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

Course Director:
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Office Hours: Monday 12:00 – 2:00 or by appointment

TA: Kirsten Archer. Available on email and for appointments at 509-200-9428 or Kirsten.Archer@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: 1 Credit

Prerequisites: NUTR 202

Competencies / Objectives
Upon successful completion of this course, students will be able to:
- Describe a variety of community and public health nutrition and physical activity programs
- Characterize the range of approaches to doing research in community settings, in particular community based participatory research
- Manifest skills and capabilities to address community nutrition problems
- Develop/design and evaluate a nutrition program
- Appreciate the nutrition problems of vulnerable populations and how they are interwoven with social, cultural, economic, ecological and health factors
- Understand health care policy and administration and its impact on food and nutrition services
- Apply the ecological framework for health and nutrition promotion
- Write a funding proposal for a community nutrition program

Last updated January 18, 2016
Course Mechanics

- The course meets once per week, (usually) on Monday 9:00 – 12:00 noon.
- Structure for the class sessions will vary in format, including lectures, class discussions, working groups, 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. The Boyle text referenced below is recommended. Hacker is also on reserve at the library and is a good resource for the class.


K Hacker, Community-Based Participatory Research, Sage Publisher: 2013.

- The specific readings for each class are uploaded on TRUNK 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 TRUNK site for the readings. The course director will often send a notice during the week before class on the specific readings and any information on them.

Evaluation

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>Participation and homework</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: Monday, Feb 15</td>
<td>10%</td>
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<tr>
<td>2. Literature Synthesis</td>
<td>Week 7: Monday, March 7</td>
<td>15%</td>
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<td>3. Letter of Intent</td>
<td>Week 9: Friday, April 1</td>
<td>10%</td>
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<tr>
<td>4. Final Proposal – first submission</td>
<td>Week 12: Monday, April 25</td>
<td>25%</td>
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<td>5. Proposal presentation</td>
<td>Week 14: Monday, May 9</td>
<td>10%</td>
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<tr>
<td>6. Final Funding Proposal - final submission</td>
<td>Thursday, May 12</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, approximately 10% for each day late. Repeated absences, even if previously
announced, will likely adversely affect the in-class participation 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**
This course involves a significant amount of writing. It is expected that all material that you submit is your own work. Outside sources must be properly referenced, including Internet pages. If you are unfamiliar with the concept of plagiarism, please read Tufts’ resources on preventing plagiarism, found here: [http://uss.tufts.edu/arc/writingresources/differentforms.asp](http://uss.tufts.edu/arc/writingresources/differentforms.asp). You should be aware that even unintentional use of others’ work, including unattributed quotations or paraphrased summaries, constitutes plagiarism. So, be cautious. When in doubt, cite! You might also want to refer to a writing manual to familiarize yourself with standard citation formats. For this course, APA will be the required citation format for all assignments. There are great resources for APA formatting available here: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/). Also, we highly recommend becoming familiar with and using Endnote or another automated citation formatting software. Finally, if you know you have writing weaknesses, please seek help early from Tuft’s writing tutors.

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

Dr. Chomitz will have office hours 12:00-2:00 on Mondays in her office Room 119 in the MV building at 136 Harrison Avenue. You can often catch her directly after class on Mondays for short conversations. You may also email the course director or 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.

**Description of Course Assignments**

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

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

**Individual Assignments:**

1. **Participation and Homework: 15% of grade**
   Students are expected to participate in class lectures and discussion. 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 class participation.

   In addition to the readings and class participation, there are five homework assignments that will be monitored for completion. Each assignment will be worth 1 point out of the 15 possible participation points. We will discuss the specifics of the homework in class.

   - Cambridge Food and Fitness Mini-Grants
   - Participation in forum on Practicum
   - Environmental Assessment
   - 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 one-page report summarizing the experience and present the experience in class. We will discuss this project during the first class. Class discussion: Be prepared to present on your program visit and discuss what you learned during class 5.

Program: Students can: 1) visit one community program that addresses nutrition and/or physical activity in your own or neighboring community (if possible talk to someone at the site about the program), or 2) attend a community meeting that has a nutrition or physical activity focus, or 3) participate in a community-level event (ie. taste-test in a school) (see Trunk for list of possibilities).

One-page Paper: See grading rubrics for specifics! In a one-page single-spaced document report on what you learned. Your program report should address these areas: the purpose of the program/coalition/project and population group(s) targeted; unique need (if any) the program/coalition/project fulfills in your community; a description of the activities that you participated in; your impressions of the experience including an analysis of the program and its potential to impact healthy eating or active living. Include a short critical assessment of the program that reflects elements from class presentations or discussion.

