NUTR 228
COMMUNITY AND PUBLIC HEALTH NUTRITION
Fall 2016, Wednesdays, 9:00 – 12:00
Jaharis Room #156
150 Harrison Avenue, Boston, MA

Course Director:
Virginia Rall Chomitz, PhD
Assistant Professor
Dept of Public Health and Community Medicine
Tufts University School of Medicine
136 Harrison Ave, M&V Building, Room Number 119
Tel: (617) 636-3470 (Office)
E-mail: virginia.chomitz@tufts.edu (best way to contact)
Office Hours: Wednesday 12:00 – 2:00 or by appointment

Teaching Assistant: Melanie Adams
E-mail: melanie.adams@tufts.edu

The course TA will provide a first round of grading on assignments and will keep track of attendance and engagement in the class. She will provide administrative support for the class, particularly for non-graded assignments and for returning graded assignments. Melanie is available for questions on the assignments and general information on the course.

Description
This course provides presentations, readings and activities related to the broad range of community-based nutrition research, programs and policies in the US today. Public health efforts in communities are implemented in many different types of settings, including community non-profit agencies, worksites, health centers, clinics, hospitals, schools, churches, supermarkets, recreational and sports centers, councils on aging/senior centers, and emergency feeding sites. Students will become familiar with community-based research, programs, and policies focused solely on nutrition as well as those in which nutrition is one of several components. Students will engage in skill-building and participatory activities and will be introduced to case examples of creative and innovative approaches to community nutrition. Through field visits and guest speakers, students will have an opportunity to dialogue with public health experts and practitioners who can influence community nutrition practice. Upon completion of this course, the students will have a toolbox of skills to utilize and apply in a wide range of practice settings.

This course is required for the MPH Nutrition Concentration program.

Credits: 1 Credit

Prerequisites: NUTR 202

Competencies / Objectives
Upon successful completion of this course, students will be able to:

- Describe a range of community and public health interventions to improve healthy eating and active living
- Integrate strategies for working in community settings and engaging different populations
- Gain skills to address community nutrition and physical activity issues, including needs assessments, program development, evaluation, and grant writing
- Identify healthy eating and active living equity issues and social determinants of health
- Apply ecological and system frameworks to health and nutrition promotion

Last updated Sept 2, 2016
Course Mechanics
- The course meets once per week on Wednesday 9:00 – 12:00 noon.
- Structure for the class sessions will vary in format, including lectures, class discussions, working groups, field visits, student presentations and guest speakers, plus a group project to craft a funding proposal for a community nutrition program.
- There are no required textbooks for the course. The McKenzie et al and the Boyle text referenced below are recommended and are on reserve at the library. Specific chapters will be posted on TRUNK.


All required readings for each class are uploaded on TRUNK in the Resources folder on the course site, separated by class week. It is expected that students will have read the assigned readings before coming to class, and will be able to discuss and/or respond to questions about the readings.

Assessment and Evaluation
Please post all assignments in the Assignment folder on TRUNK. Your performance in the course will be assessed by the following:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Due date</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Engagement and ungraded assignments</td>
<td>On-going</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
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<tr>
<td>1. Practicum: Getting to know a program</td>
<td>Week 4: Wednesday, September 28</td>
<td>10%</td>
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<tr>
<td>2. Literature Synthesis</td>
<td>Week 7: Wednesday, October 19</td>
<td>15%</td>
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<td>3. Letter of Intent</td>
<td>Week 9: Wednesday, November 2</td>
<td>10%</td>
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<tr>
<td>4. Final Proposal – first submission</td>
<td>Week 12: Wednesday, November 30</td>
<td>25%</td>
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<td>5. Proposal presentation</td>
<td>Week 14: Wednesday December 14</td>
<td>10%</td>
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<tr>
<td>6. Final Funding Proposal - final submission</td>
<td>Thursday, December 22</td>
<td>15%</td>
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The following grading guidelines will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level of Performance</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A+</td>
<td>Outstanding</td>
<td>97 and above</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>Very good</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>Fair</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>Flawed but acceptable</td>
<td>80-82</td>
</tr>
<tr>
<td>C+ or below</td>
<td>Poor: Failing grade</td>
<td>79 and below</td>
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Attendance
It is expected that students will attend all sessions. Students who must miss a session should alert the course director in advance by email. Assignments are expected to be submitted on or before the due dates set out in the syllabus to TRUNK. Assignments submitted after the submission date without the explicit prior approval of the
course director will be graded down, 10% for each day late. Repeated absences, even if previously announced, will likely adversely affect the in-class engagement portion of the final grade.

