



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

| | | | |
|----------------|-----------------------------|------------|----------------------------|
| College/School | College of Health Solutions | Department | Health Sciences |
| Prefix | HSC | Title | Eating for Lifelong Health |
| Number | 355 | Units: | 3 |

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials (Required) [Signature]

Course description:

Requested designation: Social-Behavioral Sciences-SB

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 6, 2015

For Spring 2017 Effective Date: March 15, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- * Literacy and Critical Inquiry core courses (L)
* Mathematics core courses (MA)
* Computer/statistics/quantitative applications core courses (CS)
* Humanities, Arts and Design core courses (HU)
* Social-Behavioral Sciences core courses (SB)
* Natural Sciences core courses (SQ/SG)
* Cultural Diversity in the United States courses (C)
* Global Awareness courses (G)
* Historical Awareness courses (H)

A complete proposal should include:

- [X] Signed course proposal cover form
[X] Criteria checklist for General Studies designation(s) being requested
[X] Course catalog description
[X] Sample syllabus for the course
[X] Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Christina Scribner E-mail christina.scribner@asu.edu Phone

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Carol Johnston Date: 7/29/15

Chair/Director (Signature): [Signature]

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Social And Behavioral Sciences [SB]

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Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[SB] CRITERIA | | | | | |
|--|--|---|--|--|--|
| A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided. | | | | | |
| YES | NO | | Identify Documentation Submitted | | |
| X | | 1. Course is designed to advance basic understanding and knowledge about human interaction. | Appendix 1 -HSC 355 Syllabus Appendix 2 - Overview of Course Assignments | | |
| X | | 2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table> | <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY | <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY | Appendix 1 -HSC 355 Syllabus Appendix 3 - Wellness Plan Assignment Appendix 4 - Worksite Wellness |
| <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY | <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY | | | | |

| | | | |
|---|--|--|--|
| | | | Program Case Study Assignment |
| X | | <p>3. Course emphasizes:</p> <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p> | <p>Appendix 3- Wellness Plan Assignment</p> <p>Appendix 4- Worksite Wellness Program Case Study Assignment</p> |
| X | | 4. Course illustrates use of social and behavioral science perspectives and data. | <p>Appendix 4- Worksite Wellness Program Case Study</p> <p>Supplemental Article</p> |
| | | <p>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</p> | |
| | | <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. | |
| | | <ul style="list-style-type: none"> • Courses with primarily natural or physical science content. | |
| | | <ul style="list-style-type: none"> • Courses with predominantly applied orientation for professional skills or training purposes | |
| | | <ul style="list-style-type: none"> • Courses emphasizing primarily oral, quantitative, or written skills. | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|----------------------------|-----------------------|
| HSC | 355 | Eating for Lifelong Health | Social and Behavioral |

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|--|---|---|
| 1. Course is designed to advance basic understanding and knowledge about human interaction. | <p>HSC 355 directs students to recognize variables that influence eating and activity behaviors throughout the lifecycle. Refer to: Appendix 1: Syllabus Course Learning Objectives 4, 6, 7.</p> <p>Appendix 2-Overview of Assignments highlights areas of HSC 355 that especially advance basic knowledge and understanding about human interaction.</p> <p>Appendix 3-Discussions: Students learn that “connection” to one another is among the most important factors in therapeutic behavior change. Thus, students are required to enhance connection to one another on the discussion board by addressing each other by name and closing their posts with their signature. Furthermore, students learn about social determinants of health and practice emphatic understanding of one another through case studies and in responding to one another’s posts. Students distinguish between facts and thoughts, perceptions and beliefs.</p> | <p>Appendix 1-HSC 355 Syllabus</p> <p>Appendix 2- Assignments Overview, including a summary of course Discussions and the Discussion Scoring Rubric.</p> |
| 2. Course content emphasizes the study of social behavior such as that found in: Social Psychology and Sociology | <p>The study of Social Psychology and Sociology are founded on scientific study of how people’s thoughts, feelings and behaviors are influenced by their thoughts, feelings and beliefs, including the real or imagined influence of other people and the physical environment (television, social media, Internet, neighborhood, family, etc.). The readings and assignments in HSC 355 reinforce these principles.</p> <p>Refer to: Appendix 1: Syllabus Learning Objective 1, 4, 6, 7.</p> | <p>Appendix 1-HSC 355 Syllabus</p> <p>Appendix 2-Assignments Overview</p> <p>Appendix 3-Wellness Plan Assignment</p> <p>Appendix 4- Worksite Wellness Program Case Study Assignment</p> |

