I. Course Overview
The course is intended to provide students with theoretical and practical knowledge to develop, implement, and evaluate obesity prevention interventions. This course will emphasize pediatric obesity prevention with a focus on nutrition and physical activity health behaviors and environments.

Learning Objectives
- Identify health behaviors, socioeconomic and ethnic factors associated with overweight and obesity.
- Describe the Social Ecological Model and how it can be applied to obesity prevention.
• Critically review existing literature and conduct a needs assessment prior to planning an obesity intervention.
• Write clear objectives for an obesity intervention.
• Choose and describe appropriate strategies and assessment tools for an obesity intervention.
• Develop and describe an evaluation plan (process and impact) for an obesity intervention.
• Prepare and write an obesity intervention proposal.
• Critically evaluate obesity intervention proposals.
• Identify health behavior resources, professionals, and partnerships/coalitions at all levels: national, state, and local.

II. Readings & Discussion

Textbook (Recommended)
  o A copy of this book is on reserve at the Ebling Health Sciences Library.

Readings (Required) & Discussion
Required readings are listed in Section VII Course Outline and will be available via the course website at Learn@UW (see below).

An active discussion will take place on the required readings each week lead by one group. Each group will summarize the readings using a powerpoint slide (template provided on Learn@UW) and lead a 15-minute discussion with the whole class.

Additionally, discussion on a ‘Hot Topic of the Day’ will take place. Course instructors or guests will introduce the topic and lead discussion.

Recommended Resources
• Healthy People 2020-Nutrition and Weight Status (draft objectives) (www.healthypeople.gov/hp2020)
• Prevention of Obesity in Children and Youth, Institute of Medicine of the National Academies. (http://www.iom.edu/?id=5867&redirect=0)
• Wisconsin State Health Plan: Healthiest Wisconsin 2020(http://www.dhs.wisconsin.gov/hw2020/)
• Wisconsin Department of Health Services, Nutrition, Physical Activity and Obesity Prevention Program (http://dhs.wisconsin.gov/health/physicalactivity)
  • “What Works” resource tool kits
• Let’s Move: America’s Move to Raise a Healthier Generation of Kids (www.letsmove.gov)

III. Instructional Technology
The course syllabus, materials, and links to required and recommended readings will be posted on the course web page (Learn@UW).
Learn@UW is a course management system; you will need your NetID and password to log-in. If you are not able to log-in or have questions about Learn@UW, please contact the DoIT Help Desk:
Phone: 264-HELP (4357) (available 6am-1am daily)
Online: http://kb.doit.wisc.edu/luwmad/
To report a problem, go to: https://uwmad.courses.wisconsin.edu/shared/Reporting/case_creation.html

IV. Evaluation
Students enrolled for credit will be expected to attend class and participate in discussion and group projects. Grades will be based on participation, an individual assignment, group assignments, and a final group presentation and written proposal:

- **Participation (10%; 10 points):** Student participation will be assessed by:
  - Attendance
  - Active participation in discussion
  - Participation in group assignments
  - Participation in group presentation
  - Evaluation of your group performance from your group peers
  - Demonstrates completion of reading assignments through class discussion

- **Individual assignments (10%; 10 points):** One individual assignment will be given during the course. See Section VI: Detailed Course Assignments/Project Description for more information.

  Assignment #4 (10 points): Peer-review of a group presentation.

- **Group assignments and final group presentation and paper (80%; 80 points):** Students will work in small groups (3-4 individuals) throughout the course. Groups will be required to hand in 2 assignments, a written final project proposal and orally present their final project. See Section VI: Detailed Course Assignments/Project Description for more information.

  Assignments #1&2 (15 points each= 30 points): These assignments will be on the topics of: (#1) Target audience and literature review, (#2) objectives, intervention strategies, and evaluation of an obesity intervention.

  Assignment #3 (20 points): Presentation of final project. Grading and evaluation of assignment #3 will be based on presentation and critiques from reviewers.

