

School of Public Health

Syllabus and Course Information



PubH 6914-001

Community Nutrition Intervention

Spring 2016

Credits: 3

Meeting Days: Tuesdays and Thursdays

Meeting Time: 11:15-12:30

Meeting Place: W2-110 Weaver-Densford Hall

Instructor: Jennifer A Linde, Ph.D.

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Office Hours: Upon request

I. Course Description

This class provides students with the tools for developing community nutrition interventions. Students will learn about utilizing behavioral theory, conducting needs assessments, writing program objectives, developing intervention strategies, evaluating program implementation and effectiveness, planning a budget, and writing grant proposals. Students pick their projects based on their personal interests and work in small groups of students. Previous examples include: obesity prevention for school-aged children, eating disorder prevention for adolescent girls; increasing whole-grain consumption in college students, and increasing fruit and vegetable intake in preschoolers.

Acknowledgments

The contents of PubH 6914 were developed primarily by Dr. Neumark-Sztainer, with input from Ms. Aida Miles, Ms. Colleen Flattum, Ms. Sarah Friend, Dr. Melissa Laska, Dr. Allison Watts, and Dr. Richard Krueger. Dr. Linde, the current instructor, has extensive experience in research and teaching in areas covered by this course and has been briefed by Dr. Neumark-Sztainer regarding the content and philosophy of the course.

II. Course Prerequisites

The course is designed for graduate students in Public Health Nutrition or other graduate students interested in developing, implementing and evaluating community nutrition programs.

III. Course Goals and Objectives

Upon completion of the course students should be able:

- To describe and compare individual and environmental models explaining health behavior.
- To conduct a needs assessment prior to the development of a nutrition intervention.
- To write clear objectives for a nutrition intervention.
- To choose and describe appropriate strategies for nutrition interventions.
- To evaluate the process and impact of a nutrition intervention.
- To prepare a budget for the development and evaluation of a nutrition intervention.
- To prepare a grant proposal requesting funds for a community nutrition intervention.

IV. Methods of Instruction and Work Expectations

- Introduction of topic by instructor or guest expert.
- Class discussion and work on projects in accordance with topic of session.
- Assigned readings and readings which are relevant to students' interests and project.
- Student papers/project.
- Continual feedback on work from other students and instructor.

Overall teaching philosophy:

My overall teaching philosophy for this class is that you “get out what you put in.” I will do my best to keep the class interesting and challenging. However, this will largely be dependent on your active involvement. If you do the readings prior to class, our classes will be much more interesting and will be conducted at a considerably higher level. Developing a good intervention program demands a lot of thought and hard work.

When you read — take the time to think about how the material applies to yourself, others, and to the program you plan to develop. In understanding factors influencing eating behaviors it is extremely important to be sensitive to factors influencing your own behaviors, difficulties in modifying our own behaviors, and differences across cultures. In developing effective interventions, we need to identify the perceived needs of the target group, understand the factors influencing their behaviors, and develop programs that address these factors. We need clear objectives that may be evaluated. We need evaluation tools that help in determining the effectiveness of our programs and in guiding the development of improved programs.

The first third of the course focuses on theory and tends to be heavy on reading assignments. The remainder of the course focuses on program development and more time is allotted for group work and fieldwork. For each segment of program development (needs assessment, writing objectives, choosing intervention strategies, evaluation, and budget preparation) one class period is reserved for small group work. There are fewer assigned readings in this part of the course, but I urge you to reread earlier readings and supplement your work with readings that are relevant to your particular projects.

In developing programs, we usually work in teams. Therefore, projects will be done in groups of five students. I strongly urge you to work together with those who have different areas of expertise than your own. In past years, students have found the group work to be very valuable and enjoyable.

I will try to be prompt in returning your assignments and will try to provide you with feedback that will be helpful for your final projects. I will require all assignments to be submitted by 11:55 PM on the specified due date (or before). I will accept late assignments; however, in order to be fair to students who hand in their assignments on time, one point will be deducted for each day that an assignment is late.

V. Course Text and Readings

Course readings are available on the class website on Moodle:
(<https://ay15.moodle.umn.edu/course/view.php?id=7954>).

Please see the Course Schedule posted on the class website for reading schedule and links to readings.

VI. Course Outline/Weekly Schedule

Assignments

#1: Theoretical paper on Factors Influencing Eating Behaviors (individual assignment)

Due date: Five volunteers will present in class orally on Thursday February 4; all will submit a paper on Tuesday February 9.