Funding Proposal

Students are expected to work in groups of (usually 3-4) students to develop a funding proposal for an evidence-based (or evidence-informed) program. We will be discussing this assignment during the first class and subsequent classes. 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.

3. Literature Synthesis: 15% of grade

The first step related to this proposal will be a literature synthesis on your topic and existing programs in this area. This will be an INDIVIDUAL assignment but it will inform your group project and be related to the same topic.

See grading rubrics for specifics! Review the literature to understand the scope of the problem, its modifiable antecedents and to identify existing programs that address your declared problem. Provide an overview of intervention programs and studies that have been conducted to address this problem. Are there gaps in the literature? Describe at least 3 of those programs: types of intervention activities/screenings, population, outcome measures, results, follow-up, etc. What was the goal of each of the program you have described? Describe the setting in which the program is offered, the intervention and the role of staff and volunteers. Describe the key features and components of these programs. What is the evidence that these programs were effective in addressing the problem identified for your target population? Describe the results and outcomes and how these were measured. How was the program evaluated? Across the programs you identified, what conclusions can be drawn with respect to the lessons learned for your proposal and challenges encountered? Provide a synthesis of what you found.

Group Project Assignments

4. Letter of Intent (LOI) (10% of grade) (one per group): and brief group presentation in class for peer review

LOI: The second step related to the proposal will be a Letter of Intent (LOI). The goal of the letter of intent is to provide a template and plan for your full funding proposal. You should use your literature synthesis to inform this letter. The letter may be a maximum of 4 double-space pages and should include the 1) 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 leading to the present proposal, 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.

**Brief Presentation and Peer Review:** Each group will be responsible for presenting a summary of their LOI to your peers for feedback and ideas and for “community input”. You will be expected to describe the project as you would to the stakeholders involved in the project. Peers are to query the project authors as if they were from the target group or project partner. That is – if the proposed project is school-based – imagine that you are presenting your idea to the teachers, or parents at the school.

The next part of this 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 that was given to you. There will be 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?

5. **Funding Proposal: First Submission (one per group): 25% of grade**
You will be provided with Assignment guidelines, which will be discussed in class.

6. **Presentation of Proposal to Review Panel (One per group). 10% of grade; Class 14 will be devoted to a review panel. Group Presentation / Individual Grade**
Each group will present their project to the class members who are providing critical review of each proposal. Questions will be posed by the instructor and students. Groups will incorporate useful feedback into their second proposal submission.
Assignment guidelines: 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.

7. **Final Funding Proposal: Revised Submission (one per group): 15% of grade**
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 one (1) page letter to the reviewer, and titled "RESPONSE TO PREVIOUS REVIEW.” Changes to the text should be indicated in some way – track changes, shading or parentheses.

**Descriptions of Class Sessions:**
See Overview 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:**
- To demonstrate knowledge about the concepts of public health and community nutrition
- To understand the basic skills of a public health / community nutritionist
- Become familiar with nutrition and physical activity objectives in Healthy People 2020
- Identify nutrition, active living challenges of our time and the future
- To understand and practice applying public health frameworks/conceptual frameworks to nutrition, active living challenges
- To practice applying consensus building techniques

**Assigned Reading:**
- DeSalvo et al, Dietary Guidelines for Americans, JAMA, Jan 7, 2016

**Other Resources posted:**
- AGree, Nutrition and Public Health Challenges

**CLASS 2 Community Engaged Research**  
Chomitz

This session provides an overview on using community engaged approaches, specifically community-based participatory research (CBPR) for nutrition and physical activity action research and data-driven planning. We will review community change models and become familiar with the health impact of different types of public health interventions. We will use a case study from Cambridge to illustrate a community’s efforts to promote healthy eating and active living. Students will discuss two case studies regarding different aspects of community engagement.

**Learning Objectives**
- Understand why and how to engage community
- Apply community change models to nutrition issues
- Describe elements of community-based research
- Demonstrate knowledge in performing the different steps in developing a research project in the community
- Articulate how community nutrition programs and community based research differ
- Consider the obligations to the community through the use of cases.

**Readings:**
1. Hacker K, Community-Based Participatory Research, chapt 1 and 4
2. Chomitz V et al, Healthy Living Cambridge Kids: A Community-based Participatory Effort to Promote Healthy Weight and Fitness
4. Case Studies

**Homework due** – selection of group project
This session will focus on providing the tools necessary for program planning, such as conducting literature reviews, and needs and asset assessments. We will review sources of community data and steps involved in assessing community needs and assets and practice these steps with the group project. We will also begin to discuss frameworks for program planning.

