NUTR 228
COMMUNITY AND PUBLIC HEALTH NUTRITION
Spring 2019, Wednesdays, 9:00 – 12:00
Jaharis 156,
150 Harrison Avenue, Boston, MA

Course Director:
Virginia Rall Chomitz, PhD
Associate Professor
Dept of Public Health and Community Medicine
Tufts University School of Medicine
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E-mail: virginia.chomitz@tufts.edu (best way to contact)
Office Hours: Tuesdays 10:00 – 12:00 or by appointment

TA: Jennifer Pustz is available on email and for appointments at jennifer.pustz@tufts.edu

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, as well 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: 3 Credits

Prerequisites: NUTR 202

Learning objectives:
Upon successful completion of this course, students will be able to:
- Describe a range of community settings 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 assessment, 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
COMPETENCIES:

**Public Health Nutrition Competencies – For MPH students Only**
This course delivers one or more of the foundational NUTRITION CONCENTRATION competencies for the MPH degree. You cannot pass this course unless you successfully complete each competency-linked assignment. You will be expected to keep track of the grades on your competency-linked assignments. If you do not get a passing grade on the competency-based assignment please arrange to meet with me to discuss next steps.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Evaluative instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify evidence- and/or theory-based approaches for promoting healthy eating and/or active living</td>
<td>Literature synthesis assignment</td>
</tr>
<tr>
<td>Demonstrate the application of community-based strategies to nutrition and/or physical activity interventions</td>
<td>Practicum report assignment</td>
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**Simmons DPD Competencies – For Simmons students Only**
This course delivers one or more of the foundational competencies for the Simmons DPD certificate. You cannot achieve the DPD unless you successfully complete and pass (with a B grade) each competency-linked assignment. You will be expected to keep track of the grades on your competency-linked assignments. If you do not get a passing grade of B on the competency-based assignment, quiz or exam please arrange to meet with me to discuss next steps.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Evaluative instrument</th>
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</thead>
<tbody>
<tr>
<td>2.4: Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.</td>
<td>Discussion post of the impact of a health care policy on nutrition</td>
</tr>
<tr>
<td>2.6: Demonstrate an understanding of cultural competence/sensitivity</td>
<td>Discussion post on the impact of social determinants of health on healthy eating and physical activity</td>
</tr>
<tr>
<td>3.2: Develop an educational session or program/educational strategy for a target population.</td>
<td>Educational session for your proposal; documented in the form of lesson plans for a vulnerable group</td>
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**COURSE MECHANICS**
- The course meets once per week on Wednesday 9:00 – 12:00 noon in Jaharis 156.
- Structure for the class sessions will vary in format, including lectures, class discussions, working groups, a field visit, 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. However, the McKenzie et al and the Boyle text referenced below are recommended and are on reserve at the library.


- The specific readings for each class are uploaded on CANVAS in the course site, by class. The readings will usually match those listed here in the syllabus, but since I will sometimes update the readings during the course of the semester, students should check the CANVAS site for the readings. The course director or TA will often send a notice during the week before class on the specific readings and any information on them.
ASSESSMENT AND EVALUATION

The following grading guidelines will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Brief Descriptor</th>
<th>Expanded description</th>
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<tbody>
<tr>
<td>A plus</td>
<td>97 and above</td>
<td>Outstanding</td>
<td>The high grade of A is awarded for superior work of distinction.</td>
</tr>
<tr>
<td>A</td>
<td>94 – 96</td>
<td>Excellent</td>
<td>The high grade of A is awarded for superior work of distinction.</td>
</tr>
<tr>
<td>A minus</td>
<td>90-93</td>
<td>Very Good</td>
<td>The high grade of A- is awarded for superior work of distinction.</td>
</tr>
<tr>
<td>B plus</td>
<td>87-89</td>
<td>Good</td>
<td>The grade of B+ is awarded for strong work</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Satisfactory</td>
<td>The grade of B is awarded for work that is acceptable at the graduate level.</td>
</tr>
<tr>
<td>B minus</td>
<td>80-82</td>
<td>Flawed, but acceptable</td>
<td>The minimally passing grade of B- is awarded for work that is barely acceptable at the graduate level.</td>
</tr>
<tr>
<td>C plus or below</td>
<td>79 and below</td>
<td>Poor: Failing grade</td>
<td>The failing grades of C+ and below are awarded for work that is not acceptable at the graduate level.</td>
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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. As a class we will be using Turnitin (plagiarism prevention software) to support student efforts to avoid plagiarism.