Grading: 40 points (20% of grade)

Purpose:

The purpose of this paper is to “demystify” theoretical models explaining health behavior and to comprehend their usefulness in understanding factors influencing eating behaviors.

Description:

Use one or more of the theoretical models explaining health behavior to describe factors influencing a personal eating (or physical activity) behavior. The paper should be 4-5 pages of text (double-spaced, 12-point font), with a diagram of the theoretical constructs you selected to describe in relation to your behavior (we will go over diagram examples in class), and relevant references (not included in page count). Try to be as specific as possible when describing factors that influence your behavior (e.g., if "barriers" is in your diagram, don't just say "barriers," -- rather, describe the specific barriers you encounter). Use this opportunity to think about theoretical models, their utility, the possibility of integrating constructs from different models, and the limitations of these models. Do some critical thinking. Briefly discuss these issues (utility, whether different theories came together in your model, strengths and limitations of your final model).

The assignment will be graded on the basis of the diagram, the description of the model, your application of the model to your chosen behavior, and your critical analysis of the model. Quality of writing will also be a factor.

#2: Grant Review (individual assignment)

Due date: Tuesday February 23

Grading: 20 points (10% of grade)

Purpose:

The purpose of exercise is to help you to be a critical reviewer of grant proposals and to assist you in preparing your own proposals.

Description:

Prepare a brief (1 page, single spaced, 12 point font) critical review of one of the grant proposals linked to the Moodle site. Include a brief description of the project (1 paragraph) that shows the applicant that you understood the proposal. Review the strengths and weaknesses of the project (2 paragraphs). Take into account the scientific contributions, innovativeness, clarity of presentation, feasibility, study design, and qualifications of the research team. Provide suggestions for improving the proposal (1 paragraph). On a scale from 1-100, with lower scores indicating a better project, provide a score for this grant proposal (and be sure to justify your score in 1-3 sentences). Grades will be based on submitted document and in-class participation in mock review process.

Bring your brief to class on February 18 for grant review and discussion, and submit the final version online or by email no later than 11:55 PM on February 23.

#3: Description of Needs Assessment (group assignment)

Due date: Thursday March 24

NOTE: For Assignments 3-6, **one student from each group** should be designated to submit the assignment on behalf of the group. Please be sure to coordinate this so that the correct version of the assignment is submitted.

Grading: (-), (✓-), (✓), (✓+), (+)

NOTE: The ratings for Assignments 3-6 are designed to be a guide to keep you on track for the final project. A rating of ✓, ✓+, or + suggests that your group is in good shape for the final project, whereas a rating of ✓- or - suggests that you might want to do some additional work to strengthen this component for the final project.

Purpose:

The purpose of this assignment is to get you started on your final project by considering the type of information you need to collect before developing an intervention, and how to go about getting this information.

Description:

In developing a grant proposal to fund a community nutrition intervention, often the first few months or year When developing a grant proposal to fund a community nutrition intervention, often the first few months (or even up to a year) are devoted to conducting a needs assessment.

This project includes two parts: a description of your "ideal" or planned needs assessment for the final project submission (the needs assessment you would like to do), and a needs assessment that you are actually able to do. Given that you would need IRB approval to do a full-fledged needs assessment, this would take up more time than you have for the course. However, it is still important to at least talk to some people who might be involved in your intervention in an informal manner, and that's where this assignment comes in.

Part 1: Based on the topic that your group will be working with throughout the semester, describe your ideal needs assessment (if time were not a factor). Include the following:

1. Who are the participants? (e.g., high school students in a selected school; community health workers; parents; CSA share participants; other)
2. What methods will be used? (e.g., observations, focus groups, individual interviews)
3. What questions will be asked?
4. What is the setting in which the data will be collected? (depends on participants and methods)

Part 2: Describe the actual needs assessment conducted by your group. Include the following:

1. What did you do? (e.g., interviewed a food service director, farmer, teacher or school administrator, parent, or other relevant stakeholder)
2. Why did you choose this target for information?
3. What did you learn? Summarize your key findings.

#4: Theoretical Model and Study Objectives for Project (group assignment)

Due date: Thursday March 31

Grading: (-), (✓-), (✓), (✓+), (+)

Purpose:

The purpose of this assignment is to help you to develop a theoretical model and clear objectives for your final project.