It is strongly recommended that you identify a “buddy” in the class who you can tap in case you need to miss class.

**Academic Integrity Statement**
Students are expected to abide by the School of Medicine’s Standards of Academic and Professional Conduct, which include a commitment to academic integrity. Examples of violations of academic integrity are as follows: plagiarism, submitting work used in another course without the permission of the instructor, violating the code of conduct for exam-taking, submitting another person’s work as your own and altering or misrepresenting data. As faculty, I am required to notify the Program Director if I have concerns about plagiarism by any student in my course.

Plagiarism is the unacknowledged use or inadequate citing of someone else’s work. It is important to note that plagiarism does not need to be intentional. It is your responsibility to learn the rules of citing and documenting sources and to conduct your research carefully.

If you have any doubt at all as to what constitutes plagiarism I strongly encourage you to speak with Amy Lapidow, the research librarian assigned to students in PHPD. You also might want to familiarize yourself in advance with standard citation formats and become familiar with one or more of the citation management tools available to the Tufts community. Amy can help you with this, or you can find information on the Library website:  [http://hirshlibrary.tufts.edu/research/citation-tools](http://hirshlibrary.tufts.edu/research/citation-tools).

Good time management and careful note-taking are critical to avoid plagiarism. The Library also has workshops and one-one consultations for students: [http://hirshlibrary.tufts.edu/research/schedule-consultation](http://hirshlibrary.tufts.edu/research/schedule-consultation).

**Laptop Policy:** We will discuss a laptop use policy at the first class regarding how or if laptops can be used in class.

**Office hours and group meetings:**
I will have office hours 12:00-2:00 on Wednesdays in my office Room 119 in the MV building at 136 Harrison Avenue. You can often catch me directly after class on Wednesdays for short conversations. You may also email me or the course TA to set up an appointment.

It is expected that each proposal group will meet with me to discuss their funding proposals in the later part of the semester.

**Course Assignments**
Please refer to the grading guidance for specific expectations on each assignment
Please upload all assignments on TRUNK in the assignment folder.
Use the following name system when uploading your assignment. **LastNameFirstName_AssignmentName_F16**

There are a mix of individual and group assignments for the class.

1. **Engagement and ungraded assignments:** 15% of grade
Students are expected to participate in class lectures and discussion. To do that, students must complete the required reading and any assignments before each class. It is recognized that students have different levels of comfort in participating in large class settings. Thus, various opportunities will be available for contributing to the class learning environment from small group work to all class discussions. The instructor and TA will monitor class engagement.
In addition to the readings and class engagement, there are five pass/fail assignments that will be monitored for completion. Each assignment will be worth 1 point out of the 15 possible engagement points. We will discuss the specifics of these assignments in class.

- Cambridge Food and Fitness Mini-Grants
- Submission of questions for Greater Boston Food Bank
- Environmental Assessments
- Peer Review of Letter of Intent
- Town Hall Meeting

2. Practicum: Getting to know a Nutrition/Physical Activity Community Program: 10% of grade
Students participate in an aspect of community health and write a one-page report summarizing the experience and discuss the experience in class. Students must interview a stakeholder at a community agency that addresses nutrition and/or physical activity and either 1) visit their nutrition and/or physical activity program, or 2) attend a community meeting that the stakeholder is associated with, or 3) participate in a community-level event (ie. taste-test in a school) that the stakeholder is associated with. See Trunk for list of possibilities.

3. Literature Synthesis: 15% of grade (Individual assignment)
The first step related to this proposal will be a literature synthesis on your topic and existing programs in that area. You will review the literature to understand the scope of the problem and its modifiable antecedents, and identify existing programs that address your declared problem. You will describe at least 3 programs (in terms of their intervention activities, population, outcome measures, results, follow-up, etc.) and synthesize the lessons learned, challenges, and the gaps in the literature. This will be an INDIVIDUAL assignment but it will inform your group project and be related to the same topic. We will have a workshop on literature reviews/syntheses in class.