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 in avoiding 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).

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Students who have documented physical or learning disabilities and need accommodations, must complete an accommodations request form and submit with required supporting documentation for approval to Robin Glover, Associate Dean for PHPD Programs. Even if you think you may not need to utilize accommodations, it’s recommended that you put in a request, because approvals are not retroactive.

WRITING ASSISTANCE

Free writing assistance is available to all health sciences students. Writing coaches will help you plan, organize, draft and fine tune your papers as well as help improve your writing skills in the process. Whether you need to clarify your ideas, interpret the assignment, structure your thoughts, connect your paragraphs, or test your
success at communicating complex information, the coaches can help. For more information and to schedule an appointment visit: http://researchguides.library.tufts.edu/writingconsultants

EXPECTATIONS AND POLICIES:

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. Repeated absences, even if previously announced, will likely adversely affect the in-class participation portion of the final grade.

Inclement weather: We will not hold in-person class if Tufts downtown campus is closed due to weather. Depending on the session, we will host a remote class through technology such as webex or reschedule a make up class.

Assignments: Assignments are expected to be submitted on or before midnight (11:55 pm) on the due dates set out in the syllabus to CANVAS. Assignments submitted after the submission date without the explicit prior approval of the course director will be graded down, approximately 10% for each day late. It is strongly recommended that you identify a “buddy” in the class who you can tap in case you need to miss class.

Technology Use and Laptop Policy: Cell phones are to be put on silent and not used except in emergency situations. We will discuss a laptop use policy at the first class regarding how or if laptops can be used in class. Repeated use of non-class related use of technology (social media, browsing internet) will likely adversely affect the in-class participation portion of the final grade.

Dr. Chomitz will have office hours 10:00-12:00 on Tuesdays in her office Room 119 in the MV building at 136 Harrison Avenue. You can often catch her directly after class for short conversations. You may also email me or the TA to set up an appointment. The course director will be available to meet with groups to discuss their funding proposals in the later part of the semester.

ASSIGNMENTS

Please post all assignments on CANVAS. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Engagement</td>
<td>On-going</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion posts</td>
<td>See schedule</td>
<td>10%</td>
</tr>
<tr>
<td>Practicum: Getting to know a program</td>
<td>Week 4: Wednesday, February 13</td>
<td>15%</td>
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<tr>
<td>Literature Synthesis</td>
<td>Week 8: Wednesday, March 13</td>
<td>20%</td>
</tr>
<tr>
<td>Letter of Intent - Group</td>
<td>Week 10: Wednesday, April 3</td>
<td>10%</td>
</tr>
<tr>
<td>Grant Proposal - Group</td>
<td>Wednesday, May 8</td>
<td>30%</td>
</tr>
<tr>
<td>Grant Proposal - educational component</td>
<td>Wednesday, May 8</td>
<td></td>
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<tr>
<td>(Simmons DPD students only)</td>
<td></td>
<td></td>
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<tr>
<td>Proposal presentation</td>
<td>Reading or Final Exam week: Wednesday May 1</td>
<td>5%</td>
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**Description of Course Assignments**

*Please refer to the grading guidance for specific expectations on each assignment*

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

**Attendance and Engagement: 10% of grade**

Students are expected to participate in class lectures and discussion, and to complete non-graded homework assignments. To do that, students must complete the required reading and homework 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 will monitor attendance, class participation and non-class related technology usage. Specific homework assignments include:

- Questions and discussion posts for Greater Boston Food Bank field trip
- Cambridge Food and Fitness Mini-Grants
- Environmental / walking Assessments
- Peer Review of Letter of Intent
- Town Hall Meeting

**Discussion posts and homework: 10% of grade**

In addition to the readings and class participation, there are discussion posts and, for Simmons DPD students only, a lesson plan for a vulnerable group. Each assignment will be graded worth 3 points and will be graded based on a rubric. We will discuss the specifics of the discussion posts in class.

- Discussion posts on social determinants of health and health equity
- Discussion posts for federal food and nutrition programs
- Discussion posts for health care approaches

**Practicum: Getting to know a Nutrition/Physical Activity Community Program: 15% of grade:**

Students will participate in an aspect of community health promotion and write a 1-2 page report summarizing the experience (see rubric) and be prepared to 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, volunteer at a food pantry) that the stakeholder is associated with. See Canvas for list of agencies. Please check with the TA or course director, if you wish to do the practicum with an agency that is not listed or if you have questions about the assignment.