Description:

For theoretical model:

Prepare a diagram showing outcomes (behaviors) to be addressed in your intervention program (e.g., increased fruit and vegetable intake; decreased fat intake) and factors associated these behaviors (e.g., self-efficacy; home availability) that will be addressed in your intervention. Indicate which theory or theories were used as the basis for your model. Your intervention objectives should flow from the model.

For objectives:

Prepare objectives for each outcome variable (e.g., vegetable intake), as well as describing any mediating variables (e.g., availability of vegetables at home). Be sure that there is group agreement about whether the objectives are written clearly. It is usually good to frame your objectives in terms of outcomes that you would like to see changed among your participants (e.g., as a result of the intervention, participants will be able to list food groups and servings from the food pyramid). Avoid using vague terms or statements that can be interpreted more than one way. Try to use words that lead to things that can be measured. Discuss your objectives thoroughly as a group before submitting the assignment.

As you work, begin to think about what you will do to achieve these objectives and how you will evaluate your intervention -- you don't have to include those details here, but they will form the basis for the next two assignments. Remember that you must be able to evaluate any objective that you list as part of your plan (you will explain your evaluation plan when you get to Assignment 6, so the details don't need to be included here).

#5: Intervention Strategies (group assignment)

Due date: Thursday April 7

Grading: (-), (✓-), (✓), (✓+), (+)

Purpose:

To begin thinking about the intervention strategies you would like to use in your proposed intervention and to describe them in a concise and clear manner.

Description:

Prepare a brief description of the intervention you are planning for your grant proposal. Describe briefly how your chosen theory is being used to shape your program. Use text and tables or figures to show the types of activities that you will be using. Use other grant proposals (such as the ones available for the grant review) as models to guide your work. Provide a brief justification of the intervention strategies you have chosen (i.e., why do you think your chosen strategies might be effective or appropriate for your chosen population and/or setting?).

#6: Evaluation (group assignment)

Due date: Tuesday April 19

Grading: (-), (✓-), (✓), (✓+), (+)

Purpose:

The purpose of this assignment is to help you develop the evaluation plan for your final project.

Description:

Describe your overall program evaluation design:

- What type of study design are you using?
- Who will be included in the evaluation of participants or settings?
- Will you have intervention and control groups?
- How many people will be enrolled (total and per group, if relevant)
- How will participants be assigned to groups (if relevant)?
- What is the timing of measurement (pre and post tests, or another schedule)?

What will be included in your process evaluation?

- Participant or group leader satisfaction surveys? Will you be assessing satisfaction for the whole program, or specific components?
- Attendance tracking?

Briefly indicate how each of your intervention objectives will be evaluated. This may be done as a table. For example:

OBJECTIVE	MEASURE AND DESCRIPTION
40% of participants will show an improvement in body image	9-item body dissatisfaction subscale on eating disorder inventory (include examples of 1-2 questions)
50% of participants will show an increase in nutritional knowledge	10-item scale assessing nutritional knowledge to be developed for this project (include examples of 1-2 questions; will need at least one full assessment tool in the final project submission)

#7: Final Project (group assignment)

Due dates: Oral presentations: Thursday April 28 through Thursday May 5 / Submit by Thursday May 5

Grading: Presentation = 20 points (10% of grade); Paper = 100 points (50% of grade)

Purpose:

The purpose of the project is to apply learned principles to the development of a community nutrition intervention and to prepare a grant proposal requesting funds for program development, implementation and evaluation.

Description:

For this assignment, you will use the group work you have done throughout the semester (mini needs assessment and needs assessment planning, theoretical model and intervention objectives, intervention and evaluation plans) and create a budget, with the aim of putting together a grant proposal describing the nutrition intervention program you have designed.

The project will be presented orally in class and then submitted in writing by the last day of class, May 5 (before 11:55 PM). One of the purposes of the oral presentation is to get feedback from class members about areas with which you may be having difficulty. Plan to use that time efficiently to get as much help as you can as you provide the class with information about your project. Make sure that when you present, you leave time for discussion of your project and questions about areas on which you would like input.

The final project should take the format of a grant proposal, in which you try to convince an organization to award you the funds needed to conduct your project (use the grants from the mock review as format examples). However, for the purpose of this project, you will not be expected to perform power calculations for sample size or explain the statistical methods used in evaluation.

