Term Information

Effective Term: Autumn 2016

General Information

Course Bulletin Listing/Subject Area: Human Dev and Family Science
Fiscal Unit/Academic Org: Department of Human Sciences - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7570
Course Title: Obesity, a Multidisciplinary Foundation
Transcript Abbreviation: OBSFoundations
Course Description: This course examines the context, causes, and consequences of obesity in the United States today. We will begin with an examination of trends in obesity and a description of the scope of the problem. Next, the course will examine physiological, psychological, sociological and economic factors that contribute to the obesity problem. We will then describe adverse health outcomes associated with ob

Semester Credit Hours/Units: Fixed: 2

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeateable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: None.
Exclusions: None.

Cross-Listings

Cross-Listings: College of Public Health – Division of Health Behavior and Health Promotion (7570)

Subject/CIP Code

Subject/CIP Code: 19.0701
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• Describe the scope, context and growth of the obesity problem in the United States and other developed and developing societies. Articulate the determinants and consequences of obesity. Evaluate intervention and prevention measures.

Content Topic List

• We will begin with an examination of trends in obesity and a description of the scope of the problem. Next, the course will examine physiological, psychological, sociological and economic factors that contribute to the obesity problem.

Attachments

• Obesity Syllabus 2017.docx: Syllabus

(Syllabus. Owner: Folden Jr,H Eugene)

Comments

• This is the foundations course to be offered as part of the approved Obesity Sciences GIS. (by Folden Jr,H Eugene on 05/05/2016 12:50 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Folden Jr,H Eugene</td>
<td>05/05/2016 12:50 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
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<td>Unit Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L</td>
<td>05/05/2016 12:53 PM</td>
<td>College Approval</td>
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</tbody>
</table>
Co-Instructors: Keeley Pratt, Assistant Professor, Human Sciences  
Gail Kaye, Assistant Professor of Clinical Public Health, Public Health

Contact information:  
Keeley Pratt, Ph.D.  
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pratt.192@osu.edu  
Office hours (TBD)

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688-4024  
gkaye@cph.osu.edu  
Office hours (TBD)

Course Description:  
This course examines the context, causes, and consequences of obesity in the United States today. We will begin with an examination of trends in obesity and a description of the scope of the problem. Next, the course will examine physiological, psychological, sociological and economic factors that contribute to the obesity problem. We will then describe adverse health outcomes associated with obesity, followed by an examination of consequences of obesity for individuals in their relationships, as workers, and as consumers. Finally, we will examine treatments for obesity, prevention measures, and potential policy options. Guest speakers with expertise in the above areas will be invited to convey the latest science from the field.

Course Objectives:  
The successful student in this course will be able to:
1. Describe the scope, context and growth of the obesity problem in the United States and other developed and developing societies.
2. Articulate the determinants of obesity on the individual and population level, and explain why it has grown as a problem in recent decades.
3. Analyze the consequences of obesity for individuals in different aspects of their lives (health, relationships, work, and consumption).
4. Compare and contrast the strategies available to mitigate the obesity problem.
5. Evaluate prevention measures and policy options.
Course Requirements:

Required Readings: There is no required book for this course. Readings will be assigned for each class.

Attendance/Class Participation: Students will be expected to attend all classes. When conflicts arise, absences should be cleared beforehand with the class instructors; if that is not possible, discuss absences with the instructors as soon as possible. Unexcused missed classes will reduce your final grade 5 points for each class missed so please refrain from missing class unless absolutely necessary. Illness which results in missing more than one class must be documented with a note from a health care provider or a University Excused Absence. Late assignments will be penalized by 10% of their value for each day late (i.e., -10% if turned in within the first 24 hours of the due date, -20% if turned in 24-48 hours of the due date etc.)

This course is designed to foster interactive and compelling discussions on a variety of obesity-related issues. It is important that each student take responsibility for making sure his or her voice is heard throughout the semester. There will be plenty of opportunities for participation. As students are encouraged to share, they have a right to confidentiality and respect from their fellow students. Any material shared in class that is personal in nature should be kept confidential.

Attendance and participation (20%)

Full credit will be given to students who are present (as noted above), prepared, and who participate in the discussion with thoughtful comments and questions.

Thought Questions (12 sets of questions; 20% total)

The aim of this assignment is to assist students to encourage reflection on reading materials and to facilitate classroom discussions. Based on the reading material in preparation for weeks 2-13, each student should submit two potential discussion questions which either reflect questions raised in your mind by the reading, interesting connections between the reading and other related material, or points of disagreement with the reading which merit discussion. Questions are to be submitted to the appropriate drop box by 12 pm one day before class (i.e., Sunday at noon).

