COURSE SYLLABUS

Course Title: **CHS M234/HPM M255 Obesity, Physical Activity and Nutrition Seminar – A Policy-Oriented Course (with HPM Objectives).**

Instructors: Professor William J. McCarthy, PhD & guest speakers (see list below)
Dept. of Health Policy & Management
CCPCR, A2-125, CHS
310-794-7587, wmccarth@ucla.edu

Course Offered: Fall Quarter
Day & Time: Thursdays, 2:00-4:50 pm
Room: 61-269 CHS
Target Enrollment: 20 intermediate / advanced graduate-level students & postdoctoral fellows
Prerequisites: Graduate standing or permission of instructor.

Course description: 4-credit weekly seminar designed for intermediate or advanced graduate students, medical residents, and postdoctoral fellows. This course focuses on the current status of preventive and population-level interventions to reduce obesity risk in adults and children, with an emphasis on community-level, public health policy approaches to promoting healthier eating and active living. Brief overviews of the epidemiology, physiology, chronic disease implications of obesity will be covered. Class sessions are a combination of lecture and class discussion. Fieldwork is also required. Ideally, the fieldwork will consist of a report of a public meeting of public policy-making relevant to promoting increased physical activity and healthier food choices. Alternatively, the fieldwork requirement can be met by a report of a meeting with an elected official (or her/his staff) to discuss specific proposed legislation designed to improve public health nutrition or population-level physical activity.

Council on Education in Public Health (CEPH) course learning objectives for Health Policy & Management

<table>
<thead>
<tr>
<th>COURSE LEARNING OBJECTIVES</th>
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<tr>
<td>1. Accurately and effectively communicate food choice-related and physical activity-related health risks to critical stakeholders. Also, accurately and effectively communicate food choice-related and physical activity-related federal and World Health Organization guidelines to critical stakeholders.</td>
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<tr>
<td>2. Tailor written communications so that they are appropriate to different target audiences, varying in age, education, health literacy and cultural beliefs.</td>
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<tr>
<td>3. Using specific examples in the literature on physical activity and food choice approaches to preventing obesity, describe the major barriers to implementing physical activity-related and food choice-related policies designed to prevent chronic disease. Describe critical strategies for overcoming these barriers.</td>
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</table>
4. Describe the major food-related and physical activity-related threats in family environments and the primary strategies currently used to combat these family environment threats in the United States.

5. Describe the major food-related and physical activity-related threats in preschool and school environments and the primary strategies currently used to combat these threats in the United States.

6. Describe the major food-related and physical activity-related threats in community environments and the primary strategies currently used to combat these threats in the United States.

7. Describe how scientific data, community leadership and community engagement are critical to adopting and enforcing important obesity-related, food choice-related and physical activity-related policies.

8. Describe an example of an obesity-related, food choice-related or physical activity-related health problem and how a policy approach could be used to address this problem.

9. Describe an example of how a change in food choice policy or physical activity-related policy or obesity-related policy resulted in significantly reduced chronic disease risk (e.g., milk pasteurization).

10. Design a randomized controlled trial or quasi experimental evaluation of a proposed new food choice policy, physical activity-related policy or obesity-related policy to evaluate the short-term and medium-term impact on chronic disease risk of implementing the new policy.

**HOW THIS COURSE ALIGNS WITH COMPETENCIES FOR SPECIFIC DEGREE PROGRAMS**

<table>
<thead>
<tr>
<th>MPH core competencies (for all MPH students)</th>
<th>HPM (Policy)-specific MPH: L1=Health System Skills</th>
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<tbody>
<tr>
<td>A1 Judge, critique and interpret reports of individual epidemiologic studies; evaluate strengths and limitations of epidemiologic reports</td>
<td>L1.1. Describes the role of the major US political institutions in health policy and politics.</td>
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<tr>
<td>B2. Identify the causes of social and behavioral factors that affect health of individuals and populations.</td>
<td>L1.4. Assesses the impact of determinants on population health and health status.</td>
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<tr>
<td>B3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.</td>
<td>L1.11. Analyzes the effects of political, social and economic policies on health systems, community health, and access to care.</td>
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<tr>
<td>B4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.</td>
<td>L1.12. Advocates for improvements in personal and population health status and a more effective and efficient health system.</td>
</tr>
<tr>
<td>B5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.</td>
<td>L1.13. Describes the role of the major US political institutions in health policy and politics.</td>
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**Domain L2: Management Skills**

