

Kathleen Colville, MSW, MSPH

E-mail is my preferred method of communication.

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Best times to call: 4 pm - 9 pm. No calls after 9 pm, please.

Office Hours: Tu/Th 12:15 - 1:15

Core principles of Human
Services Studies:

Systems Theory
Evidence-Based Practice
Human Difference
Self-Awareness

Social Justice
Client Self-Determination
Strengths-based practice

Students completing this course will be able to

- locate data sources related to body weight, physical activity, nutrition and other health habits related to obesity and use these data to assess needs for intervention.
- use ecological systems theory to analyze the causes of obesity and the interventions proposed to alleviate them.
- explain differing viewpoints on the characterization of obesity as an "epidemic" and identify the underlying value systems that inform scientific debate over these health issues.
- analyze influences from their own experience that contribute to their current health status.
- identify and critically analyze community-based interventions intended to promote healthy eating and physical activity.
- analyze the role of policy in promoting or controlling obesity.
- explain the contributions of various dimensions of human difference in increasing or mitigating an individual's risk of obesity.
- apply knowledge of obesity control interventions in the development of a human service intervention for a specific population.
- express their ideas clearly and beautifully in writing.

COURSE POLICIES

ATTENDANCE

You were granted admission to Elon because you have common sense and good judgment. Your job is to use these assets when deciding whether or not your illness, appointments, fatigue, emergencies, etc. conflict with your responsibility to yourself, your fellow students, your instructor, and your family to attend class faithfully. Content that takes place during class time cannot be made up later, and attendance is a crucial component of your class participation score.

There are also valid reasons for absences and it's helpful to share these with the instructor prior to the scheduled class meeting. If you are actively ill with contagious symptoms (vomiting, diarrhea, cough & sneeze), please see the first sentence of this paragraph... and stay in bed. Just e-mail me a photo of you looking pitiful and do the reading!

HONOR CODE

"The basis of all interaction at Elon University is the expectation that students, faculty, and staff will behave in accordance with the values of an academic community."

Instructor's role: Promote classroom conditions favorable to effective work. Report suspicions of cheating, plagiarism or academic dishonesty using appropriate evidence and careful, unbiased investigation. Clarify definition of plagiarism and discuss appropriate levels of consultation with other students on assignments.

Student's role: Ask for clarification of expectations from instructor when they seem unclear. Follow these and other honor code guidelines, including a written and signed pledge on assignments.

GRADING SCALE

There are 100 points that can be earned in a semester.

92-100 = A	A grade in the "A" range indicates distinguished performance.
82 - 91 = B	A grade in the "B" range indicates an above-average performance.
73 - 81 = C	A grade in the "C" range indicates an average performance in which a basic understanding of the subject has been demonstrated.
65 - 72 = D	A grade in the "D" range indicates a passing performance despite some deficiencies.
< 65 = F	A grade of "F" indicates failure.

LATE POLICY

On rare occasions, a student may have a compelling reason to complete a project after the published due date. You must contact the instructor at least 24 hours before the due date.

DISABILITY

If you are a student with a documented disability who will require accommodations in this course, please register with Disabilities Services in the Duke Building, Room 108 (278-6500) for assistance in developing a plan to address your academic needs. I am pleased to work within this plan to facilitate your learning.

COURSE PROJECTS

Each of the projects in the table below is subject to the honor code. Students will receive detailed descriptions of each written project.

Project	Due Date	Short Description	Points
Home, Sweet (and Fatty and Salty) Home	9/6/11	Students will locate and report on data relevant to health and obesity for their own home counties.	10
How I Got Here	9/13/11	Students will produce an illustrated timeline of personal influences that contribute to their current health status.	10
How I Got Here -- The Remix	9/29/11	Students will write about their personal attitudes towards health, and how those values manifest themselves in professional practice.	10
A Decent Proposal	11/15/11	Students will identify a target population and prepare a full proposal to mitigate obesity risk in that group.	25
Note to Self	12/9/11 @ 11 am	Students will write letters to their future, human-services-practitioner selves, with advice and guidance on working with individuals and communities at risk of obesity.	15

In addition to these projects, students may earn a total of 30 points for class participation; 1 point for each of our 26 class meetings and 4 possible points awarded by the instructor for particularly strong contributions to class discussion. Students must complete a class participation log following each class session which assesses their level of engagement. This information, along with instructor observation, will be used to determine points earned for each class meeting (0, 0.25, 0.5, 0.75 or 1).