  Assignment #5 (30 points): Written final project proposal. The written proposal of the final group project will include findings from Assignments #1 & 2 and will be written in the form of a research grant proposal.

- **Late policy:** Assignments that are turned in late will be reduced by one grade level. This can be waived in advance for certain reasons (e.g., religious holidays, illness, required commitments, etc).

Grades will be based on 100 points:
V. Non-Discrimination Policy
The UW Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed publicly by the professor.

VI. Detailed Course Assignments/Project Description
The overall objective for course assignments is for students to learn theoretical and practical knowledge that will enable them to develop, implement, and evaluate interventions and programs on obesity prevention.

Five assignments will be required of students: an individual assignment and four group assignments, including a group presentation and written proposal of their final project. See pages 5-15 for specific assignment requirements.

Individual assignments
One individual assignment will be required of each student. At the end of the course, students will peer-review one group final presentation. Critiques will be due the Friday after the presentation at 4pm (10 points).

Group assignments
Throughout the course, students will work in small groups (3-4 individuals) to develop an obesity prevention program of their choice. The group assignments require an in-depth inquiry into a topic by using the social-ecological model and constructs of evidence-based practice to organize and discuss public health interventions for prevention of overweight and obesity. Additionally, the group assignments are designed to take students through every step of developing an obesity prevention intervention. Assignments will focus on a specific element of developing and designing an intervention (i.e. background literature, objectives, intervention strategies, and evaluation). Following each of the 2 group assignments, groups will turn in a brief report summarizing the exercise. They can be written by an individual or be authored by the group. Instructors will give both verbal and written feedback for all assignments. At the end of the course, small groups will give an oral presentation and written proposal on their proposed obesity prevention program that is based on previous assignments.

Small group formation
Small groups of 3-4 students will be formed during the first class and groups will select a topic for further inquiry on developing an obesity prevention intervention from a list of potential topics shared during the first class (September 20). Course instructors will try to ensure that students are grouped according to interests.

Final group presentations
Students will share their obesity prevention projects through delivery of a 30 minute class presentation. This final presentation will combine all elements of previous group assignments and should also include one group discussion question to stimulate and engage discussion. All members of the group are expected to present and join in discussion.

Final group proposal
Students will submit a written proposal of their obesity prevention intervention. The final written proposal will combine all elements of previous group assignments and will be written in the form of a research grant proposal.
Assignment 1

Literature Review: Identifying and describing a target audience and health behavior/environment for an obesity intervention

Due date: October 10

Purpose
The purpose of this literature review is to provide you with background information and knowledge on your chosen target audience along with targeted health behaviors or environments. This assignment will help you identify the ‘gaps of knowledge’ (i.e. needs assessment) as you start thinking about your project’s intervention.

Assignment details
Groups will prepare a brief review (4-6 pages, 1.5 spaced) on the background literature of their chosen target audience and health behavior/environment. Be prepared to discuss your review progress with instructors on October 3rd and the paper will be handed in on October 10. You will be provided with a short list of literature to help guide this paper. This list is not complete and students are encouraged to use up-to-date references and knowledge of the field. Please limit the number of references to 15 (aim for 8-12 original research references and no more than 3 literature review references).

The sections of the paper should include:

- **Introduction**: a brief introduction of your topic (one paragraph). The introduction should answer the questions:
  - Who’s your target audience?
  - What health behaviors and/or environment are you going to target?

- **Main body**: the current state of knowledge of your topic. Show that you have critically evaluated the existing knowledge, including background literature and relevant data.

- **Discussion**: a discussion of strengths and weaknesses of the current literature. Also, identify existing gaps in the literature.

- **Conclusions**: some examples or ideas of interventions that would fill existing gaps.
Assignment #1 supplement: Short List of Literature

**Note:** This is not a complete list of literature. This list is intended to get you started in finding literature for your review.