The project should include the following sections, in this order:

- Justification for program, based on a literature review and the needs assessment that you conducted (15%)
- Program objectives (10%)
- Theoretical framework -- diagram preferred (15%)
- Presentation of "ideal" needs assessment proposed for your study (10%)
- Description of intervention and strategies to be employed (15%)
- Description of evaluation, including the development of at least one evaluation tool (questionnaire, interview script, focus group questions) to be included in an Appendix at the end of the document (15%)
- Summary with discussion of project strengths, limitations, and contributions to science (5%)
- Budget and budget justification (10%)
- References (5%)

Make sure your project is as specific as possible regarding your target behaviors and audience, in order to paint a clear picture for the reader.

Grant proposals will be 20-25 pages (single-spaced, 11-point Arial font or equivalent), though length depends on how each group decides to cover all necessary components. Feel free to make use of blank lines or white space to avoid crowding and improve readability.

Important Note: All of the previous assignments lead up to this project. However, they cannot just be pasted together, since the proposal needs to read smoothly as a cohesive document and account for all feedback from prior assignments. Therefore, be sure that you leave time for the group to fit the previous assignments together with appropriate transitions for the final project. Also remember that group members will be grading each other on their participation. Enjoy the process; I hope you learn a lot from it!

Syllabus and Reading List: PubH 6914 Community Nutrition Intervention, Spring 2015

Week	Class	Day	Topics	Readings
1	1	Tuesday January 19	Introduction to each other and to class	
	2	Thursday January 21	Stages in program planning Why use theory?	Glanz K, Rimer BK. Theory at a glance: A guide for health promotion practice. NIH, National Cancer Institute. 2 nd ed. 2005.
2	3	Tuesday January 26	Health Belief Model and Stages of Change	<p>Champion VL, Skinner CS. The Health Belief Model. In: <i>Health Behavior and Health Education: Theory, Research, and Practice</i> 4th ed. San Francisco, CA: Jossey-Bass. 2008;45-65.</p> <p>Kristal AR, Glanz K, Curry SJ, Patterson RE. How can stages of change be best used in dietary interventions? <i>J Am Diet Assoc.</i> 1999;99:679-684.</p> <p><i>Optional reading – useful for seeing how HBM concepts are assessed on survey</i></p> <p>Kloeblen A, Batish S. Understanding the intention to permanently follow a high folate diet among a sample of low-income pregnant women according to the Health Belief Model. <i>Health Educ Res.</i> 1999;14(3):327-338.</p>
	4	Thursday January 28	Social Cognitive Theory	<p>Baranowski T, Perry CL, Parcel GS. How individuals, environments, and health behavior interact: Social Cognitive Theory. In: Glanz, K et al., Eds. <i>Health Behavior and Health Education: Theory Research and Practice</i> 3rd ed. San Francisco, CA: Jossey-Bass. 2002;165-184.</p> <p>Neumark-Sztainer D, Flattum CF, Story M, et al. Dietary approaches to healthy weight management for adolescents: The New Moves Model. <i>Adolescent Medicine: State of the Art Reviews.</i> 2008;19:421-430.</p> <p>Lubans DR, Morgan PJ, Dewar D, Collins CE, et al. The Nutrition and Enjoyable Activity for Teen Girls (NEAT girls) randomized controlled trial for adolescent girls from disadvantaged secondary schools: Rationale, study protocol, and baseline results. <i>BMC Public Health.</i> 2010;10:652.</p>

