

**16:709:601 CHILDHOOD OBESITY PREVENTION PROGRAMMING SEMINAR
Fall 2017**

Instructors: West Virginia University- Melissa Olfert DrPH, MS, RDN, LD
Rutgers University- Carol Byrd-Bredbenner PhD, RD, FAND
University of Florida- Karla Shelnett PhD, RDN

Meeting Time: Tuesdays 11:00am- 12:15pm:
September 5, 12, 26, October 3, 10, 31, November 7, 14, 28, and December 5

Credit Hours: 1

CONTACT

Please direct your correspondence related to this course to the instructor at your university.
Email is the BEST way to reach each of the instructors

West Virginia University: melissa.olfert@mail.wvu.edu

Rutgers University: bredbenner@sebs.rutgers.edu

University of Florida: kpagan@ufl.edu

Please be sure to include a *descriptive* subject line in every email. Regarding your spam/junk mail filters, etc: Please be certain that you permit the receipt of emails from all of the instructors' email addresses! Emails will be answered as quickly as possible; please allow approximately 48 hours for a reply to your email.

COURSE DESCRIPTION

This is a one-credit course that will provide students with the conceptual and practical tools used in designing, planning, implementing, and evaluating obesity prevention programs based on sound research methods. This will be accomplished by learning about obesity prevention programs, behavior change theories which these programs are based on, and effective strategies to implement, evaluate, refine/adjust according to outcome findings, and capture the unfolding of dissemination impact of these programs. Through directed reading, discussion, cooperative learning, and presentations, students will gain experience and skills for implementation of applied nutrition obesity-prevention research.

OBJECTIVES

1. Describe the characteristics of HomeStyles, a childhood-obesity prevention program.
2. Explain the role of the land-grant universities and the USDA in meeting the pressing needs of the U.S. population, with an emphasis on childhood-obesity prevention.
3. Describe the mission and framework of SNAP-ED as well as other community-based obesity-programs.
4. Summarize and apply the key components of the Social Cognitive Theory, Adult Learning Theory, and motivational interviewing and how they relate to childhood obesity prevention
5. Critically analyze and summarize the current childhood obesity-prevention literature.

SCHEDULE

Month	Date	Topic
September	5 th	Course Orientation Assignment Overview HomeStyles Introduction
	12 th	HomeStyles Overview
	26 th	Literature Review Steps
October	3 rd	SNAP-ED, Land grant universities, USDA structure, Community-based obesity-prevention programs
	10 th	Social Cognitive Theory and Adult Learning Theory
	31 st	Focus Group Training
November	7 th	Mock focus group sessions
	14 th	Qualitative Data Analysis Overview
	28 th	Student Presentations
December	5 th	Student Presentations

ASSIGNMENTS

Assignment 1—About You: Post a brief summary to introduce yourself- name, where you are from, University you are attending, interest in course and childhood obesity prevention, hobbies.... etc. *Due 2 days before class 2, September 10.*

Assignment 2—Literature Review: Each student will be assigned a topic to present in class. *Due on November 28.*

Steps of Literature Review Assignment

1. Prepare a literature review of a health behavior associated with obesity prevention, with a special focus on middle childhood (ages 6 to 11 years).
 - a. Conduct the literature search with PubMed using the search terms and limits provided.
 - b. Download the search results and place in an excel file like the Lit Review excel file example provided in class.
 - c. Review the article titles and mark those most likely to address middle childhood and the health behavior assigned.
 - d. Review the abstracts of the articles identified by the title review and mark those that address middle childhood and the health behavior assigned. Also, identify whether the article reports the outcomes of an intervention. If you cannot find the needed information in the abstract, glance through the full paper to find the answers.
 - e. Choose at least 15 journal articles reporting the *outcomes of interventions* that address the effect of the intervention on the health behavior (either successful or unsuccessful). Carefully review the papers and extract the data from the papers into the Data Extraction File provided in class.
2. Prepare a professional presentation of your findings. The goal of the presentation is to share the expertise you gained related to the health behavior. Be sure to cite sources of information on the slides. The presentation should be 12 minutes long with an additional 5 minutes for questions and discussion. Include the following info in the presentation:
 - a. Health behavior assigned and key words

- b. Total number of articles found, number of pertinent titles, number of pertinent abstracts (1. b to d above)
- c. Key findings (1. e. above): what are the common findings across several papers? What findings differ? Why do you think they differ?
- d. What were the main strengths of the papers you reviewed? What were the main limitations or weaknesses?
- e. Based on your findings, what are 3 research questions that need to be addressed in the future about the health behavior assigned in middle childhood audiences

Assignment 3 – Presentation of Topic/Summary of Findings: Each student will create presentation slides and present them to other students/universities the last two class meetings. Presentation should be ~10-15 slides and take about 10 minutes. Depending on how many are in the class you may be presenting with another student on the same topic. *Due November 28. Assignment of presentation will be by lottery or volunteer.*

DELIVERABLES:

- Literature Review Excel file
- Data Extraction file
- Presentation Slides with Bibliography

Obesity-related Health Topics

1. Frequent, TV-free Family Meals
2. Positive Family Mealtimes
3. Encourage More Fruit and Veggie Availability and Intake
4. Rethink Beverage Choices (i.e., Reduce Sugar-Sweetened Beverage Intake and Increase Reduced-fat Milk Intake)
5. Encourage Breakfast
6. Right-size Portions
7. Eat Healthy when Away from Home
8. Tame the Effects of Technology on Diet
9. Active Family Playtime
10. Trade Screen-time for Active Play
11. Promote Adequate Sleep Duration
12. Encourage a Healthy Body Image

GRADING

Class Participation: 30%

Students are expected to attend all classes, do all assigned readings prior to the class for which they are assigned, and actively participate in class discussions. Please arrive at class on time and ready to work.

About You: 10%

Literature Review: 30%

Presentation: 30%

<u>Percentage</u>	<u>Letter Grade*</u>
100-90	A

80-89	B
79-70	C
69-60	D
59-0	F

*Rutgers & WV will use the usual A-F and plus (+) grading method.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

ACADEMIC INTEGRITY

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

STUDENT WELLNESS SERVICES

Just In Case Web App <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.