**Child Care Settings**


**School Settings**


**Worksite Settings**


Communities

Policy and Environment
3. Heath GW, Brownson RC, Kruger K, Miles R. The effectiveness of urban design and land use and transport policies and practices to increase physical activity: a systematic review. J Physical Activity and Health. 2006;3(Supp 1):S55-S76.

Fruits and Vegetables

Sweetened Beverages
4. Alexy U, Sichert-Hellert W, Kersting M, Manz F, Schoch G. Fruit juice consumption and the prevalence of obesity and short stature in German preschool children: results of the DONALD


Television and Media Use


Physical Activity


Breastfeeding


Assignment 2
Developing an obesity intervention: objectives, intervention strategies, and evaluation plan

Due date: October 24

Purpose
The purpose of this assignment is to help you write clear objectives* and to describe the intervention strategies and evaluation plan that will be used for your intervention.

*NOTE: Objectives are typically the term used for public health programs, but specific aims are generally used in research. For simplicity, we will treat objectives and specific aims the same as they serve the same purpose and are similarly written.

Assignment details
Step 1: Choose a theory to model your intervention. We emphasize the SEM in this course and encourage the use of this model, but you are welcome to use other models. Using your chosen model, such as SEM (individual factors, interpersonal factors, social environments, physical environments, and macro-level environments, and policy), identify outcome behaviors to be addressed in the intervention and factors associated with these behaviors that will be addressed in your intervention. For example, your outcome behavior may be increased fruit and vegetable intake. Factors associated with this behavior may be self-efficacy to prepare fruits/vegetables (individual level) or access to fresh fruits/vegetables (physical environments). Identify 1-2 outcomes that you will write objectives for in Step 2. The outcomes you choose may be from one or more layers of the SEM.

Step 2: Prepare to write 1-2 objectives for your outcome variables (e.g. soda/sweetened beverages) and the mediating variables (e.g. availability in schools). Check to see if the objectives are written clearly. Use other grant proposals as examples for writing objectives (e.g. those that are posted on the website). It is usually best to frame your objectives as outcomes, which can be evaluated and measured (e.g. participants will decrease the amount of sweetened beverages they drink by one serving per day). Avoid the use of vague terms that could be interpreted in different ways.

Discuss your objectives with other students/groups before submitting them. Get feedback from them and give them your feedback. Writing good objectives is difficult, but essential.

Step 3: Start thinking and brainstorming with your group about what you will do to achieve these objectives and how you will evaluate them.

Step 4: Describe your intervention strategy(ies). Address the intervention design, targeted audiences, and how your intervention will meet your objectives that you wrote. Use grant proposals to guide this process (e.g. those that are posted on the course website). You may use both text and a table for steps 1-4 (limit text to 1-3 pages, double-spaced, and 1 table).

NOTE: Try to model your description after the Methods Section in a grant proposal. It does not, however, have to be as detailed and specific as you would find in a real grant proposal.

Step 5: Provide a brief justification for the strategies you have chosen. For example, do your strategies focus only on individual behaviors or does it address several areas including the physical environment and policy? Please limit your response to 1 page, double spaced.
Step 6: Describe how you will evaluate, or measure, the objectives for your intervention. Use grant proposals to guide this process (e.g. those that were distributed in class or posted on the course website). You may use both text and tables for this assignment. Limit text to 1-2 paragraphs per objective and 1 table per objective.

Be prepared to discuss your objectives, intervention strategies, and evaluation plan with instructors on October 10 and 17 and your written assignment will be handed in on October 24.
Assignment 3

Oral Presentation of Project

Presentation Dates: November 7 and 14

Purpose
The purpose of this presentation is to showcase your group’s final obesity prevention intervention.