Learning objectives:
- Describe the steps to complete a needs assessment in the community
- Demonstrate knowledge in performing community asset mapping
- Understand how these tools help set agenda / program planning for community
- Articulate how to use data to inform community health and apply evidence-base to intervention development
- Practice planning a needs/asset assessment for a community
- Describe a local healthy eating / active living program or coalition meeting

Readings:
1. Boyle & Holben, Community Nutrition in Action, Chapter 4, Program Planning
2. Metallinos-Katsaras, COMMUNITY NEEDS ASSESSMENT
3. UCLA Asset Mapping
4. Community Asset Identification – Cambridge Example

Peruse:
- NEMS website
- Health Impact Assessment website

CLASS 4  Program Planning and Community Approach to Healthy Eating and Active Living

Guest speakers: 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 act 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 (specific community is to be announced).

Learning Objectives:
- To describe the steps involved in program planning
- To 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

Readings (on Trunk):
Resources: Peruse

Assignment due: Community practicum on MONDAY 2/15 (see assignment resources for list of potential sites).

CLASS 5 Program Planning, Health Equity and social determinants of health  
Guest speaker: Dr. Vivien Morris, Boston Public Health Commission

We will continue our discussion of program planning with a specific focus on developing an understanding of the social determinants of diet and obesity and addressing disparities. We will discuss the social and ecological considerations necessary for program planning and the health and community outcomes that can be anticipated with this approach. We will discuss the concepts of cultural humility and how to incorporate this principal into our work and mechanisms for engaging community, such as community advisory boards. Our guest speaker will guide students through issues related to health equity and provide examples of equity-based programming at Boston Public Health Commission. 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.

- To become familiar with dietary public health inequities
- Understand the impact of social, economic, cultural determinants on health
- Describe programs developed to address health disparities
- Practice the concepts learned with an example
- Become familiar with cultural humility and how to incorporate humility into our work
- Learn how to use community advisory boards in programs/studies
- Synthesize the collective experiences from the practicum to provide guidance for program development

Readings:
- Satia, J. Diet-Related Disparities: Understanding the Problem and Accelerating Solutions, JADA, April 2009 Volume 109 Number 4
- Boston Public Health Commission Report

CLASS 6 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. In addition, students will have the opportunity to review and score mini-proposals developed by community members to promote healthy eating and activity.

Learning Objectives
- Summarize the different components of a programmatic grant proposal
- Become familiar with grant funding sources
- Recognize differences in grant applications
- Practice writing goals and objectives
Practice reviewing grants and understand the decision-making process for project selection

Readings and webinar:
1. Community Nutrition in Practice, Chapter 20, Building Grantsmanship Skills
2. Writing SMART Goals and Objectives Webinar APIAHF http://www.youtube.com/watch?v=MAhs-m6cNzY (1 hour)
3. USDA Community Foods Program CFP Application Guidance

Peruse / Resources:
- 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/~/media/Files/About%20the%20IOM/SmartBites/Planning/P1%20SMART%20Objectives.ashx

Homework due: Cambridge mini-grant scoring. The class will discuss the mini-grants in class.

CLASS 7 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

Readings:
1. RWJF brief. Bringing Healthy Foods Home: Examining Inequalities in Access to Food Stores
3. Boyle and Holben, Food Insecurity Chapter 10 (Skim)
4. http://www.gbfb.org/aboutUs/index.cfm (Skim)
5. Hunger Survey 2010 Results

CLASS 8 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

Readings:
1. Boyle and Holben, Building Grantmanship Skills, Chapter 20
2. CDCs Healthy Communities Program, Building Our Understanding: Key Concepts of Evaluation. What is it and how do you do it?
3. WEBINAR: Developing an Evaluation Plan [http://www.youtube.com/watch?v=7ca_sY-BrR0](http://www.youtube.com/watch?v=7ca_sY-BrR0)
4. The RE-AIM Model. URL: [http://www.re-aim.org](http://www.re-aim.org)

Good resource - not mandatory

CLASS 9 Food Systems / Environment Olcott/Chomitz

Guest Speaker: Dawn Olcott, Cambridge Public Health Department

In this session, we will learn about the importance of the food environment on healthy eating and showcase different approaches to improving opportunities for healthy food choices – from trans fat bans, menu-approved restaurants, corner store initiatives, and point of purchase approaches. We will present a number of tools that are available to communities to help assess the impact of the food available on nutrition and healthy lifestyles such as Health Impact Assessments and Food Environment assessment tools.