| | | |
|--|--|--|
| | <p>Appendix 2-Assignments Overview highlights areas where social and behavioral sciences are especially emphasized. Note that the spirit of S & B and emphasized throughout the discussion board in both topic and assessment of participation.</p> <p>Appendix 3-Wellness Plan Assignment, requires students to assess their own thoughts and behaviors relative to health and develop a wellness plan that includes a support team. Students re-assess their progress at the end of the course.</p> <p>Appendix 4- Worksite Wellness Program Case Study assignment, requires students to advocate for individualization of a worksite program that meets Affordable Care Act guidelines based upon awareness of social and behavioral determinants of health. Proposed interventions must supported by research.</p> | |
| <p>3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> | <p>The foundations of HSC 355 supports the (1) Social scientific theories and principles, (2) Methods used to acquire knowledge about cultural or social events and processes, and (3) The impact of social scientific understanding on the world as evidenced in the syllabus (Objectives 1, 4, 6, 7), Appendix 1, and assignments, Appendix 2. Throughout this course, intrapersonal and interpersonal relationships are emphasized in terms of communication, behavioral choices and behavior change.</p> | <p>Appendix 1-HSC 355 Syllabus</p> <p>Appendix 2-Assignments Overview</p> |
| <p>4. Course illustrates use of social and behavioral science perspectives and data.</p> | <p>HSC 355 instructs students regarding personal and social constructs that influence nutrition-related behaviors, and requires that students cite corresponding literature throughout the course to support their work. Two examples are the use of the Predictive Index (PI), explained in Appendix 2, which is a behavioral survey used in Discussion-1 and the Worksite Wellness Program Case Study, Appendix 4. The PI directs students in evaluating their own personality characteristics related to their chosen career and the Case Study requires students to propose alternative interventions based upon evidence. An example of supplemental reading on social determinants of health is provided: http://content.healthaffairs.org/content/30/10/1852.full.html</p> | <p>Appendix 2-Assignments Overview</p> <p>Appendix 4-Worksite Wellness Program Case Study</p> <p><u>Supplemental Reading</u></p> |

ARIZONA STATE UNIVERSITY

SYLLABUS

Course Information

Course Number HSC 355 / HSC 394 (Omnibus)

Course Title Eating for Lifelong Health

Credits 3 Credit Hours

Prerequisites NTR 100 or NTR 241

Credit is allowed for only HSC 394/355 or NTR 450 or NTR 550

Co-requisites None

Faculty

Name: Christina Scribner

Office: None: Online

Phone: 303-949-1177

Email address: Christina.Scribner@asu.edu (Use course e-mail for classroom-related correspondence)

Appointment hours: Arranged via email

Catalog Description

Explores the role of food and nutrition throughout the life span and how they impact personal health and wellness.

Course Overview

This course introduces students to nutrition across the life span, highlights nutritional issues and gaps in knowledge or views that vary based upon a rapidly growing/changing body of scientific knowledge.

Students identify nutrition support resources and recognize when a referral is warranted (scope of practice).