Assignment details
Prepare a 20 minute presentation of your obesity prevention intervention. Your final presentation should build from the previous group assignments by making use of additional comments and feedback that you have received from peers and instructors throughout the course. Each presentation should include your findings from Assignments #1 and 2 and should follow the outline of:

- Background/literature review
- Objectives (or specific aims) for your intervention
- Intervention strategies
- Evaluation of your intervention

Following your 20 minute presentation, there will be 10 minutes for questions and answers. Each group should prepare one question to stimulate group discussion. All members of the group are expected to present and participate in discussion.

Your presentation will be evaluated on the content and style of your presentation as well as peer-reviewed evaluations.
Assignment 4

Peer-review of an obesity prevention program

Reviewer assignments and due dates

<table>
<thead>
<tr>
<th>Presentation Date</th>
<th>Presenter</th>
<th>Reviewer</th>
<th>Due Date for Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 7</td>
<td>Group 1</td>
<td>Group 4</td>
<td>November 11</td>
</tr>
<tr>
<td>November 7</td>
<td>Group 2</td>
<td>Group 5</td>
<td>November 11</td>
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<tr>
<td>November 14</td>
<td>Group 3</td>
<td>Group 1</td>
<td>November 18</td>
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<td>November 14</td>
<td>Group 4</td>
<td>Group 2</td>
<td>November 18</td>
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<td>November 14</td>
<td>Group 5</td>
<td>Group 3</td>
<td>November 18</td>
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Written critiques from reviewers will be due the Friday after the presentation by 4pm. For example, Group 4’s critique of Group 1’s presentation will be due on November 11 by 4pm.

Purpose
The purpose of this assignment is to practice peer-reviewing skills by evaluating a presentation of an obesity prevention program.

Assignment details
Each student will peer-review one group presentation and hand in their evaluation the Friday after the presentation by 4pm. Evaluation will consist of both presentation style and content. Please see attached document for scoring and evaluation summary guidelines. A word document of the Evaluation Score Sheet can be downloaded via Learn@UW.
PHS 650 Prevention of Overweight and Obesity
Reviewer Score Sheet

Presenting Group #: _____

Project Title: _________________________________________________________________

Reviewer Name: ______________________________________________________________

<table>
<thead>
<tr>
<th>PROJECT PURPOSE, NEED, AND STATEMENT OF THE PROBLEM</th>
<th>MAXIMUM POINTS</th>
<th>REVIEWER SCORE</th>
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<tbody>
<tr>
<td>A clear statement of the need for and purpose of the project is presented.</td>
<td>5</td>
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<td>The primary target population and setting are clearly identified.</td>
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<td>The problem or need is adequately described.</td>
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<table>
<thead>
<tr>
<th>GOALS, OBJECTIVES/SPECIFIC AIMS, AND OUTCOMES</th>
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<tbody>
<tr>
<td>The project’s goals, objectives, and outcomes are clear and appropriate to the project purpose and need.</td>
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<tr>
<td>The presenters describe the existing knowledge or research to provide evidence, if appropriate, to the goals, objectives and outcomes.</td>
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<tr>
<th>INTERVENTION STRATEGIES</th>
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<tbody>
<tr>
<td>The project strategy is logical and the activities directly relate to the goals, specific aims, and outcomes.</td>
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<tr>
<td>Presenters identified conceptual framework of the intervention (i.e. SEM).</td>
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<td>Justifications for strategies used were clearly stated.</td>
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<tr>
<th>EVALUATION</th>
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<tr>
<td>The presenter provides a logical plan for evaluating project objectives and outcomes.</td>
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<tr>
<th>PRESENTATION STYLE</th>
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<td>The presentation was clear, used appropriate graphics and/or tables, and followed presentation guidelines.</td>
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TOTAL SCORE (0-25 POINTS) 25

SUMMARY EVALUATION (please summarize, using the space below, the major strengths and weaknesses).
Assignment 5

Written Final Project Proposal

Due Date
November 25, 4pm

Purpose
The purpose of the written project proposal is to formalize your final obesity prevention intervention into a written product that resembles a grant proposal.