Week	Class	Day	Topics	Readings
3	5	Tuesday February 2	Social Ecological frameworks	<p>Sallis JF, Owen N, Fisher EB. Ecological models of health behavior. In: Glanz K, Rimer BK, Viswanath K (eds). <i>Health Behavior and Health Education: Theory, Research, and Practice</i>. 4th edition. San Francisco, CA: Jossey-Bass. 2008. pp 465-485.</p> <p>Larson N, Wall M, Story M, and Neumark-Sztainer D. Home/family, peer, school, and neighborhood correlates of obesity in adolescents. <i>Obesity</i>. 2013;21(9):1858-1869.</p> <p>Larson N, Story M. An environmental perspective on food choices. <i>Ann Behav Med</i>. 2009; 38(Suppl 1):S56-S73.</p>
	6	Thursday February 4	<p>Applying theory to explain our own behaviors</p> <p><i>Student presentations (5 volunteers)</i></p>	<p>RECOMMENDED, BUT OPTIONAL READINGS</p> <p>Achterberg C, Miller C. Is one theory better than another in nutrition education? A viewpoint: More is better. <i>J Nutr Educ Behav</i>. 2004;36:40-42.</p> <p>VanRyn M, Heaney CA. What's the use of theory? <i>Health Educ Q</i>. 1992;19(3):315-330</p> <p>Rothman AJ. "Is there nothing more practical than a good theory?": Why innovations and advances in health care will arise if interventions are used to test and refine theory. <i>IJBNPA</i>. 2004;1:11</p> <p>Spahn JM, Reeves RS, Keim KS, Laquatra I, Kellogg M, Jortberg B, Clark NA. State of the evidence regarding behavior change theories and strategies in nutrition counseling to facilitate health and food behavior change. <i>J Am Diet Assoc</i>. 2010;110(6):879-91.</p> <p>Noar SM and Zimmerman RS. Health Behavior Theory and cumulative knowledge regarding health behaviors: Are we moving in the right direction? <i>Health Education Research</i> 2005;20(3):275-290.</p> <p>Nixon CA, Moore HJ, Douthwaite W. et al. Identifying effective behavioral models and behavior change strategies underpinning preschool- and school-based obesity prevention interventions aimed at 4–6-year-olds: A systematic review. <i>Obesity Reviews</i> 2012;13(s1):106-117.</p>

Week	Class	Day	Topics	Readings
4	7	Tuesday February 9	Group projects from previous years (<i>Pete Wendland and Brittany Gregorich; Sam Mosbrucker and Maggie Rothstein; Jen Renner</i>) Assignment #1 (Theoretical Paper): Hand in	
	8	Thursday February 11	Planning for group projects: Discussion of students' ideas and group forming	
5	9	Tuesday February 16	Funding community nutrition interventions: Preparing a grant proposal	Neumark-Sztainer D. How to write proposals and obtain funding. In: Monsen ER, Van Horn L. <i>Research: Successful Approaches</i> (3 rd ed.) (pp. 39-49). Chicago: American Dietetic Association. 2008 Grants for Review: New Moves Ready. Set ACTION! Umatter: Healthy Weight Management in Diverse Youth: A Health Care Home Approach
	10	Thursday February 18	Mock grant review panel	Review Grant Proposals

Week	Class	Day	Topics	Readings
6	11	Tuesday February 23	Conducting a needs assessment <i>(Ms. Aida Miles)</i> Assignment #2 (Grant Review): Hand in	Required reading: Williams E. and Harris N. Understanding the nutrition information needs of migrant communities: The needs of African and Pacific Islander communities of Logan, Queensland, <i>Public Health Nutrition</i> :14(6), 989-994. Recommended, but optional readings: Fit and Healthy Vermonters, Community Assessment Tool Kit: Nutrition and Physical Activity, Vermont Department of Health, n.d. retrieved from: http://www.healthvermont.gov/local/grants/CHAMPPS.aspx National Center for Chronic Disease Prevention and Health Promotion, Program Evaluation Tip Sheet: Constructing Survey Questions, October 2011 Boynton PM. Hands-on guide to questionnaire research: Administering, analyzing and reporting your questionnaire, <i>BMJ</i> ;328, 2004, 1372-1375 Boynton PM and Greenhalgh T, Hands-on guide to questionnaire research, Selecting, designing, and developing your questionnaire, <i>BMJ</i> , 328, 2004, 1312-1315. Boynton PM, Wood GW and Greenhalgh T. Hands-on guide to questionnaire research: Reaching beyond the white middle classes, <i>BMJ</i> , 2004:328, 1433-1436.
	12	Thursday February 25	Focus groups <i>(Dr. Dick Krueger)</i>	Krueger RA, Casey MA. Focus group interviewing. In: <i>Handbook of Practical Program Evaluation</i> , 3 rd ed. Jossey-Bass. 2010: 378-403.

