

PUBH 6914, SECTION 001

Community Nutrition Intervention
Spring 2019

COURSE & CONTACT INFORMATION

Credits:	3
Meeting Day(s):	Tuesdays and Thursdays
Meeting Time:	11:15-12:30
Meeting Place:	D199 Mayo Building
Instructor:	Jennifer A. Linde, Ph.D.
Email:	linde074@umn.edu
Office Phone:	612-624-0065
Office Hours:	By appointment
Office Location:	372 West Bank Office Building

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. Previous examples include: community-based fruit and vegetable access programs, increasing vitamin D exposure in college students, and sugar-sweetened beverage availability in hospital settings.

COURSE PREREQUISITES

The course is designed to meet the social and behavioral science core course requirement for graduate students in the Public Health Nutrition MPH program, and it is open to other graduate students interested in developing and evaluating community nutrition programs. Students who have taken PubH 6051 should not take this course.

COURSE GOALS & OBJECTIVES

Upon completion of the course students should be able to:

- Describe and compare individual and environmental models explaining health behavior.
- Conduct a needs assessment prior to the development of a nutrition intervention.
- Write clear objectives for a nutrition intervention.
- Choose and describe appropriate strategies for nutrition interventions.
- Evaluate the process and impact of a nutrition intervention.
- Prepare a budget for the development and evaluation of a nutrition intervention.
- Prepare a grant proposal requesting funds for a community nutrition intervention.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

PubH 6914 is a 3-credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, and completing assignments over the course of a 15-week term. Thus, this course requires approximately 135 hours of effort spread over the course of the term in order to earn an average grade.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

Methods of Instruction:

- Introduction of topic by instructor or guest expert
- Class discussion
- In-class time to work on group projects and share questions
- Assigned readings
- Student papers/project
- Feedback from instructor and peers

COURSE TEXT & READINGS

Course readings are available at the class Moodle site: <https://ay17.moodle.umn.edu/course/view.php?id=17615>
Readings are listed in the Course Outline/Weekly Schedule table below.

COURSE OUTLINE/WEEKLY SCHEDULE

Week	Topic	Readings	Activities and Assignments
<p>Week 1</p> <p>Tues Jan 22- Thurs Jan 24</p>	<ul style="list-style-type: none"> • Introduction to each other and to class • Stages in program planning/why use theory? 	<ul style="list-style-type: none"> • Glanz K, Rimer BK. Theory at a glance: A guide for health promotion practice. NIH, National Cancer Institute. 2nd ed. 2005 (Foreword and pp. 4-7) <p><i>OPTIONAL READINGS FOR MORE BACKGROUND ON USING HEALTH BEHAVIOR THEORIES</i></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>	<ul style="list-style-type: none"> • Discuss Assignment 1: Theory Paper
<p>Week 2</p> <p>Tues Jan 29- Thurs Jan 31</p>	<ul style="list-style-type: none"> • Health Belief Model and Stages of Change • Social Cognitive Theory 	<ul style="list-style-type: none"> • Glanz K, Rimer BK. Theory at a glance: A guide for health promotion practice. NIH, National Cancer Institute. 2nd ed. 2005 (pp. 13-16 for HBM/TTM, 19-22 for SCT) • 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. • 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. • 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. 	<ul style="list-style-type: none"> • Paired in-class exercises