4. Letter of Intent (LOI): 10% of grade: (Group assignment - one per group)
The second step related to the proposal will be a Letter of Intent (LOI). The goal of this assignment is to provide a template and plan for your full funding proposal. You should use your literature synthesis to inform this letter. The LOI may be a maximum of 4 double-space pages and should: 1) Include a project summary/overview which provides reviewers with a succinct description of the proposed project. State the broad objectives stressing their significance and relevance to nutrition and public health; 2) State the problem and background. Describe the community and its need for this grant; 3) Describe the project design, key components and activities, stages of work, methods, length of time for the project, etc.; 4) Describe measures of success, sustainability, and plans for evaluation.

5. Funding Proposal-First Submission: 25% of grade (Group assignment - one per group)
The next part of the group project will be to put all the pieces together and create a full funding proposal for your program. The project you propose will be based on information you gathered from your literature synthesis and from your letter of intent. Your group will plan a program to address the problem for the specific target population. There will be some class time devoted to the mechanics of this assignment and guidelines provided.

6. Presentation of Proposal: 10% of grade (Group Presentation-Individual Grade)
Each group will present its project to the class, and questions will be posed by the instructor and students. Groups will incorporate useful feedback into their second proposal submission. The presentation should be in
PowerPoint or equivalent and cover the elements in your proposal. Though you will be presenting as a group and your presentation should be cohesive, each person will receive an individual grade for this assignment.

7. **Final Funding Proposal: Revised Submission 15% of grade (Group assignment - one per group):**
The revised submission should include a letter that responds to issues raised by the review panel and the comments from the instructor on the first submission. The revisions should be summarized in a 1-page letter to the reviewer. Changes to the text should be indicated in some way – track changes, shading or parentheses.

**Descriptions of Class Sessions:**
See Overview of Course schedule (separate document) for calendar of sessions and deliverables

**CLASS 1 Course Overview and Introduction**

Chomitz

This session will provide an overview of the course concepts and introduce the major frameworks that will be used in the class. We will discuss the critical health areas and populations affected by nutrition and physical activity issues. The class will practice skills in developing conceptual models and consensus building.

**Learning objectives:**
- Demonstrate understanding of the concepts of public health and community nutrition
- Become familiar with nutrition and physical activity objectives in Healthy People 2020
- Identify nutrition and active living challenges of our time and the future
- Understand and practice applying public health frameworks/ conceptual frameworks to nutrition, active living challenges
- Practice applying consensus building techniques

**Required Readings:**
- Boyle MA & Holben DH, Chapter 1. Opportunities in Community Nutrition, Community Nutrition in Action, 2016
- DeSalvo et al, Commentary on Dietary Guidelines for Americans, JAMA, Jan 7, 2016
- (Peruse) USDHHS Healthy People Nutrition, PA, and Obesity

**Additional Resources (not mandatory):**
- CDC’s Healthy Communities Program
  http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/

**CLASS 2 Program Planning Models / Health Equity and Social Determinants of Health**

Guest speaker: Vivien Morris, Boston Public Health Commission

We will discuss models of program planning and collectively choose our model for developing a project. We will use social and ecological considerations to frame program planning. We will then focus on understanding the social determinants of diet and obesity and the centrality of addressing health disparities. Our guest speaker will guide students through issues related to health equity and provide examples of equity-based programming in Boston and Mattapan. There will be discussion of “Unnatural Causes,” the 2008 TV series.

- Describe program planning models and collectively create a class intervention model
- Identify and explain dietary health inequities
- Demonstrate the impact of social, economic, cultural determinants on health
• Describe programs developed to address health disparities
• Practice the concepts learned with an example

Required Readings:
• McKenzie et al, Program Planning Models in Health Promotion, chapter 3
• Satia, J. Diet-Related Disparities: Understanding the Problem and Accelerating Solutions, JADA, April 2009 Volume 109 Number 4
• Boston Public Health Commission Report, 2015 (peruse)
• Kristie J Lancaster and Odilia I Bermudez, Beginning a discussion of nutrition and health disparities Supplement: Nutrition and Health Disparities: An Issue from Bench to Bedside and Community: Am J Clin Nutr 2011 93: 5 1161S-1162S

CLASS 3 Community Engagement and Needs/Asset Assessment
Emily Piltch, MPH, Friedman Doctoral Candidate; Megan Lehnerd, MS/MPH Friedman Doctoral Candidate

This session provides an overview on the why and how of engaging community for nutrition and physical activity action research and on using community assessment strategies to generate evidence to drive local planning. These strategies include needs assessments such as HIA (health impact assessment) and photovoice, and community asset assessments.

