COURSE DESCRIPTION FROM THE CATALOG

A comprehensive and multidisciplinary approach to understanding childhood obesity in diverse/underserved populations, including basic biological processes, the role of nutrition, health consequences and cultural factors associated with childhood obesity incidence and prevention.

Pre-requisites: HESC 220 and HESC 350

This course cannot be taken for graduate credit.

REQUIRED TEXTS


COURSE OBJECTIVES

1. Understand the biological mechanisms and chronic disease risk associated with childhood obesity
2. Evaluate the role of social context, including structural factors (schools and the community), culture and economics on childhood obesity in underserved populations.
3. Synthesize how social contextual factors in combination with individual psychosocial factors affect eating behaviors and childhood obesity in diverse populations.
4. Evaluate the role of physical activity and proper nutrition education in childhood obesity prevention.
5. Demonstrate the skills and knowledge necessary to develop a childhood obesity prevention program, including evaluation for diverse communities.

LEARNING GOALS

By completing the course readings, assignments, attending lectures and taking exams, the student will be able to:

1. Demonstrate knowledge and comprehension of the extent and consequences of childhood obesity and poor nutrition
2. Identify how social context including the role of schools, communities and the home has and does impact childhood obesity
3. Demonstrate critical thinking in how cultural differences and cultural influences affect childhood obesity and eating behaviors
4. Evaluate the role of physical activity and physical activity interventions on childhood obesity
5. Develop and present a nutrition education and physical activity program to reduce childhood obesity in underserved populations
6. Evaluate and analyze the latest peer-reviewed research on childhood obesity and nutrition
PLANNED ASSIGNMENTS

See specific due dates for all assignments on the course schedule on the last page of the syllabus. The grading rubric and additional details for each assignment will be provided in a separate document.

1. Research and evidence-based learning assignment

During the course, you will familiarize yourself with the latest evidence-based research on childhood obesity and nutrition. To conduct the research and critically evaluate issues related to childhood obesity, you will attend or view a seminar on evidence-based research related to childhood obesity and nutrition hosted at CSUF. The topics covered at the seminar are listed below. After attending or viewing the seminar, you will conduct a literature review of three peer-reviewed articles on childhood obesity and nutrition, and complete the following:

   A. Participate in a group discussion. After attending the research seminar, complete a discussion on TITANium. Briefly discuss what research topic you found interesting, any other impressions you had related to the topics discussed/presented and one question you have after attending the seminar. Also, respond to at least two posts, including attempting to answer the question. A one sentence response is not sufficient; rather, you should contribute a detailed response on the initial post.

   B. Write a short paper (4 - 5 pages) on the articles with APA style and a summary of the topics presented at the seminar. The first part of the paper should provide a background by summarizing and critically reviewing the articles and the research presented at the seminars. The remainder of the paper should discuss additional/future areas of improvement and research in the childhood obesity and nutrition field. Also, we'll be discussing the social and cultural influences related to childhood obesity. Therefore, did the articles address this and if not, what could the researchers have done to include the social context of the communities studied and how would this have impacted childhood obesity and nutrition in their communities?

The seminar and article topics will include, but are not limited to, the following:

- Maternal and child nutrition issues in low-income populations and developing countries
- Behavioral interventions to decrease childhood obesity in the Women, Infants, and Children (WIC) population
- Acculturation, parental feeding strategies and childhood nutrition in the Hispanic bi-national (US – Mexico) population
- Nutrition curricula and garden-based learning in the K-12 schools
- Fetal origins of chronic disease
- Biologic consequences of obesity and development of chronic disease in children and adults (Diabetes, Cardiovascular disease, and Metabolic syndrome)
- Food insecurity, diet quality and body weight
- Fruits and vegetables, phytonutrients and health promotion
- Nutrition and agriculture– relationship to public health in diverse populations
- Career pathways and opportunities in nutrition and community health

2. Physical Activity Lesson Plans

There will be 3 lesson plans during week 13 (see the schedule below for specific dates). The lesson plan format will consist of the content standards, objective for lesson, anticipatory set, direct instruction, engaged instruction and activity, assessment, and reflective closure. A template of the format will be provided via TITANium. Students will teach their lesson in class and post their plans on TITANium. The lesson plans will also be incorporated during the group presentation as well, described below.