<table>
<thead>
<tr>
<th>B6. Describe the role of social and community factors in both the onset and solution of public health problems.</th>
<th>L2.2. Systems Thinking: Recognizes system level properties that result from dynamic interactions among individuals, groups, organizations, communities, and environments</th>
</tr>
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<tbody>
<tr>
<td>Domain L3: Analytical Skills</td>
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<tr>
<td>B9. Apply ethical principles to public health program planning, implementation and evaluation</td>
<td>L3.1. Evaluate the efficiency of public policies using economic concepts</td>
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<tr>
<td>D4. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.</td>
<td>L3.3. Synthesizes the research literature, assessing strengths and weaknesses of publishing findings, to guide evidence-informed policymaking.</td>
</tr>
<tr>
<td>D9. Draw appropriate inferences from epidemiologic data.</td>
<td>L3.5. Identifies and analyzes problems, potential solutions and best practices in order to determine appropriate courses of action.</td>
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<tr>
<td>E1. Apply epidemiologic and statistical reasoning and methods to address, analyze, and solve problems in public health</td>
<td>L3.8. Comprehends qualitative and quantitative data collection strategies.</td>
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<tr>
<td>E2. Describe the legal and ethical bases for public health and health services.</td>
<td>L3.9. Interprets substantive results of statistical analyses in public health, management, and health policy studies.</td>
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<tr>
<td>E3. Explain methods of ensuring community health safety and preparedness</td>
<td>L3.10. Finds, consults, and evaluates available sources (including research, expert advice, and existing data) to develop evidence-based plans of action.</td>
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<tr>
<td>E4. Discuss the policy process for improving the health status of populations</td>
<td>L3.11. Analyzes interest group and stakeholder concerns.</td>
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<tr>
<td>E5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.</td>
<td>L3.13. Evaluates external environmental factors and their impact on the health system.</td>
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<tr>
<td>E6. Apply principles of strategic planning and marketing to public health.</td>
<td>L3.14. Utilizes creative and innovative thinking to arrive at solutions to critical issues, or to adopt previous solutions in new ways.</td>
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<tr>
<td>E10. Demonstrate leadership skills for building partnerships.</td>
<td>L3.15. Seeks to understand more deeply by searching for the root of issues, asking penetrating questions, uncovering complexity and going beyond routine questions.</td>
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<td>Domain L4: Communication &amp; Interpersonal Skills</td>
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<tr>
<td>F5. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.</td>
<td>L4.2. Prepares and delivers logical, concise, persuasive oral presentations that can convince, influence or impress others to agree with your preferences</td>
</tr>
<tr>
<td>F7. Identify public health programs and strategies that are responsive to the diverse cultural values and traditions of the communities being served.</td>
<td>L4.3. Tailors effective and culturally appropriate written and oral messages</td>
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<tr>
<td>F8. Engage in dialogue and learning from others to advance public health goals.</td>
<td>L4.4. Uses various methods to communicate effectively</td>
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<tr>
<td>F11. Articulate how biological, chemical and physical agents affect human health</td>
<td>L4.5. Facilitates interactions with individuals and groups.</td>
</tr>
<tr>
<td>F12. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.</td>
<td>L4.6. Builds relationships and collaborates with colleagues and constituents</td>
</tr>
<tr>
<td>F13. Describe basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) as they relate to issues of public health practice and policy.</td>
<td>L4.10. Represents values of diversity and sensitivity to underrepresented and underserved groups in public health</td>
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**Domain L5: Leadership Skills**

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<thead>
<tr>
<th>F14. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.</th>
<th>L5.3. Engages in dialogue and learning from others to advance the organization and health goals of the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F16. Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.</td>
<td>L5.5. Conveys transparency, integrity, and honesty in all actions.</td>
</tr>
</tbody>
</table>

| | L5.7. Applies social justice and human rights principles when addressing organization and community needs. |
| | L5.8. Develops strategies to motivate others for collaborative problem-solving, decision-making, and evaluation |
| | L5.10. Applies evidence-based principles to strategic and operational decision-making and performance management. |

**HPM MS/PhD competencies**

1. Acquire knowledge of the context of health and health care systems, institutions, actors, and environment

2. Apply or develop theoretical and conceptual models relevant to health services research

3. Pose relevant and important research questions, evaluate them, and formulate solutions to health problems, practice and policy

4. Use or develop a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs.

5. Describe the strengths and weaknesses of study designs to appropriately address specific health services research questions
GRADING:

I. **Oral Proposal Presentation.** Students present to the class a brief [ ~ 5 minutes] outline of an obesity-related policy evaluation proposal, designed for an organization or setting with which they are familiar. Whether the topic is prevention or treatment, targeting youth or adults, is up to the student to choose. (25%)

II. **Written Proposal.** Students prepare a written proposal elaborating the policy evaluation proposal previously introduced during their oral presentation, maximum length of 20 pp double-spaced. (50%)

III. **Fieldwork Practicum.** Students attend one public meeting of a governance or advisory body involved in obesity control policy, producing a 2-page written report outlining the obesity-related challenge under discussion with the meeting agenda as an attachment or research participation option, in consultation with the instructor. (10%)

IV. **Class Participation** reflecting command of main themes from readings, through class discussion and/or acquisition/sharing of materials in class. (15%)

COURSE REFERENCES:


The specific required readings listed below are available electronically from a Moodle link dedicated to this course: [https://ccle.ucla.edu/course/view/19F-HLTPOLM255-1](https://ccle.ucla.edu/course/view/19F-HLTPOLM255-1). Additional background readings are listed for those who are interested in pursuing the topic in more depth.