Applied Scenarios (4 Scenarios, 15% each)

The aim of this assignment is to provide students with the opportunity to integrate resources from class and readings in order to take a position on practical applications of materials learned. There are four applied scenario assignments. For each assignment, students are required to provide a written response to one of two or three scenarios provided. This will required students to agree or disagree with the scenario selected and to defend and substantiate their position. Each response should be a 3-4 pages in length (double spaced), using 12 point font and 1 inch margins. Student responses are to be submitted to the appropriate drop box on the due dates assigned (in weeks Feb. 16, Mar. 9, Apr. 6, and Apr. 27).
Course Rules:

Academic Integrity
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so we recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report our suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact one of us.

Other sources of information on academic misconduct (integrity) to which you can refer include:
• The Committee on Academic Misconduct web pages (COAM Home)
• Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
• Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Note: We reserve the right to use the Turnitin OriginalityCheck software on Carmen to detect evidence of plagiarism for all written materials submitted in this course!

Office for Disability Services
Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of us privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Student Support
A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact OSU Counseling and Consultation Services (292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free to students and is confidential.

Grievances and Solving Problems
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”
Diversity
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, including age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Grading:

<table>
<thead>
<tr>
<th>grade</th>
<th>%</th>
<th>what it means</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>excellent work that reflects mastery of the material and the ability to apply it critically and creatively</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>excellent work that reflects mastery of the material</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>good work that reflects mastery of most of the material</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>good work that reflects mastery of some of the material</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>good work that reflects mastery of a few aspects of the material</td>
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<tr>
<td>C-/C+/C+</td>
<td>70-79</td>
<td>mediocre work that reflects familiarity with, but not mastery of the material</td>
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<tr>
<td>D</td>
<td>60-69</td>
<td>work that reflects minimal familiarity with the material</td>
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<tr>
<td>E</td>
<td>&lt;60</td>
<td>unacceptable performance</td>
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Schedule: Note: Required readings will be finalized 1-2 weeks prior to scheduled class

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Scenario Assignments</th>
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</thead>
<tbody>
<tr>
<td>Jan. 9</td>
<td>Introduction: Context of the Problem</td>
<td></td>
<td></td>
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<tr>
<td>Jan. 16</td>
<td>No Class: MLK Day</td>
<td></td>
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<tr>
<td>Jan. 23</td>
<td>Determinants: Energy Balance+</td>
<td>Kaye, Goodway</td>
<td></td>
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<tr>
<td>Jan. 30</td>
<td>Determinants: Economic</td>
<td>Scharff</td>
<td></td>
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<tr>
<td>Feb. 6</td>
<td>Determinants: Psych/Social</td>
<td>Pratt</td>
<td></td>
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<tr>
<td>Feb. 13</td>
<td>Consequences: Health</td>
<td>Pirie, Kaye</td>
<td>Scenario #1 Due</td>
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<tr>
<td>Feb. 20</td>
<td>Consequences: Psych/Social</td>
<td>Rudd</td>
<td></td>
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<tr>
<td>Feb. 27</td>
<td>Consequences: Economic</td>
<td>Scharff</td>
<td></td>
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<tr>
<td>Mar. 6</td>
<td>Treatments: Adult</td>
<td>Kaye</td>
<td>Scenario #2 Due</td>
</tr>
<tr>
<td>Mar. 13</td>
<td>No Class: Spring Break</td>
<td></td>
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<tr>
<td>Mar. 20</td>
<td>Treatments: Children</td>
<td>Pratt</td>
<td></td>
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<tr>
<td>Mar. 27</td>
<td>Treatments: Surgery</td>
<td>Noria</td>
<td></td>
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<tr>
<td>Apr. 3</td>
<td>Prevention: Behavioral Economics</td>
<td>Hanks</td>
<td>Scenario #3 Due</td>
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<tr>
<td>Apr. 10</td>
<td>Prevention: Federal Efforts</td>
<td>Focht</td>
<td></td>
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<tr>
<td>Apr. 17</td>
<td>Prevention: Community Programs</td>
<td>Pirie/Kaiser</td>
<td></td>
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<tr>
<td>Apr. 24</td>
<td>Wrap-up</td>
<td></td>
<td>Scenario #4 Due</td>
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For students enrolled in public health, this course addresses the following competencies:

**HBHP MPH competency #4:**
Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

**Integrative and interdisciplinary competency #5**
Work within multidisciplinary groups (e.g., nurses, physicians, physical and life scientists) to recognize and evaluate public health threats and develop strategies for intervention

**Readings**

**Introduction**


**Determinants: Energy Balance**


**Determinants: Economic**


**Determinants: Psych/Social**


**Consequences: Health**

Hainer, V., Toplak, H., & Stich, V. (2009). Fat or fit: what is more important?. *Diabetes Care, 32*(suppl 2), S392-S397.


**Consequences: Psych/Social**


**Consequences: Economic**


**Treatments: Adult**


**Treatments: Children**


**Treatments: Surgery**


**Prevention: Behavioral Economics**


**Prevention: Community Programs**


**Prevention: Federal Efforts**