3. Group Project and Presentation

Towards the end of the semester, in groups of 4 or 5, please develop a childhood obesity and nutrition program, incorporating the intervention tools and information, as well as the cultural and social aspects we have discussed in class. Please select one underserved community to develop the program. For the program, you must develop a childhood obesity and intervention plan that includes the following, but please be creative and think outside the box!

   A. Nutrition and obesity prevention strategies
   B. Individual and social contextual issues, including culture, family influences, economics, and the built environment
   C. Please develop the program, using some multimedia or print-media, including a pod-cast, video or brochure
   D. Prepare a 20 minute presentation to share with the class to illustrate your project
GRADING POLICY FOR THE COURSE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class participation and attendance</td>
<td>50</td>
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<tr>
<td>Research and evidence-based assignment</td>
<td>200</td>
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<tr>
<td>Physical Activity Lesson Plans 1 - 3</td>
<td>150</td>
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<tr>
<td>Group Assignment and Presentation</td>
<td>200</td>
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<tr>
<td>Quiz 1 and 2 (50 points each)</td>
<td>100</td>
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<tr>
<td>Midterm</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
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Grading Criteria

- 1000 – 900 A
- 899 – 800 B
- 799 – 700 C
- 699 – 600 D
- < 600 F

This course will not use +/- system.

EXAMINATIONS

There will be two quizzes, a midterm and a final exam, each covering material from the preceding lectures. Please see the course schedule below for exact dates/weeks. Unless prior arrangements are made regarding exams, no make-up exams will be allowed.

ATTENDANCE & PARTICIPATION

For every lecture attended, you will receive 2 points towards your grade (15X2=30points). In addition, there will be 20 discretionary points given based on your involvement in class discussions.

LATE WORK POLICY

If an assignment is one day late, then one grade will be deducted from the original grade that would have been earned. Assignments submitted after three days of the due date will not be accepted. Unless prior arrangements are made regarding exams, no make-up exams will be allowed.

EXTRA CREDIT OPTIONS

If any extra credit options are offered, they will be available to all students on an equitable basis.

ACADEMIC DISHONESTY POLICY

All work for this class is to be your own work. You are responsible for familiarizing yourself with the Academic Dishonesty section of the University Catalog (page 484). You can access this information online in the Student Handbook, under Student Discipline, Academic Dishonesty Procedures, Policy at http://www.fullerton.edu/handbook/policy. If you have any questions about what constitutes plagiarism or cheating, please ask the instructor. Further, academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. Students found guilty of academic dishonesty will be assigned an appropriate academic penalty ranging from a reprimand to a grade of F and will be reported to the Judicial Officer on campus. PLAGIARISM is a specific form of academic dishonesty (cheating) which consists of handing in someone else’s work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics.
compiled by another without giving citation. Any acts of academic dishonesty will be dealt with in accordance to CSUF policies and will receive a 0 on assignments.

**DISABLED STUDENT SERVICES**

The mission of our Disabled Students Services Office is “to make all of the university’s educational, cultural, social, and physical facilities and programs accessible to students with orthopedic, functional, perceptual and/or learning disabilities.” Please inform me during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or exams; I will be most happy to make appropriate accommodations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office. The office is located in UH 101; the phone number is (657) 278-3117. See [www.fullerton.edu/disabledservices](http://www.fullerton.edu/disabledservices).

**CLASS ETIQUETTE/COMMUNICATIONS**

The classroom is a wonderful place to learn, exchange ideas and experience both academic and personal growth. Therefore, to protect and respect this collegial environment, it is very important to actively listen and not be disruptive when your peers or the professor is speaking. Please refrain from using cell phones and pagers during class. Also, coming to class well-rested, eating prior to class (not in class), and being involved with discussions in class will contribute significantly to your efforts in furthering your knowledge of the material covered in this class. All these measures will preserve the integrity of the educational experience.