Assignment details
Prepare a written proposal of your obesity prevention intervention (6-10 pages double spaced, not including tables or figures. Please limit tables and figures to 4). Your final proposal should build from the previous group assignments and oral presentation by making use of additional comments and feedback that you have received from peers and instructors throughout the course. Each proposal should include your findings from Assignments #1 & 2 and should follow the outline of a research grant proposal:

- Background/literature review
- Objectives (or specific aims) for your intervention
- Methods/Intervention strategies
- Evaluation of your intervention

All members of a group are expected to participate in finalizing the project proposal. This assignment is due Friday, November 25 by 4pm.
VII. Course Outline

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1. Sept 19 | Course Introduction  
Introduction to Obesity Prevention  
* A. Carrel  

Break  
Course Orientation, Framework, and Concepts  
* T. LaRowe  
* A. Meinen  

Form Small Groups | • HOP Chapter 1: Why Obesity Prevention?  
| 2. Sept 26 | **Introduction to Intervention Planning I:**  
Social ecological model, target audiences, social marketing, and evidence-based strategies  
* T. LaRowe  
* A. Meinen  

Break  
Group Discussion  
Readings-Group 1  
‘Hot Topic’-T. LaRowe  

Small Group Work  
• Footprints to Health—Executive Summary  
• Footprints to Health—Using the Social Ecological Model in Intervention Planning |
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td></td>
<td>Break</td>
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<tr>
<td></td>
<td>Discussion</td>
<td>Readings-Group 2&lt;br&gt;‘Hot Topic’-A. Meinen</td>
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<td></td>
<td>Small Group Work</td>
<td>Small Group Assignment # 2: Objectives, intervention strategies, and evaluation plan</td>
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<td></td>
<td>Break</td>
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<td></td>
<td>Discussion</td>
<td>Readings-Group 3&lt;br&gt;‘Hot Topic’-T. LaRowe</td>
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<tr>
<td></td>
<td>Small Group Work</td>
<td>Assignment #1 due&lt;br&gt;Assignment #2</td>
</tr>
<tr>
<td>Class</td>
<td>Topics</td>
<td>Readings</td>
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| 5. Oct 17 | **Community Settings and Environment**  
**TBD**  
*Break*  
**Discussion**  
Readings-Group 4  
‘Hot Topic’-*Amber Canto, UW-Extension*  
**Small Group Work**  
Assignment #2  
| 6. Oct 24 | **School and Work Settings**  
*Brian Weaver, WI Department of Public Instruction*  
*Jon Morgan, WI Department of Health Services*  
*Break*  
**Discussion**  
Readings-Group 5  
‘Hot Topic’-*Amy Alvig, WI Dept of Health Services*  
**Small Group Work**  
Assignment #2 due  
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>7. Oct 31</td>
<td>No Class</td>
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<td></td>
<td><em>Kyle Pfister, UW Clearinghouse</em></td>
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<td></td>
<td><strong>Break</strong></td>
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<tr>
<td></td>
<td>Group # 1 Project Presentation</td>
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<td></td>
<td>Group # 2 Project Presentation</td>
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<td></td>
<td><strong>Small Group Work</strong></td>
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<td></td>
<td>Assignment # 4: Critique <strong>due Nov 11, 4pm for Groups 4 &amp; 5</strong></td>
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<td>Assignment # 5: Final written proposal</td>
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<td>9. Nov 14</td>
<td>Group # 3 Project Presentation</td>
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<td>Group # 4 Project Presentation</td>
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<td></td>
<td><strong>Break</strong></td>
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<td></td>
<td>Group # 5 Project Presentation</td>
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<td></td>
<td><strong>Small Group Work</strong></td>
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<td></td>
<td>Assignment # 4: Critique <strong>due Nov 18, 4pm for Groups 1-3</strong></td>
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<td></td>
<td>Assignment # 5: Final written proposal <strong>due Nov 25, 4pm</strong></td>
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<td></td>
<td>Course Wrap-up and Evaluations</td>
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