<p>Week 3</p> <p>Tues Feb 5- Thurs Feb 7</p>	<ul style="list-style-type: none"> • Social Ecological Frameworks • Apply theory to our own behavior (student presentations) 	<ul style="list-style-type: none"> • Glanz K, Rimer BK. Theory at a glance: A guide for health promotion practice. NIH, National Cancer Institute. 2nd ed. 2005 (pp. 10-12) • Trapp GSA, Hickling S, Christian HE, Bull F, Timperio AF, Boruff B, Shrestha D, Giles-Corti B. Individual, social, and environmental correlates of healthy and unhealthy eating. <i>Health Education & Behavior</i>. 2015;42(6):759-768. • Grants for review (at Moodle site): SNAP grant Ready Set ACTION! New Moves 	<ul style="list-style-type: none"> • Discuss Assignment 2: Mock Grant Review • Student presentations
<p>Week 4</p> <p>Tues Feb 12- Thurs Feb 14</p>	<ul style="list-style-type: none"> • Group projects from last year (guest presentations) -Veggies on Wheels team -Share & Connect team • Preparing a grant proposal 	<ul style="list-style-type: none"> • Neumark-Sztainer D. How to write proposals and obtain funding. <u>In</u>: Monsen ER, Van Horn L. <i>Research: Successful Approaches</i> (3rd ed.) (pp. 39-49). Chicago: American Dietetic Association. 2008 	<ul style="list-style-type: none"> • Discuss Assignment 7: Community Nutrition Intervention Grant Proposal • Submit Assignment 1: Theory Paper by 11:55 PM on Tue 2/12
<p>Week 5</p> <p>Tues Feb 19- Thurs Feb 21</p>	<ul style="list-style-type: none"> • Project group discussion • Mock grant review 	<ul style="list-style-type: none"> • Handout: Michigan Department of Education: Nutrition and the Flint Water Crisis • Video at Moodle site (approx. 1 hour) 	<ul style="list-style-type: none"> • Group project brainstorming • Community framing: Flint example • Grant review exercise • Discuss Assignment 3: Needs Assessment

<p>Week 6</p> <p>Tues Feb 26- Thurs Feb 28</p>	<ul style="list-style-type: none"> • Conducting a needs assessment (guest: Ms. Aida Miles; Dr. Linde will be traveling on 2/26) • Conducting focus groups (guest: Dr. Richard Krueger) 	<ul style="list-style-type: none"> • 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. • Krueger RA, Casey MA. Focus group interviewing. In: <i>Handbook of Practical Program Evaluation</i>, 3rd ed. Jossey-Bass. 2010: 378-403. <p><i>OPTIONAL READINGS FOR NEEDS ASSESSMENT PLANNING</i></p> <p>National Center for Chronic Disease Prevention and Health Promotion, Evaluation Tips & Training. Retrieved from: https://www.cdc.gov/dhdsp/evaluation_resources/tips-training.htm</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Submit Assignment 2: Mock Grant Review by 11:55 PM on Tue 2/26
<p>Week 7</p> <p>Tues Mar 5- Thurs Mar 7</p>	<ul style="list-style-type: none"> • Writing intervention objectives • Needs assessment group work (Dr. Linde will be traveling on 3/7) 	<ul style="list-style-type: none"> • Glanz K, Rimer BK. Theory at a glance: A guide for health promotion practice. NIH, National Cancer Institute. 2nd ed. 2005 (pp. 39-42) 	<ul style="list-style-type: none"> • Discuss Assignment 4: Theoretical Model and Objectives
<p>Week 8</p> <p>Tues Mar 12- Thurs Mar 14</p>	<ul style="list-style-type: none"> • Intervention objectives: group work • HOME Plus intervention strategies (guest: Ms. Colleen Flattum) 	<ul style="list-style-type: none"> • Fulkerson JA, Friend S, Flattum C, Horning M, Draxten M, Neumark-Sztainer D, Gurvich O, Story M, Garwick A, Kubik MY. Promoting healthful family meals to prevent childhood obesity: HOME Plus, a randomized controlled trial. <i>Int J Behav Nutr Phys Act</i>. 2015;12:154. • Draxten M, Flattum C, Fulkerson JA. An example of how to supplement goal setting to promote behavior change for families using motivational interviewing. <i>Health Commun</i>. 2016; 31(10):1276-83. 	<ul style="list-style-type: none"> • Discuss Assignment 5: Intervention Plan
<p>March 18-22</p>	<p>SPRING BREAK</p>	<p>(none)</p>	<p>(none)</p>