**FUNDING PROPOSAL**

Students are expected to work in groups of 3-4 students to develop a funding proposal for an evidence-based (or evidence-informed) program. We will be discussing this assignment during class. The funding proposal is broken into different assignments (both individual and group) to avoid having a large “deliverable” at the end of the semester. You will be responsible for the following deliverables associated with the funding proposal.

**Literature Synthesis: 20% of grade: Individual assignment**

The first step related to this proposal will be a synthesis of the research literature on your topic and a review of existing programs in your topic area. You will review the literature to understand the scope of the nutrition/physical activity problem that you are working on and its modifiable antecedents, and to identify existing programs that address your declared problem. You will then describe at least 3 existing programs in more detail that address your declared problem in terms of their types of 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 help inform your group project and be related to the same topic. We will discuss literature reviews/syntheses in class.
Letter of Intent (LOI): 10% of grade: (Group assignment - one per group): and peer review
The second step related to the proposal will be a Letter of Intent (LOI). The goal of this assignment is to provide a plan for your full funding proposal. You should use your (and/or your group’s) literature synthesis to inform this letter/report. The LOI may be a maximum of 4 double-space pages and should include the Project Aims: Provide a succinct summary or overview of your project and describe your overarching project aims. Rationale: Briefly describe the significance and contribution of the proposed project toward ensuring that all children are at a healthy weight. Also describe the potential this proposal has to impact groups at highest risk for poor health and well-being, and nutrition and weight-related disparities (i.e., relevance to low-resource communities and children in lower-income and racial and ethnic minority populations at highest risk for obesity). Target Population, Sample, and Setting: Clearly define the study’s target population, the study sample, and if applicable, the setting(s) in which your proposed study will take place (e.g., school, community, grocery store, restaurant, child-care center). Intervention and Evaluation Strategy: Describe the study design, research methods, measures, analysis plans, and intervention. Key Project Staff and Partners: Name the key project members. Include name, degree(s), title, and organization of each key project member. Briefly describe the research qualifications and related past research or experience working with the proposed target population. Please refer to the grading rubric for specific information. For the peer review homework, each student will be responsible for reviewing one LOI from a different group and commenting on effective aspects of the proposal as well as offering suggestions for improvement.

Funding Proposal Submission: 30% of grade (Group assignment - one per group):
You will be provided with Assignment guidelines, which will be discussed in class. 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.

Please make use of the literature you reviewed for your literature synthesis. Are there elements of existing programs that can be adapted and still maintain fidelity to the original program? How would you do this? What are the outcome measures you want to replicate from the original studies? Why are these important? How would you explain your program to a community audience? What are the challenges you might expect to face?

Outreach or educational material for your proposal: (Individual assignment for Simmons DPD students only). Each student will design and submit an Educational session for your proposal. If you are in the Simmons DPD program, you must submit lesson plans for the vulnerable group that is addressed by your proposal.

Presentation of Proposal: 5% of grade. Group Presentation / Individual Grade
Each group will present their project to the class members who will provide critical review of each proposal. Questions will be posed by the instructor and students. Your 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.
CLASS 1  Course Overview and Introduction

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, 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:
1. Boyle MA. Community Nutrition in Action, 2017 Chapter 1: Opportunities in Community Nutrition,

Additional Resources (not mandatory):
1. DeSalvo et al, Commentary on Dietary Guidelines for Americans, JAMA, Jan 7, 2016
2. (Peruse) USDHHS Healthy People Nutrition, PA, and Obesity
3. AGree, Nutrition and Public Health Challenges
5. CDC’s Healthy Communities Program
   http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/

CLASS 2 Program Planning Models and Community Engagement

We will discuss models of program planning and collectively choose our model for developing a project. In addition, we will discuss community participatory research and the “whys” and “hows” to engage community

Learning objectives:
- Describe program planning models and collectively create a class intervention model
- Develop skills in learning about communities
- Understand why and how to engage community in action research and/or program planning
- Describe elements of and steps in conducting community-engaged research

Required Readings:
1. McKenzie et al, Chapter 3 (We will discuss this chapter in class)
3. Peruse: Hacker K, Community Based Participatory Research, Sage, 2013, Chapter 1, 4

Additional Resources (not mandatory):
4. CBPR Case Studies – To be determined
CLASS 3 Community Needs / Asset Assessment & Health Equity and Social Determinants of Health

This session will focus on community needs and asset assessment tools and strategies necessary to drive program planning. If time, we will tour the neighborhood to record needs and assets in Chinatown. We will also focus on understanding the social determinants of diet and obesity and the centrality of addressing health disparities.