Learning Objectives
▪ Understand why and how to engage community in action research and/or program planning
▪ Describe elements of and steps in conducting community-engaged research
▪ Understand the connection between assembling evidence and community engagement
▪ Describe rationale and steps in needs/asset assessment
▪ Explain the rationale and basic elements of using community assessment/engagement tools such as health impact assessment, photovoice, and the Nutrition Environment Measurement Survey (NEMS)

Required Readings:
1. Boyle, Chapter 4. Community Needs Assessment
2. TBA

Additional Resources :
3. NEMS website: http://www.med.upenn.edu/nems/
4. Health Impact Assessment website (there are many, here is just one): http://www.humanimpact.org/new-to-hia/

CLASS 4 Tools for Program Planning / Literature Review, Individual and community level change
Guest speaker: Professor Mei Chung, Tufts (literature review workshop)

This session will focus on providing some of the practical tools necessary for program planning, such as conducting literature reviews, and providing background on behavior and community change theories that support selection of intervention designs. Professor Chung will provide guidance on conducting a literature review / synthesis for your class assignment. We will take some class time for proposal groups to discuss their literature synthesis assignment

Learning objectives:
- Break down tasks involved in a literature synthesis
- Practice using strategies for literature syntheses informing nutrition or physical activity interventions
- Describe major theories and models used in community nutrition programming and interventions
- Provide examples of how theories are used in interventions

**Required Readings:**

1. Literature Review workshop resources
2. McKenzie et al, Chapter 7, Theories and Models Commonly Used for Health Promotion Interventions

**CLASS 5  Interventions / Municipal Approaches to Healthy Eating and Active Living**

Guest speakers: Kim Etingoff, MA Public Health Department, Mass in Motion

We set the stage for program planning by considering basic tenants of program planning and then hearing about community interventions funded by the State program, Mass in Motion. Our speakers will provide an overview of the Mass in Motion program, including their expectations regarding funded communities engaging policy and environmental approaches to obesity prevention, healthy eating and physical activity promotion. We will also have a speaker from a local program to provide details on their Mass in Motion project. Please come prepared with a question or two for the State representative as well as the local program. Students will report back on their practicum experiences and we will collectively reflect on the positive and negative lessons learned from student’s participation in the assignment.

**Learning Objectives:**

- Discuss the common types of healthy eating and active living interventions
- Describe the health impact pyramid and its implications for program and policy approaches
- Demonstrate knowledge and skills for the design of a community nutrition intervention
- Describe a multi-component state program and a manifestation of the program at the local level
- Articulate successes and difficulties of creating physical activity and nutrition programs
- Understand municipal-level goals or frameworks and evaluation methods
- Discuss local healthy eating / active living programs or coalition meeting
- Synthesize the collective experiences from the practicum to provide guidance for program development

**Required Readings:**

1. McKenzie et al.  Chapter 8.  Interventions

**Additional Resources (not mandatory):**

6. Robert Wood Johnson Foundation Webinar Obesity Prevention series [http://www.youtube.com/playlist?list=PLqF-bKPCi6CpELHSwnHmKUvIBOmviLEom](http://www.youtube.com/playlist?list=PLqF-bKPCi6CpELHSwnHmKUvIBOmviLEom)
I will be out of town for this class session, so the class will be a combination of pre-recorded lectures that students will view before the class period and environmental scans that students will do during class time with the direction of the course TA. One lecture will focus on the role of the environment/policy in healthy eating and the other will focus on the role of the built environment on active living and physical activity. In class, students will work in teams to conduct scans of the walkability and healthy food accessibility of our Chinatown neighborhood. You will have time to compile results, which will be discussed during class 7.