CLASS OVERVIEW

PART I: Context, Contours, Consensus and Controversy		
DATE	TOPIC	PREPARATION
Tuesday, August 30	Course Overview	
Thursday, September 1	Data Sources and Definitions	Conquering Obesity: The U.S. Approach to Combating this National Health Crisis. Hearing Before the Subcommittee on Human Rights and Wellness of the Committee on Government Reform, House of Representatives. (pp.25-56) https://house.resource.org/108/org.c-span.183508-1.pdf
Tuesday, September 6	Causes and Consequences of Obesity	<i>Home Sweet (and Fatty and Salty) Home</i> project due at beginning of class. Reading: "How We Got Here": http://www.washingtonpost.com/wp-dyn/content/graphic/2008/05/17/GR2008051700257.html
Thursday, September 8	Health Promotion and Theories of Change	Readings: National Cancer Institute. (2005) <i>Theory at a Glance: A Guide for Health Promotion Practice</i> . http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf Bronfenbrenner, U.(1994) <i>Ecological Models of Human Development</i> . http://www.psy.cmu.edu/~sieglar/35bronfenbrenner94.pdf
Tuesday, September 13	Individual Health -- What does it Take to Keep a Body Fit?	<i>How I Got Here</i> project due at beginning of class. Reading: Sattar, N. and Lean, M. (2007) ABC of Obesity. Chapters 7, 8, 9 and 10.

Thursday, September 15	Wait -- Is this Really A Crisis? YES! NO!	<p>Readings:</p> <p>Oliver, J. (2005). How Obesity Became an Epidemic Disease. In <i>Fat Politics: The Real Story Behind America's Obesity Epidemic</i> (pp. 36 - 59). Oxford University Press.</p> <p>Lebesco, K. (2004). Antidotes to Medical Discourse about Fatness. In <i>Revolting Bodies?: The Struggle to Redefine Fat Identity</i> (pp. 29 - 39). University of Massachusetts Press.</p>
PART II: Issues and Interventions		
Tuesday, September 20	Child Nutrition: An Intervention	<p>Readings:</p> <p>Chez Panisse Foundation (2008). Lunch Matters: How to Feed Our Children Better. Retrieved from: http://www.chezpanissefoundation.org/school-lunch-reform</p> <p>Eng, M. & Hood, J. (2011, April 11). Chicago School Bans Some Lunches Brought From Home. <i>Chicago Tribune</i>. Retrieved from: http://articles.chicagotribune.com/2011-04-11/news/ct-met-school-lunch-restrictions-041120110410_1_lunch-food-provider-public-school</p>
Thursday, September 22	Child Nutrition: The Issues	<p>Readings:</p> <p>Mrs. Q. (2010) All of the Lunches I Ate in 2010. In <i>Fed Up with Lunch: The School Lunch Project</i> (blog). Retrieved from: http://fedupwithschoolunch.blogspot.com/search/label/daily%20school%20lunch%20post</p> <p>Yeoman, B. (January/February 2003). Unhappy Meals. <i>Mother Jones</i>. Retrieved from http://motherjones.com/politics/2003/01/unhappy-meals</p> <p>Brownell, K. & Horgen, K. (2004). Television, Movies, Celebrities and the Seduction of Children. In <i>Food Fight: The Inside Story of the Food Industry, America's Obesity Crisis and What We Can Do About It</i> (pp. 97 - 128). McGraw-Hill.</p>

Tuesday, September 27	Child Nutrition: An Intervention	<p>Readings: Foster, G. et al. A Policy-Based School Intervention to Prevent Overweight and Obesity. <i>Pediatrics</i>. 121;e794-e802. Retrieved from: http://www.thefoodtrust.org/catalog/download.php?product_id=164</p> <p>The Food Trust (2011). Harnessing the Power of Supermarkets to Help Reverse Childhood Obesity. Retrieved from: http://www.thefoodtrust.org/catalog/download.php?product_id=186</p>
Thursday, September 29	Child Physical Activity: The Issues	<p><i>How I Got Here -- The Remix</i> due at the beginning of class.</p> <p>Reading: Finkelstein, E. & Zuckerman, L. (2008). Why We're Moving Less. In <i>The Fattening of America: How the Economy Makes Us Fat, If It Matters and What to Do About It</i> (pp. 37 - 50). John Wiley and Sons.</p>
Tuesday, October 4	Child Physical Activity: The Interventions	<p>Readings: Salmon, J. & King, A. Population approaches to increasing physical activity among children and adults. In D. Crawford & R. Jeffery (Eds.), <i>Obesity Prevention and Public Health</i>. Oxford University Press.</p> <p>Davison, K. & Campbell, K. Opportunities to prevent obesity in children within families: an ecological approach. In D. Crawford & R. Jeffery (Eds.), <i>Obesity Prevention and Public Health</i>. Oxford University Press.</p>
Thursday, October 6	Food Instability and Food Access: The Issues	<p>Readings: Treuhaft, S. & Karpyn, A. (2010). The Grocery Gap: Who Has Access to Healthy Food and Why It Matters. Retrieved from: http://www.policylink.org/atf/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/FINALGroceryGap.pdf</p>