Learning Objectives
- Describe rationale and steps in needs/asset assessment
- Demonstrate the impact of social, economic, cultural determinants on health
- Describe the concepts of health equity and disparities
- Consider root causes of nutrition and physical activity vulnerabilities

Required Readings:
1. Boyle, Chapter 4: Community needs assessment
2. UCLA Asset Mapping (pdf)
3. Please watch (20 minutes) Camara Jones' Allegories on Race and Racism on Health (WE WILL DISCUSS THIS IN CLASS)

Additional readings and resources:
6. Satia, J. Diet-Related Disparities: Understanding the Problem and Accelerating Solutions, JADA, April 2009 Volume 109 Number 4

CLASS 4 Systems approaches to intervention / Tools for Program Planning

We set the stage for program planning by considering basic tenants of intervention development and hear from our guest speakers about incorporating systems science into healthy eating and active living promotion. We will briefly touch on the why and how of engaging community for nutrition and physical activity action research and practice and discuss the lessons learned from the practicums.

Learning Objectives:
- Discuss common types of interventions
- Consider appropriate interventions based on evidence
- Describe why and how systems science is useful for complex issues such as obesity prevention
- Describe steps for engaging community partners
Required Readings:
1. McKenzie et al.  Chapter 8.  Interventions
3. Literature Review workshop resources (I will post these)

Skim these next two resources that show how using literature can guide interventions.

CLASS 5  Healthy eating and active living in community settings
Guest speaker:  TBA
We will discuss the major theories and frameworks that undergird individual-level and community-level behavioral change and discuss the use of literature to understand our communities of interest, our nutrition or physical activity issues and the role of evidence-based programs for program development.
Our speaker will provide a brief history and overview of their community’s program.  We will use the program as a springboard for considering nutrition and physical activity interventions in a variety of community settings.

- Describe major theories and models used in community nutrition programming and interventions
- Provide examples of how theories are used in interventions
- Describe a multi-component program at the local level
- Understand community challenges and problem-solving strategies
- Critique community-based nutrition / physical activity programs in Boston area

Required Readings:
1. Economos et al.  Shape Up Somerville  or  Chomitz et al. Healthy Living Cambridge Kids
2. Peruse: McKenzie et al, Chapter 7, Theories and Models Commonly Used for Health Promotion Interventions

Other resources:
Boyle, Chapter 8. Addressing the Obesity Epidemic: An issue for Public Health Policy
Somerville – SUS websites

CLASS 6  Grant Writing
Chomitz
This session will be devoted to grant writing skill development, including goals and objectives, and program elements. We will review “real world” grant application guidance and the requirements for the class assignment. We will practice reviewing mini-grants.

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

Additional Resources on Grant Writing:
1. USDA Community Foods Program CFP Application Guidance
2. Developing And Writing Grant Proposals [http://njms.rutgers.edu/research/orsp/DevelopingAndWritingGrantProposals.htm](http://njms.rutgers.edu/research/orsp/DevelopingAndWritingGrantProposals.htm)
3. **GUIDE FOR WRITING A FUNDING PROPOSAL** [http://learnerassociates.net/proposal/index.htm](http://learnerassociates.net/proposal/index.htm)
4. SMART Objectives [http://www.iom.edu/About-IOM/Making-a-Difference/Community-Outreach/%7C/media/Files/About%20the%20IOM/SmartBites/Planning/P1%20SMART%20Objectives.ashx](http://www.iom.edu/About-IOM/Making-a-Difference/Community-Outreach/%7C/media/Files/About%20the%20IOM/SmartBites/Planning/P1%20SMART%20Objectives.ashx)

**CLASS 7 Program Evaluation**
Guest lecturers: 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. We will discuss the elements for planning an evaluation and provide examples from 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
- Learn about and practice developing a logic model

Required Readings:
1. Peruse CDCs Healthy Communities Program, Building Our Understanding: Key Concepts of Evaluation. What is it and how do you do it?
2. WEBINAR: Developing an Evaluation Plan [http://www.youtube.com/watch?v=7ca_sY-BrR0](http://www.youtube.com/watch?v=7ca_sY-BrR0) (1 hour)

Additional Resources:
4. The RE-AIM Model. URL: [http://www.re-aim.org](http://www.re-aim.org) (peruse website)

**CLASS 8 Vulnerable Populations and Food Systems Approaches**
Guest Speaker: Dr. Kim Dong, Tufts Public Health and Professional Degrees Program
In this session, we will focus on groups who are vulnerable to food insecurity and nutrition challenges. Our guest speaker will present on her work with incarcerated youth. We will also learn about the importance of the food environment on healthy eating and an assessment of a local food system in Somerville. Different approaches will be used to showcase opportunities for healthy food choices in community settings – from trans fat bans, school food service, and point of purchase approaches.