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

Readings:
Ms. Gerwitz will present on the MPHA healthy eating and physical activity-related activities. She will provide some background on considering policy and advocacy approaches, the steps involved in developing policy, as well as the pros and cons of policy work.

In this class we will also build skills in implementing and sustaining nutrition and physical activity approaches. In addition, students will share the peer review of their LOIs and spend time discussing the feedback with their project partners.

**Learning Objectives:**
- Describe current healthy eating and physical activity-related policies activities and the rationale for their promotion.
- Describe the role of an advocacy/policy organization in setting priorities and agendas.
- Understand the successes and challenges of recent HEAL (healthy eating and active living) priorities.
- Demonstrate knowledge and skills in the use of nutrition data for supporting community nutrition programs.
- Articulate theoretical framework for implementing programs and policies.
- Learn about real world examples of adaptable and sustained programming.
- Give and receive feedback on funding proposal project concept.

**Readings:**
1. [http://mapublichealth.org](http://mapublichealth.org) - peruse and develop at least one question for class.
3. Chaudoir, Dugan, and Barr, Measuring factors affecting implementation of health innovations: a systematic review of structural, organizational, provider, patient, and innovation level measures, Implementation Science 2013, 8:22. JUST THE BACKGROUND/INTRODUCTION SECTION.

**Homework due:** LOI peer review.

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**CLASS 11 Physical Activity Programming and Built Environment Approaches**

Guest Lecturer: 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 physical activity program for overweight children and the opportunities and challenges that it presents, as well considering opportunities for the future. We will also discuss built environment approaches to promoting active living. The class will participate in an audit of the built environment and learn strategies for working with community partners on strategies for improving active living opportunities.

**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.
- Articulate at least 3 ways in which laws and regulations impact active living and healthy eating.
- Identify ways that the built environment can facilitate and impede active living
- Develop skills in facilitating community change
- Practice using and interpreting walking and built environment assessment tools

Readings:
3. Fenton, M. Design Can Improve Health, Environment and Local Economy, MUNICIPAL ADVOCATE Vol. 25, No. 4
4. The CDC guide to Strategies to Increase Physical Activity in the Community (peruse)

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

CLASS 12  Life stages and healthy communities
Guest speakers: Shirley Chao, Executive Office of Elder Affairs, MDPH and Ruth Palumbo, Senior Health Policy Officer Tufts Health Plan Foundation

In this session, we will focus on the specific nutrition and physical activity issues of elders and government programs designed to address issues. In addition, our second speaker will discuss healthy communities for the lifespan.

- Practice offering different perspectives of nutrition and phys activity issues and consider how to facilitate changes in a community setting
- Discuss the specific nutrition issues associated with elders and the aging process
- Identify nutrition programs for elders and special considerations
- Describe healthy communities for the life span
- Learn about foundation funding and priorities
- Understand the value of change at the local level and practice community change strategies

Readings:
2. Kali S. Thomas and Vincent Mor, The Relationship between Older Americans Act Title III State Expenditures and Prevalence of Low-Care Nursing Home Residents, Health Research and Educational Trust, DOI: 10.1111/1475-6773.12015
3. Martin J. Walsh | Mayor, City of Boston, A vision for Age-friendly Boston, 2015

CLASS 13  Health care Approaches
Guest Lecturer: TBA
This session will focus on understanding the opportunities for promoting nutrition & physical activity in a health care setting and managing obesity and chronic disease. We will also discuss how community organizations and health care can partner, as well as the challenges faced by health care facilities in promoting healthy eating and active living. Students will have the opportunity to consider health care approaches and partnerships for their funding proposal project.

In addition, we will spend time in this class discussing additional aspects of grant writing such as budgets and logic models.

**Learning Objectives**
- Understand the key elements of chronic disease self-management
- Identify opportunities for nutrition and physical activity in health care settings
- Describe the challenges to implementing programs in health care settings and to reaching appropriate communities
- Learn about specific chronic disease prevention and management programs at a health center

**Readings:**
1. Anand et al. Specialized Care Of Overweight Children In Community Health Centers
3. Tavares et al. A HEALTHY WEIGHT INTERVENTION For CHILDREN In A DENTAL SETTING

**Resources:**
- Summary of Health Care Reform
- Barlow, Consensus guidelines for Treating and Preventing Obesity, 2007

**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.

**Assignment due:** Proposal presentation to class May 9

**Assignment due:** Funding Proposal - Second submission May 22