<p>Tuesday, October 11</p>	<p>Food Instability and Food Access: An Intervention</p>	<p>Readings: Gordon, C.; Ghai, N.; Purciel, M; Talwalkar, A.; Goodman, A. (2007). Eating Well in Harlem: How Available Is Healthy Food?. New York City Department of Health and Mental Hygiene. Retrieved from: http://www.nyc.gov/html/doh/downloads/pdf/dpho/dpho-harlem-report2007.pdf</p> <p>Materials related to NYC Green Carts: The NYC Green Cart cookbook: http://www.lmtilluminationfund.org/pdf/GreenCartCookbook_FINAL_2.28.pdf The proposal presentation: http://www.nyc.gov/html/doh/downloads/pdf/cdp/green_carts_presentation.pdf Vendor information: http://www.nyc.gov/html/doh/downloads/pdf/cdp/green_carts_faq.pdf Social Marketing campaign: http://www.nyc.gov/html/doh/downloads/pdf/cdp/greencarts-brochure-online.pdf</p>
<p>Thursday, October 13 <i>Note: Mid-semester grades due 10/14</i></p>	<p>Food Instability and Food Access: Government Programs to Prevent Hunger</p>	<p>Reading: Smith, P. (2009). Introduction & Trends in Obesity, Poverty and Public Assistance. In <i>Obesity Among Poor Americans: Is Public Assistance the Problem?</i> (pp. 1- 22).</p>
<p>Tuesday, October 18</p>	<p>FALL BREAK</p>	
<p>Thursday, October 20 <i>Note: 10/21 is last day to drop a course with "W"</i></p>	<p>Economic Development: Issues and Interventions</p>	<p>Readings: Sossi, F. (2011). <i>Obesity and the Economics of Prevention: Fit Not Fat</i>. (pp. 26-32 & 98-106).</p> <p>California Health Policy Forum (2006). Leveraging Land Use and Economic Development Practices to Improve Health Disparities. Retrieved from: http://www.cahpf.org/GoDocUserFiles/129.CHI%20Brief%205.4.06%20Final%20Rev.pdf</p> <p>Pristin, T. (1999 November 13). Harlem's Pathmark Anchors a Commercial Revival on 125th Street. <i>The New York Times</i>. Retrieved from: http://www.nytimes.com/1999/11/13/nyregion/harlem-s-pathmark-anchors-a-commercial-revival-on-125th-street.html?scp=1&sq=harlem%27s+pathmark&st=nyt</p>

Tuesday, October 25	Workplace Wellness Programs	<p>Web Presentation: Thornhill, A. (2011). WorkHealthy America Overview. Retrieved from: http://ncprevention.adobeconnect.com/preventionfirst/</p> <p>Reading: Finkelstein, E. & Zuckerman, L. (2008). The Employer's Dilemma. in <i>The Fattening of America: How the Economy Makes Us Fat, If it Matters, and What to Do About It</i>. John Wiley & Sons: pp. 181-202.</p>
Thursday, October 27	Built Environment: The Issues	<p>Readings: Killingsworth, R., de Nazelle, A. & Bell, R. (2003). Building a New Paradigm: Improving Public Health Through Transportation. <i>ITE Journal</i> (June 2003). Retrieved from: http://www.ite.org/membersonly/itejournal/pdf/2003/JB03FA28.pdf</p> <p>Frank, L., Schmid, T. , Sallis, J., Chapman, J., & Saelens, B. (2005) Linking Objectively Measured Physical Activity with Objectively Measured Urban Form: Findings from SMARTRAQ. <i>American Journal of Preventive Medicine</i>, 2005;28(2S2):117–125. Retrieved from: http://download.journals.elsevierhealth.com/pdfs/journals/0749-3797/PIIS0749379704003253.pdf</p> <p>American Academy of Pediatrics (2009). The Built Environment: Designing Communities to Promote Physical Activity in Children. <i>Pediatrics</i>, Volume 123, Number 6, June 2009 Retrieved from http://aappolicy.aappublications.org/cgi/reprint/pediatrics;123/6/1591.pdf</p>

