>Makeup Work for Legitimate Reasons</b></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"> <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>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 (<a href="http://z.umn.edu/sphmakeupwork">http://z.umn.edu/sphmakeupwork</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.</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>