Learning Objectives
- Describe specific food and nutrition needs of vulnerable groups
- 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

**Required Readings:**


**CLASS 9 Health Care Approaches**

*Guest Lecturer: TBD*

The focus of this session is on obesity prevention programming for children in a clinical setting and community partnerships with health care.

**Learning Objectives**

- Describe the role of health care systems and policy on healthy weight promotion
- Describe two health-care based programs
- Understand the challenges and opportunities of health care approaches

**Required Readings:**

1. Boyle, 2016, Chapter 9. *Health Care systems and policy*
2. Fleischman et al., Creating an integrated care model for childhood obesity: a randomized pilot study utilizing telehealth in a community primary care setting, *Clinical Obesity* 6, 380–388, December 2016

**CLASS 10 Federal nutrition life cycle programs**

*Dr. Lisa Brown, Simmons College*

We will review broadly the federal programs for mothers and infants, children and adolescents and discuss the special challenges these groups face. We will discuss current issues that illustrate the complex consequences of federal level programming. We will do a class exercise that emphasizes the special considerations of vulnerable groups. We will also continue to discuss grant writing, implementation and sustainability.

**Learning Objectives**

- Become familiar with different types of Federal programs for mothers, infants, children and adolescents
- Critically discuss current events that impact nutrition programming for vulnerable groups
- Discuss the importance and challenges to implementing, sustaining and growing programs
- Practice modeling implementation for grant proposal project
- Practice budget and timeline development

**Required Readings:**

1. Boyle. Chapter 11: Mothers and infants: Nutrition Assessment, Services, and Programs
2. Boyle. Chapter 11: Children and Adolescents: Nutrition Issues, Services, and Programs
3. Implementation website
CLASSE 11 Physical Activity Programming

Guest Lecturer: Daniel Hatfield, Child Obesity 180; Jen Pustz, MS/MPH candidate

This class is focused on promoting physical activity through intentional programming. Dr. Hatfield will describe a multi-pronged physical activity and nutrition initiative and the opportunities and challenges that it presents, as well as considering opportunities for the future. We will also discuss the science of implementation and consider examples of program / policy implementation.

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
- Describe how to use theory to inform a physical activity program
- Understand implications of key evaluation results

Readings:

3. Peruse The CDC guide to Strategies to Increase Physical Activity in the Community

Additional Resources:

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

CLASS 12 Food Insecurity and Food Assistance Programs 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
- Become familiar with the Federal SNAP program and other food assistance programs

Required Readings:

1. Boyle, Chapter 10. Food Insecurity and Food Assistance
2. Peruse website: http://www.gbfb.org/aboutUs/index.cfm

Additional resources:

4. RWJF brief. Bringing Healthy Foods Home: Examining Inequalities in Access to Food Stores
5. Hunger Survey 2010 Results

**CLASS 13 Global Policy and Marketing / Local Advocacy**

Guest lecturer

This session will juxtapose global issues of policy and food marketing on nutrition and healthy food, and opportunities for very local advocacy for healthy eating and active living. Our guest lecturer will provide examples of research on the impact of marketing and point of purchase packaging in international settings. We will then turn to local level governance and political venues for advocacy of healthy eating and active living. We will simulate a town hall to understand the perspectives of different stakeholders. We will have a culminating exercise to integrate the concepts and content from the course.

**Learning Objectives:**

- Discuss research on food marketing in international settings
- Apply concepts to sugar sweetened beverage marketing in US community settings
- Review the functions of a town meeting
- Practice advocating for a position that could influence healthy eating or physical activity
- Practice developing a program from “soup to nuts”

**Required Readings:**

1. HIA readings – TBA
2. Citizen’s Guide to Town Meetings. [http://www.sec.state.ma.us/cis/cistwn/twnidx.htm](http://www.sec.state.ma.us/cis/cistwn/twnidx.htm)
4. Sugary beverage guide

**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.