**Copies of class slides can be obtained after presentation of the slides from:** [https://ccle.ucla.edu/course/view/19F-HLTPOLM255-1](https://ccle.ucla.edu/course/view/19F-HLTPOLM255-1)

**PUTTING PROMOTION INTO PRACTICE:**

Students are advised to wear clothing and shoes that permit low-impact, moderate intensity physical activity. A 10-minute exercise break or “mini workout” opportunity for instructor-led, group activity will be included in each class session.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Intro/Course Logistics/ Overview of Basic Concepts (Dr. McCarthy)</th>
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</thead>
<tbody>
<tr>
<td>9/26/19</td>
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</tbody>
</table>

**Required readings**


**Background readings**


U.S. Department of Health and Human Services (USDHHS). Step It Up! The Surgeon General's
Call to Action to Promote Walking and Walkable Communities. Washington, DC: U.S. Department of Health & Human Services; 2015:


### Week 2
Epidemiology of Food Choices, Physical Activity & Obesity: Global to Local (Dr. McCarthy)

#### 10/03/19

**Required readings**


**Background readings**


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**Week 3**  
10/10/19  
**Move it or Lose it. Policies to Keep People Moving.**

**Required readings**


**Background readings**


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**Week 4**  
10/17/19  
**How Policies that Affect our Daily Food Choices can Influence our Health**

(Dr. McCarthy)
Required readings


Background readings


Week 5  Pediatric Obesity Prevention PSE Interventions (Dr. McCarthy & Ms. Jocceline Hernandez, RD, CLEC)

10/25/2019  Jocceline Hernandez, RD, CLEC

Required readings


Background readings

Week 6  Medical and Surgical Approaches to Obesity Control: Policy implications (Drs. McCarthy & Chen)
10/31/19

Required readings
Mayo Clinic staff. Disease and conditions: Obesity - Treatments and Drugs. 2015;


**Background readings**


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**Week 7**
**11/07/19**

**Student Concept Proposal Presentations**

*(Students)*

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**Week 8**
**11/14/2019**

**Adult Obesity Prevention Policy, System and Environmental (PSE) Interventions**

*(Dr. McCarthy and Ms. Sanna Alas)*

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**Required readings**


**Background readings**


Chapter 5: Physical Activity Environments; Chapter 6: Food and Beverage Environments; Chapter 8: Health Care and Work Environments.

Pinto AM, Fava JL, Hoffmann DA, Wing RR. Combining behavioral weight loss treatment and a commercial program: a randomized clinical trial. *Obesity (Silver Spring).* Apr

Watson TD, Malan H, Glik D, Martinez SM. College students identify university support for basic needs and life skills as key ingredient in addressing food insecurity on campus. *Calif Agric.* 2017;71(3):130-138.

<table>
<thead>
<tr>
<th>Week 9</th>
<th>11/21/19</th>
<th>Micro-Environmental (Single Venue) and Multi-level Approaches</th>
<th>(Dr. McCarthy &amp; Ms. Rosana Franco)</th>
</tr>
</thead>
</table>

### Required readings


### Background readings

- Boyle M, Lawrence S, Schwarte L, Samuels S, McCarthy WJ. Health care providers' perceived role in changing environments to promote healthy eating and physical activity: Baseline findings from health care providers participating in the Healthy Eating, Active Communities program. *Pediatrics.* Jun 2009;123:S293-S300.

<table>
<thead>
<tr>
<th>No Class</th>
<th>11/28/19</th>
<th>Happy Thanksgiving!</th>
</tr>
</thead>
</table>

### Week 10  
12/05/19 | Organizational and Macroenvironmental Approaches: Legislative & Regulatory Policies | Drs. McCarthy & Tony Kuo)
 Required readings


Background readings


Finkelstein EA, Trogdon JG, Cohen JW, Dietz WH. Annual medical spending attributable to obesity. *Health Aff.* 2009;822-831


Final policy evaluation paper and fieldwork report due by 4pm, Wednesday, December 11, at wmccarth@ucla.edu and at ccle website: https://ccle.ucla.edu/course/view/19F-HLTPOLM255-1

GUEST LECTURERS:

Nicholas SantaBarbara, Ph.D., Postdoctoral Fellow, Environmental Health Sciences, UCLA Fielding School of Public Health
Tony Kuo, MD, MSHS, Director, Chronic Disease and Injury Prevention, Los Angeles County Department of Public Health
Yijun Chen, MD, Assistant Professor of Surgery, Department of Medicine, UCLA School of Medicine.
Rosana Franco, Fellow, Los Angeles Food Policy Council
Sanna Alas, MA, Global Food Initiative Fellow, UCLA
Jocceline Hernandez, RD, CLEC, Nutrition Consultant, Maternal, Child, & Adolescent Health Programs Los Angeles County Department of Public Health

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.