Week	Class	Day	Topics	Readings
7	13	Tuesday March 1	Planning a needs assessment: Group work	<p>RECOMMENDED, BUT OPTIONAL, READINGS (THE FIRST TWO READINGS WILL HELP YOU UNDERSTAND THE ORIGINS OF THE NEW MOVES PROGRAM)</p> <p>Neumark-Sztainer D, Story M, Collier T. Perceptions of secondary school staff toward the implementation of school-based activities to prevent weight-related disorders: A needs assessment. <i>Am J of Health Promotion</i>. 1999;13(3):153-156.</p> <p>Neumark-Sztainer D, Story M. Recommendations from overweight youth regarding school-based weight control programs. <i>J School Health</i>. 1997;67(10):428-433.</p> <p>Gittelsohn J, Steckler A, Johnson CC, et al. Formative research in school and community based health programs and studies: "State of the art" and the TAAG approach. <i>Health Educ Behav</i>. 2006;33:25-39.</p>
	14	Thursday March 3	The PRECEDE-PROCEED health planning model and writing intervention objectives (<i>Dr. Allison Watts</i>)	<p>Green, LW and MW Kreuter. Behavioral and environmental diagnosis. In: <i>Health Promotion Planning: An Educational and Environmental Approach</i>, 2nd ed. Mountain View, CA: Mayfield Publishing Co. 1991:125-149.</p> <p>Gielen AC, McDonald EM, Gary TL, Bone LR. Using the Precede-Proceed Model to apply health behavior Theories. In: <i>Health Behavior and Health Education: Theory, Research, and Practice</i> 4th ed. San Francisco, CA: Jossey-Bass. 2008;407-433.</p>
8	15	Tuesday March 8	Writing intervention objectives: Group work (pt 1)	
	16	Thursday March 10	Writing intervention objectives: Group work (pt 2)	
9		Tuesday March 15	Spring Break	No readings (except for maybe a good book!), but feel free to take time to finish up your needs assessment if not done yet.
		Thursday March 17	Spring Break	

Week	Class	Day	Topics	Readings
10	17	Tuesday March 22	Intervention strategies in New Moves (Ms. Colleen Flattum)	<p>Flattum C, Friend S, Story M, Neumark-Sztainer D. Evaluation of an individualized counseling approach as part of a multicomponent school-based program to prevent weight-related problems among adolescent girls. <i>J Am Diet Assoc.</i> 2011;111(8):1218-23.</p> <p>Neumark-Sztainer D, Flattum CF, Story M, et al. Dietary approaches to healthy weight management for adolescents: The New Moves Model. <i>Adolescent Medicine: State of the Art Reviews.</i> 2008;19:421-430.</p> <p>Roseman MG, Riddell MC, Haynes JN. A content analysis of kindergarten-12th grade school-based nutrition interventions: taking advantage of past learning <i>J Nutr Educ Behav.</i> 2011;43(1):2-18</p> <p>Gonzalez-Suarez, Worley A, Grimmer-Somers D. School-based interventions on childhood obesity: A meta-analysis. <i>Am J Prev Med.</i> 2009;37:418-427.</p> <p>Also go to the New Moves website to see the intervention materials: www.newmovesonline.com</p>
	18	Thursday March 24	Intervention strategies: Group work (pt 1) Assignment #3 (Needs Assessment): Hand in	<p>RECOMMENDED, BUT OPTIONAL READINGS</p> <p>Neumark-Sztainer D. School-based programs for preventing eating disturbances. <i>J School Health.</i> 1996;66(2):64-71.</p> <p>Lytle LA, Perry CL. Applying research and theory in program planning: An example from a nutrition education intervention. <i>Health Promotion Practice.</i> 2001;2(1):68-80.</p> <p>Shilts MK, Horowitz M, Townsend MS. An innovative approach to goal setting for adolescents: Guided goal setting. <i>J Nutr Educ Behav.</i> 2004;36:155-156.</p>
11	19	Tuesday March 29	Intervention strategies: Group work (pt 2)	
	20	Thursday March 31	Logic models (Ms. Aida Miles) Assignment #4 (Theoretical Model/Study Objectives): Hand in (online only)	<p>Note: I will be traveling for a conference and not in class today, so be sure to submit your assignment online by 11:55 PM.</p>