**OTHER INSTRUCTIONAL MATERIALS AND ACTIVITIES**

**Guest Speakers:**

A series of guest speakers will give presentations on various topics throughout the semester.

**Dates and Time for the Seminar:**

The seminar will be held during week 3. Specific dates and times are TBA.

**Additional Readings:**

A majority of the readings are publicly available. Either a link or the article will be posted on TITANium.


**EMERGENCY PREPAREDNESS**

Please familiarize yourself with campus emergency procedures: [http://prepare.fullerton.edu/ep_students.html](http://prepare.fullerton.edu/ep_students.html)

Consult our TITANium course site for updates and announcements if we are unable to attend class due to an emergency situation and/or campus closure (e.g., earthquake).
## 16-WEEK SCHEDULE (15 weeks of instruction plus 1 exam week)

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC(S)</th>
<th>ACTIVITIES</th>
<th>READING ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduction to Childhood Obesity</td>
<td>- Lecture and Class Discussion</td>
<td>NRC text, Chapter 1</td>
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<tr>
<td>2.</td>
<td>Extent and Consequences of Childhood Obesity</td>
<td>- Lecture and Class Discussion</td>
<td>NRC text, Chapter 2 And Assigned readings</td>
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<td>3.</td>
<td>Developing an Action Plan</td>
<td>- Lecture and Class Participation</td>
<td>NRC text, Chapter 3 And Assigned readings</td>
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<td>4.</td>
<td>A National Public Health Priority</td>
<td>- Lecture and Class Participation</td>
<td>NRC text, Chapter 4 And Assigned readings</td>
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<td>5.</td>
<td>Trends and Rates of Childhood Obesity and Nutrition in Underserved Populations</td>
<td>- Lecture and Class Participation Quiz 1</td>
<td>Assigned readings</td>
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<td>6.</td>
<td>Social Context with Regard Childhood Obesity and Nutrition in Underserved Populations</td>
<td>- Lecture and Class Participation</td>
<td>Assigned readings</td>
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<td>7.</td>
<td>Cultural Issues Related to Obesity and Nutrition for Underserved Populations</td>
<td>- Lecture and Class Participation</td>
<td>Assigned readings</td>
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<td>8.</td>
<td>Meaning of Food and Emotional eating</td>
<td>- Lecture and Class Participation</td>
<td>NRC text, Chapter 6 And Assigned readings</td>
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<td>9.</td>
<td>Social and Cultural Impact on Eating Preference and Behavior</td>
<td>- Lecture and Class Participation</td>
<td>NRC text, Chapter 7 And Assigned readings</td>
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<td>10.</td>
<td>Food decisions: Knowledge ⇒ Intentions ⇒ Behaviors ⇒ Maintenance in Underserved Populations</td>
<td>- Lecture and Class Participation</td>
<td>NRC text, Chapter 8 And Assigned readings</td>
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<tr>
<td>11.</td>
<td>Research, Program Design &amp; Evaluation in Underserved Populations with Regard to Childhood Obesity</td>
<td>- Lecture and Class Participation Quiz 2</td>
<td>NRC text, Chapter 9 And Assigned readings</td>
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<tr>
<td>12.</td>
<td>Fundamental Movements and Skill Development, Integrating Nutrition, Lesson Planning</td>
<td>- Lecture and Class Participation</td>
<td>Ch. 3 Kovar; Physical Education Framework</td>
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<tr>
<td>14.</td>
<td>Physical Activity and Nutrition, Motivation</td>
<td>- Lecture and Class Participation Assignment 3: Group Presentations</td>
<td>Ch. 9 &amp; 10 Kovar; Healthy People 2020</td>
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<tr>
<td>15.</td>
<td>Final Wrap-up and Summary</td>
<td>- Lecture and Class Participation Assignment 3: Group Presentations</td>
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<tr>
<td>16.</td>
<td>Exam Week</td>
<td>- Final Exam</td>
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