<p>Week 9</p> <p>Tues Mar 26- Thurs Mar 28</p>	<ul style="list-style-type: none"> • Logic models (guest: Ms. Aida Miles) • Intervention strategies: group work 	<ul style="list-style-type: none"> • Handouts posted at Moodle site <p><i>OPTIONAL READINGS FOR MORE INFORMATION ON INTERVENTION DEVELOPMENT</i></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>	<ul style="list-style-type: none"> • Discuss Assignment 6: Evaluation Plan • Submit Assignment 3: Needs Assessment by 11:55 PM on Thu 3/28
<p>Week 10</p> <p>Tues Apr 2-Thurs Apr 4</p>	<ul style="list-style-type: none"> • Evaluation: Overview and survey development • HOME Plus evaluation (guest: Dr. Melissa Horning) 	<ul style="list-style-type: none"> • 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>Take a look at the surveys on these two websites:</p> <p>Project EAT Website: http://www.sphresearch.umn.edu/epi/project-eat/#survey</p> <p>New Moves Website http://www.newmovesonline.com (pdfs also available at Moodle site)</p> <ul style="list-style-type: none"> • Fulkerson JA, Neumark-Sztainer D, Story M, Gurvich M, Kubik MY, Garwick A, Dudovitz B. The Healthy Home Offerings via the Mealtime Environment (HOME) Plus study: Design and methods. <i>Contemp Clin Trials</i>.2014;38(1):59-68. • Flattum C, Draxten M, Horning M, Fulkerson JA, Neumark-Sztainer D, Story M, Garwick A, Kubik MY. HOME Plus: Program design and implementation of a family-focused, community-based intervention program to promote the frequency and healthfulness of family meals, reduce children's sedentary behavior, and child obesity. <i>Int J Behav Nutr Phys Act</i>. 2015;12:53. 	<ul style="list-style-type: none"> • Submit Assignment 4: Theoretical Model and Objectives by 11:55 PM on Thu 4/4

<p>Week 11 Tues Apr 9-Thurs Apr 11</p>	<ul style="list-style-type: none"> • Evaluation: Group work • School-based intervention (guest: Dr. Jiwoo Lee) 	<ul style="list-style-type: none"> • Kubik MY, Lee J. Parent interest in a school-based, school nurse-led weight management program. <i>The Journal of School Nursing</i> 2014;30(1):68-74. • SNAPSHOT TRIAL DESIGN PAPER (TBD) <p><i>OPTIONAL READINGS FOR MORE INFORMATION ON EVALUATION TOOLS</i></p> <p>Boynton PM. Hands-on guide to questionnaire research: Administering, analyzing and reporting your questionnaire, <i>BMJ</i>;328, 2004, 1372-1375</p> <p>Boynton PM and Greenhalgh T, Hands-on guide to questionnaire research, Selecting, designing, and developing your questionnaire, <i>BMJ</i>, 328, 2004, 1312-1315.</p> <p>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.</p>	<ul style="list-style-type: none"> • Submit Assignment 5: Intervention Plan by 11:55 PM on Thu 4/11
<p>Week 12 Tues Apr 16-Thurs Apr 18</p>	<ul style="list-style-type: none"> • Developing a budget and budget justification • Budget development: group work 	<ul style="list-style-type: none"> • 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>, 4th ed. New York: WCB/McGraw Hill. 1999:480-511. 	<ul style="list-style-type: none"> • Submit Assignment 6: Evaluation Plan by 11:55 PM on Thu 4/18
<p>Week 13 Tues Apr 23-Thurs Apr 25</p>	<ul style="list-style-type: none"> • Review and questions • Group project presentations 	<p>(none)</p>	<ul style="list-style-type: none"> • Q&A session • Student presentations
<p>Week 14 Tues Apr 30-Thurs May 2</p>	<ul style="list-style-type: none"> • Group project presentations 	<p>(none)</p>	<ul style="list-style-type: none"> • Student presentations
<p>Week 15 Tues May 7</p>	<p>FINALS WEEK</p>	<p>(none)</p>	<ul style="list-style-type: none"> • Submit Assignment 7: Final Grant Proposal by 11:55 PM on Tue 5/7

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/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Assignments

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

Due date: Five volunteers will present in class orally on Thursday February 7; all will submit a paper on Tuesday February 12.

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 26

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 a draft of your brief to class on February 21 for grant review and discussion, and submit the final version online or by email no later than 11:55 PM on February 26.

#3: Needs Assessment (group assignment)

Due date: Thursday March 28

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 and may only need a few small tweaks, whereas a rating of ✓- or - suggests that you might want to do some deeper 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: 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, given more time and a budget), and a needs assessment that you are actually able to do. Even without a lot of time or resources, it is still important to at least talk to some people who might be interested in your intervention concept.

Part 1: Based on the topic that your group will be working with throughout the semester, describe your ideal needs assessment (if time or money 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 April 4

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 11

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: Thursday April 18

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 25 through Thursday May 2 / Submit by Tuesday May 7

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 during the last week of class and then the final written version will be submitted during Finals Week, May 7 (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, and to share your work with the rest of the class. 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.