Learning objectives:
- Describe the impact of aspects of the environment on healthy eating and active living
- Apply a systems approach for considering interventions to address healthy eating and active living
- Formulate environmental/policy strategies for improving healthy eating and active living
- Use tools to assess the food and activity environment
- Use evidence to assess the extent to which the local environment promotes or hinders healthy eating and active living

Required readings:
TBA

CLASS 7 Grant Writing Chomitz
This session will be devoted to grant writing skill development, including goals and objectives, program elements and budgets. We will review “real world” grant application guidance and the requirements for the class assignment. We will also discuss the food and activity environmental scans conducted the previous week.

Learning Objectives
- Summarize the different components of a programmatic grant proposal
- Become familiar with grant funding sources
- Recognize differences in types of grant applications
- Practice writing goals and objectives
- Practice reviewing grants and understand the decision-making process for project selection
- Present environmental scans and defend recommendations for improvements to the food and activity environment

Required Readings and webinar:
1. Boyle, Community Nutrition in Practice, Chapter 19, Building Grantsmanship Skills
2. Writing SMART Goals and Objectives Webinar APIAHF http://www.youtube.com/watch?v=MAhs-m6cNzY (1 hour)

Additional Resources on Grant Writing:
- USDA Community Foods Program CFP Application Guidance
- Developing And Writing Grant Proposals http://njms.rutgers.edu/research/orsp/DevelopingAndWritingGrantProposals.htm
- GUIDE FOR WRITING A FUNDING PROPOSAL http://learnerassociates.net/proposal/index.htm
- SMART Objectives http://www.iom.edu/About-IOM/Making-a-Difference/Community-Outreach/%2Fmedia/Files/About%20the%20IOM/SmartBites/Planning/P1%20SMART%20Objectives.ashx
CLASS 8  Technology Approaches to Promoting Healthy Behaviors

Guest Speaker: Dr. Patrick Connell, Chief Medical Officer, Walgreens

We are honored to have the Chief Medical Officer of Walgreens present on new programs initiated by Walgreens that use technology and incentives to improve the health of their customers. Dr. Connell will discuss the programs and outcomes to date. In addition, we will continue to focus on grant writing skills and tools. Students will have the opportunity to discuss the real life mini-proposals developed by community members to promote healthy eating and activity.

In Novel Technologies for Promoting Behavior Change, David Marrero, PhD notes “Advances in technology offer both great promise to improve diabetes care delivery and potentially some interesting threats. Behavioral theory can help us to better understand how technology may improve patient outcomes and what we need to consider as we decide to integrate technology in treatment and care delivery. There are at least 6 ways that integrating technology can make a contribution: 1) enhancing sustainability of health-based behavioral interventions; 2) obtaining frequent, objective measures of behavior; 3) identifying the influence of individual treatment components that comprise a treatment package; 4) Enhancing cost-effectiveness of treatment; 5) Incorporating behavior analysis in the creation of consumer-based applications (apps); and 6) Reducing barriers to access and health disparities.” http://professional.diabetes.org/files/media/Novel_Technologies_BehaviorChange.pdf

Required Readings:
2. Julia Talsma, Walgreens model takes aim at population health: Model shows how health systems can meet “Triple Aim” June 15, 2013
5. Grant resources
6. Cambridge mini-grant examples

Additional References on using technology: mentioned by David Marrero

CLASS 9  Program Evaluation  Touw

Guest Lecturers: Sharon Touw, Institute for Community Health

Different types of program evaluation and the rationale for their use will be presented in this session. We will discuss and practice using tools such as logic models to guide evaluation planning. Our guests will discuss the elements for planning an evaluation and provide examples from their work with community partners.
Learning Objectives
- Demonstrate skills and abilities in evaluating a community nutrition program
- Understand different types of evaluation and when to use them
- Get exposure to writing evaluation sections in a grant proposal
- Understand the advantages and disadvantages of participatory evaluation
- Articulate the importance of program fidelity or integrity and approaches for evaluating it
- Practice developing a logic model

Required Readings:
1. McKenzie et al, Chapter 13: Evaluation: An Overview
2. McKenzie et al, Chapter 14: Evaluation Approaches and Designs
3. CDCs Healthy Communities Program, Building Our Understanding: Key Concepts of Evaluation. What is it and how do you do it? (peruse)