Week	Class	Day	Topics	Readings
12	21	Tuesday April 5	Evaluation: Overview and survey development (<i>Dr. Melissa Crane</i>)	<p>Take a look at the surveys on these two websites: Project EAT Website: http://www.sphresearch.umn.edu/epi/project-eat/#survey New Moves Website http://www.newmovesonline.com (pdf's also available at Moodle site)</p> <p>Larson NI, Neumark-Sztainer D, Story M, van den Berg P, Hannan PJ. Identifying correlates of young adults' weight behavior: Survey development. <i>American Journal of Health Behavior.</i> 2011;35:712-725.</p> <p><i>Recommended, but optional readings</i></p> <p>Simons-Morton BG, Greene WH, Gottlieb NH. (Chpt 8) Evaluation. In: <i>Introduction to Health Education and Health Promotion</i>, 2nd Ed. Prospect Heights, IL: Waveland Press. 1995:218-241.</p> <p>Haines J, Neumark-Sztainer D, Perry CL, et al. V.I.K. (Very Important Kids): A school-based program designed to reduce teasing and unhealthy weight control behaviors. <i>Health Education Research.</i> 2006;21:884-895.</p>
	22	Thursday April 7	Evaluating a community-based intervention: New Moves (<i>Ms. Sarah Friend</i>) Assignment #5 (Intervention Strategies): Hand in	<p>Neumark-Sztainer DR, Friend SE, Flattum CF, Hannan PJ, Story MT, Bauer KW, Feldman SB, Petrich CA. New Moves-Preventing weight-related problems in adolescent girls: A group-randomized study. <i>Am J Prev Med.</i> 2010;39(5):421-32.</p> <p>Friend S, Flattum CF, Simpson D, Nederhoff DM, Neumark-Sztainer D. The researchers have left the building: What contributes to sustaining school-based interventions following the conclusion of formal research support? <i>Journal of School Health.</i> 2014;84:326-333.</p> <p>Review the New Moves surveys at: www.newmovesonline.com</p> <p><i>RECOMMENDED, BUT OPTIONAL READINGS</i></p> <p>Linnan L, Steckler A. (Chpt 1) Process evaluation for public health interventions and research. An overview. In: <i>Process Evaluation for Public Health Interventions and Research.</i> Eds. Steckler A, Linnan L. San Francisco, CA: Jossey-Bass. 2002:1-23</p> <p>Story M, Lytle LA, Birnbaum AS, Perry CL. Peer-led and school-based nutrition education for young adolescents: Feasibility and process evaluation of the TEENS Study. <i>J Sch Health.</i> 2002;72(3)121-127).</p>

Week	Class	Day	Topics	Readings
13	23	Tuesday April 12	Evaluation: Group work	
	24	Thursday April 14	Developing a budget and budget justification	<i>RECOMMENDED, BUT OPTIONAL READING</i> Splett PL, Roth-Yousey L. Managing money: Budgeting and grant writing. In: Owen AL, Splett PL, Owen GM. <i>Nutrition in the Community: The Art and Science of Delivering Services</i> , 4 th ed. New York: WCB/McGraw Hill. 1999:480-511.
14	25	Tuesday April 19	Budget development: Group work Assignment #6 (Evaluation): Hand in	
	26	Thursday April 21	Policy Evaluation: The STORE Study (<i>Dr. Melissa Laska</i>)	(insert readings here)
15	27	Tuesday April 26	Final day of group work Review and Questions	
	28	Thursday April 28	Student presentations and discussion	
16	29	Tuesday May 3	Student presentations and discussion	
	30	Thursday May 5	Student presentations and discussion Assignment # 7 (Grant Proposal): Hand in	

VII. Evaluation and Grading

Class grades will be based on the following assignments:

- Class participation (attendance, active participation in discussions, participation in various student presentations, demonstrates completion of reading assignments through class discussions): 10%
- Group project participation (ratings by others in your group): 10%
- Theoretical paper on factors influencing eating behaviors: 20%
- Grant review: 10%
- Description of needs assessment: -, √-, √, √+, +
- Theoretical model and objectives for project: -, √-, √, √+, +
- Intervention strategies: -, √-, √, √+, +
- Evaluation description: -, √-, √, √+, +
- Final project: 50%

Important note: Assignments may be submitted via Moodle, email, or in person to the instructor, no later than 11:55 PM on the due date. One point will be deducted for each day an assignment is late.

Grading will be A/F or S/N.

Grades will be based on the following scale:

A	94 - 100%	B-	80 - <84	D+	68 - <70
A-	90 - <94	C+	78 - <80	D	64 - <67
B+	88 - <90	C	73 - <78	F	Below 64
B	84 - <88	C-	70 - <74		

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: 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 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.

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 (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.

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 Office of Admissions and Student Resources at 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. The Disability Resource Center Student Services 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 DRC at 612-626-1333 or drc@umn.edu 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>.

The Office of Student Affairs at the University of Minnesota:

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility:

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".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

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