You should also address how your project takes health equity into account, in either or both the following ways:

- 1) Does the project address an underserved or marginalized population? Explain this, and describe how the community will be engaged.
- 2) Does the project address a health issue for which bias or disparities (of quality, access, or some other factor) exist? Explain, and describe how these issues will be addressed in your intervention plan.

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 (10%)
- 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 and health equity (10%)
- 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 around 20-25 pages (single-spaced, 11-point Arial font or equivalent), but could be longer depending on how you decide to cover all necessary components. Feel free to make use of blank lines or white space to avoid crowding and improve readability. The page length is not as important as making sure you have covered everything clearly and with sufficient detail.

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 reviewing and scoring each other's participation. Enjoy the process; I hope you learn a lot from it!

Grading

Class grades will be based on the following, for a total of 200 possible points:

- Class participation (attendance, active participation in discussions, participation in various student presentations, group project peer ratings, demonstrates completion of reading assignments through class discussions): 10% (20 points)
- Theoretical paper on factors influencing health behaviors: 20% (40 points)
- Grant review: 10% (20 points)
- Final written project: 50% (100 points)
- Final project group presentation: 10% (20 points)

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:

% In Class	Grade	GPA
95 - 100%	A	4.000
90 - 94%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000

70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the minimum course requirements.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

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

<p>Late Assignments</p>	<p>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 if possible, to be eligible for full credit. Otherwise, 1 or 2 points will be deducted for each day an assignment is late (depending on the assignment). If these circumstances are 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.</p> <p>I am always flexible with students who have documented disabilities, illnesses, family emergencies, or other critical obligations.</p> <p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make up your work, contact Dr. Linde within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> • illness • serious accident or personal injury • hospitalization • death or serious illness within the family • bereavement • religious observances • subpoenas • jury duty • military service <p>participation in intercollegiate athletic events</p>
<p>Attendance Requirements</p>	<p>It is expected that students will attend as many classes as possible, because lecture materials are not covered fully in readings, and because participation and interaction are valuable components of class time. If unusual circumstances occur or you know of some circumstance that might cause you to miss more than two class periods, please contact Dr. Linde as soon as possible to discuss the situation.</p>
<p>Course Evaluation</p>	<p>Student feedback on course content and instructor teaching skills are an important means for improving our work. The SPH collects anonymous student course evaluations electronically using a software system called CourseEval (http://www.sph.umn.edu/courseeval). Students who complete their course evaluations will be able to access their final grade as soon as the instructor submits the grade in SPHGrades (http://www.sph.umn.edu/grades) before it is recorded on an official transcript. All students will have access to their final grades through MyU two weeks after the last day of the term regardless of whether they completed their course evaluation or not.</p> <p>Note: This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only.</p>

CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
C6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	<ul style="list-style-type: none"> Describe and compare individual and environmental models explaining health behavior. Understand the effects of social inequalities and health equity on health behavior change program development and delivery. Conduct a needs assessment prior to the development of a nutrition intervention. Write clear objectives for a nutrition intervention. Choose and describe appropriate strategies for nutrition interventions. Evaluate the process and impact of a nutrition intervention. Prepare a budget for the development and evaluation of a nutrition intervention. Prepare a grant proposal requesting funds for a community nutrition intervention. 	In-class discussions Final group project
C7. Assess population needs, assets, and capacities that affect communities' health		Needs assessment assignment Logic models exercise
C8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs		Intervention assignment Final group project
C9. Design a population-based policy, program, project or intervention		Theoretical model assignment Intervention assignment Final group project
C10. Explain basic principles and tools of budget and resource management		In-class discussions Final group project
C11. Select methods to evaluate public health programs		Evaluation assignment Final group project
C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		Needs assessment assignment Final group project
C14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations		Final group project
C15. Evaluate policies for their impact on public health and health equity		Grant review exercise
C16. Apply principles of leadership, governance and management, which includes creating a vision, empowering others, fostering collaboration and guiding decision making		Group-based work Peer evaluations Final group project
C18. Select communication strategies for different audiences and sectors		Intervention assignment Final group project
C19. Communicate audience-appropriate public health content, both in writing and through oral presentation		Final group project (written and oral presentation)
C20. Describe the importance of cultural competence in communicating public health content		In-class discussions Final group project