Additional Resources:
4. WEBINAR: Developing an Evaluation Plan http://www.youtube.com/watch?v=7ca_sYBrR0
5. WEBINAR: Logic Models for Evaluation Planning http://www.youtube.com/watch?v=Np1SuN3Wuj0
6. The RE-AIM Model. URL: http://www.re-aim.org (peruse website)

CLASS 10 Food Systems / schools / urban agriculture
Guest Speaker: Dawn Olcott, Cambridge Public Health Department

In this session, we will showcase different approaches to improving opportunities for healthy food choices – from school-based approaches, trans fat bans, urban agriculture initiatives, corner store initiatives, and point of purchase approaches.

In this session we will continue our discussions on program development and grant writing. We will discuss sustainability, and review budgeting, timelines, logic models, stakeholders. It will be an opportunity to review the proposal guidelines and discuss specific issues with student’s proposals.

Learning Objectives:
- Discuss the evidence of access to healthy food environments on healthy eating
- Become familiar with different types of interventions designed to improve the food environment and food choices
- Describe challenges to food system approaches of improving healthy eating
- Practice developing budgets for grant proposals
- Review skills and tools necessary for stakeholder analysis, timelines, logic models

Required Readings:
2. RWJF brief. Bringing Healthy Foods Home: Examining Inequalities in Access to Food Stores
3. TBA

CLASS 11 Food Insecurity
Field Trip
Greater Boston Food Bank
The class will go on a field trip to the Greater Boston Food Bank during this session. We will learn about the operation and programs of a large food bank. The underlying issue that is addressed by food distribution is food insecurity. Readings and question formulation will prepare students for understanding program and policy options for food insecurity.

Learning Objectives
- Understand how a food bank distributes food
- Understand how a large food distribution organization promotes nutrition education
- Describe the program elements of GBFB’s direct programs through in-person observations and discussion with key personnel
- Understand programing / policy options for food insecurity

Required Readings:
1. Boyle, 2016. Chapter 10 Food Insecurity and the Food Assistance Programs
3. http://www.gbfb.org/aboutUs/index.cfm (peruse website)

Additional resources:
5. Hunger Survey 2010 Results

CLASS 12 Physical Activity Programming and Built Environment Approaches Hatfield
Guest Lecturer: Dr. Daniel Hatfield, Child Obesity 180

This class is focused on promoting physical activity through intentional programming and through manipulating the built environment. Dr. Hatfield will describe a multi-pronged physical activity and nutrition initiative and the opportunities and challenges that it presents, as well considering opportunities for the future.

Learning Objectives
- Describe a physical activity program for overweight children and articulate the challenges and opportunities presented
- Understand some of the determinants in changing physical activity
- Practice using and interpreting walking and built environment assessment tools

Readings:
3. The CDC guide to Strategies to Increase Physical Activity in the Community (peruse)

Additional Resources:
4. King, Glanz, Patrick, Technologies to Measure and Modify Physical Activity and Eating Environments, AJPM, 2015;48(5):630-638

CLASS 13 Life cycle – Maternal and Child Health Programs
Guest Lecturer: Rachel Colchamiro, WIC
This session will focus on nutrition programming for young children and pregnant and nursing women, particularly the WIC program. Our guest lecturer will provide an overview of the WIC program and discuss the use of data in program quality improvement. In addition, the class will participate in a mock Town Hall meeting where students are assigned characters and provide role play to dramatize the different points of view on municipal issues that influence nutrition and physical activity.

**Learning Objectives**
- Describe the WIC program and its role in promoting healthy eating and physical activity
- Describe the challenges and opportunities in implementing federal programs and reaching appropriate communities
- Demonstrate how data and evaluation can be used for program improvement
- Articulate at least 3 ways in which city laws and regulations impact active living and healthy eating
- Develop skills in facilitating community change

**Required Readings:**
1. Boyle, 2016, Chapter 11. Mothers and Infants: Nutrition Assessment, Services, and Programs
2. WIC readings on TRUNK
3. Town Hall readings on TRUNK

**CLASS 14 Presentations**
In this session, students will present summaries of their proposals and offer peer review to fellow students according to proposal assessment guidelines.