Tuesday, November 1	Built Environment: The Interventions	<p>Readings: Smith, R., Reed, S. & Baker, S. (2010). Street Design: Part 1—Complete Streets. <i>Public Roads</i>, Volume 74, Number 1, July/August 2010. Retrieved from: http://www.fhwa.dot.gov/publications/publicroads/10julaug/03.cfm</p> <p>www.completestreets.org Fact Sheets (click on "Complete Streets Fundamentals" for Fact Sheets on Children, Disabilities, Older Adults, Public Transportation, Economic Revitalization, Safety, Ease Congestion, Health, Climate Change, Gas Prices, Transportation Costs, Costs, Change Travel Patterns, Livable Communities, Green Streets, Networks, Rural Areas and Small Towns.)</p>
PART III: Bodies and Politics		
Thursday, November 3	Obesity and Public Policy: Overview	<p>Reading: Khan, L., Sobush, K., Keener, D., Goodman, K. Lowry, A., Kakietek, J. & Zaro, S. (2009). Recommended Community Strategies and Measurements to Prevent Obesity in the United States. in <i>Morbidity and Mortality Weekly Review</i>; July 24, 2009 / 58(RR07);1-26.</p>
Tuesday, November 8	Obesity and Public Policy: Nutrition	<p>Reading: Finkelstein, E. & Zuckerman, L. (2008). Weighing the Public Policy Issues (for Adults). in <i>The Fattening of America: How the Economy Makes Us Fat, If it Matters, and What to Do About It</i>. John Wiley & Sons: pp. 117-152.</p>
Thursday, November 10	Obesity and Public Policy: Physical Activity	<p>Reading: Brownell, K. & Horgen, K. (2004). Exercise Mayhem: Unendangering Physical Activity. In <i>Food Fight: The Inside Story of the Food Industry, America's Obesity Crisis and What We Can Do About It</i> (pp. 69 - 96). McGraw-Hill.</p>
Tuesday, November 15	Food Politics: Production	<p><i>A Decent Proposal</i> due at the beginning of class.</p> <p>Film: Food, Inc. by Robert Kenner</p>
Thursday, November 17	Food Politics: Marketing	<p>Reading: McGinnis, J., Gootman, J., Kraak, V., Eds. (2005) Food Marketing to Children and Youth: Threat or Opportunity. <i>Institute of Medicine, National Academies Press</i>. pp. 1- 16 and 340-363. Retrieved from: http://www.nap.edu/catalog/11514.html</p>

PART IV: Obesity and Human Difference		
Tuesday, November 22	Food Identity, Clan and Culture	Fiore, F. (2011). A Sad Fate for Some Southern Women. <i>Los Angeles Times</i> , August 3, 2011. Retrieved from: http://articles.latimes.com/2011/aug/03/nation/la-na-women-life-expectancy-20110803
Thursday, November 24	THANKSGIVING HOLIDAY	
Tuesday, November 29	Gender	Bring a photo of your refrigerator taken at some point during Thanksgiving holidays. Reading: Gilman, S. (2011). Introduction: Fat is a Man's Issue. in <i>Fat Boys: A Slim Book</i> . Bison Books: pp. 1-33. Shanker, W. (2004). The Other F-Word. in <i>The Fat Girl's Guide to Life</i> . Bloomsbury: pp. 247-266.
Thursday, December 1	Race	Readings: Boero, N. (2009). Fat Kids, Working Moms and the "Epidemic" of Obesity: Race, Class and Mother Blame. in <i>The Fat Studies Reader</i> . New York University Press: pp. 113-119. Bailey, E. (2006). Adding African-American Culture to Health, Physical Fitness, Diet and Food Programs. in <i>Food Choice and Obesity in Black America: Creating a New Cultural Diet</i> : pp. 105-127.
Tuesday, December 6	The Nutty Professor	Reading: Mendoza, K. (2009). Seeing Through the Layers: Fat Suits and Thin Bodies in <i>The Nutty Professor</i> and <i>Shallow Hal</i> . in <i>The Fat Studies Reader</i> . New York University Press: pp. 280-288.

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. -- National Association of Social Workers Code of Ethics.

You are responsible for your own education. -- Robert Burkhardt, Head of School, Eagle Rock School

Did you get your \$118.68 worth today?

NAME DATE CLASS TOPIC

Attendance (Check One):

- I arrived on time and was present for the entire class period.
- I arrived less than five minutes late and was present for the entire class period.
- I arrived more than five minutes late and was present for the entire class period.
- I arrived on time but left early.
- I did not attend class, but informed my instructor of the reason.
- I did not attend class.

Preparation (Check All That Apply):

- I read/viewed all the materials (books, websites, films, articles).
- I completed one or more of the materials but did not complete all of them.
- I heard something on the news/saw something on a website/read an article about something else related to the topic and thought about it in context of this class topic.
- I skimmed all of the materials.
- I skimmed some of the materials and completed others.
- I talked with another student or friend about the materials assigned for this class topic.
- I was unable to complete any part of the preparation for this class meeting.
- Other: _____

Listening (List three thoughts, ideas or facts that were presented today that made you think.)

Contributing (List two things that you contributed to the class discussion -- or wished you had).