Learning Outcomes

At the completion of this course, students will be able to:

1. Identify sources of reliable nutrition information for consumers and professionals, determine the credibility of contemporary nutrition information and use this information to make **evidence based decisions**.
2. Identify the impact of maternal dietary choices and nutrient adequacy on the lifelong health of her offspring.
3. Compare the short and long term health implications of breastfeeding vs. formula feeding infants.
4. **Evaluate the impact of family, friends, schools and other social/environmental factors on the food choices, nutrient adequacy and health** of toddlers, children, and adolescents.
5. Identify the unique nutrient needs of adolescents and how their dietary choices impact their short and long term health.
6. **Explain the relationship between dietary choices and other factors in maintaining optimal health throughout adulthood.**
7. **Recognize the physiologic and emotional changes that occur with aging and the interplay between these factors and dietary choices.**

Course Topics & Grading

Methods of Instruction

This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <http://my.asu.edu> or <http://myasucourses.asu.edu>.

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; and case scenarios.

Methods of Evaluation

| Activity | Number in Course | Total Course Value |
|----------|------------------|--------------------|
|----------|------------------|--------------------|

| | | |
|---------------------|---------------------|-----------|
| Syllabus Quiz | 1 @ 10 points | 10 (1%) |
| Discussion Boards | 5 @ 20 points each | 100 (14%) |
| Project | 1 @ 150 points | 150 (21%) |
| Case Study | 1 @ 50 points | 50 (7%) |
| Wellness Plan | 1 @ 50 points | 50 (7%) |
| Quizzes | 12 @ 20 points each | 240 (32%) |
| Exams | 2 @ 50 points each | 100 (14%) |
| Total Points | 2 @ 50 points each | 700 |

Summary of Assignments

- Discussion Board Participation:** To encourage class participation, an in-depth understanding of the material, and skill for problem solving, you will be required to submit responses to graded discussion topics. In some cases, you may need to do some research to answer the questions. Discussions require citation of sources.
- Project:** Analyze a current health news article found in print form or on the Internet. Evaluate the accuracy of the information provided in the article relative to the likely conclusions that a reader might take away from the article as compared to the evidence available in the scientific literature. Present your evaluation to your discussion group. Each member of your group will score your evaluation using a rubric and submit the score to your instructor. Your instructor will determine your final grade.
- Case Study:** Recognize barriers to participation in wellness programs. Use tools for prediction of weight loss based on diet and physical activity behavior change. Utilize background information from 2 articles about caloric intake and physical activity monitors as you work through a case study and make recommendations for meeting Affordable Care Act guidelines for a worksite wellness program.
- Wellness Plan:** You assess your personal attitudes and behaviors related to diet and physical activity that influence well-being. From this assessment, you create a plan for improving health and then reassess yourself at the end of the course.
- Quizzes:** Take timed quizzes over assigned readings. Your score will be the highest of two attempts. Questions are multiple-choice or true/false format. Quizzes are to be completed without outside resources (not open-book or open-note).

- **Exams:** Take mid-term and semester-end exams over assigned readings. You are allowed one attempt. Exams cover the same material as quizzes but are not the same questions and may include short answer or essay questions. Exams are to be completed without outside resources (not open-book or open-note).

Scoring Rubrics

Rubrics are provided for all assignments. Rubrics provide explicit and descriptive assignment grading criteria. Utilize the rubrics to avoid guessing what your instructor is looking for in an assignment. When rubrics are used correctly they provide a consistent assessment tool with the least amount of subjectivity for students and instructors.

Grading

| Grade | Percentage | Points Range |
|-----------|------------|--------------|
| A+ | 98 – 100% | 686-700 |
| A | 93 – 97% | 651-685 |
| A- | 90 - 92% | 630-650 |
| B+ | 87 – 89% | 609-629 |
| B | 83 – 86% | 581-608 |
| B- | 80 – 82% | 560-580 |
| C+ | 77 – 79% | 533-559 |
| C | 70 – 76% | 490-532 |
| D | 60 – 69% | 420-489 |
| E | Below 60% | 0-419 |

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will generally be available within 1 week of the due date via the Gradebook.

General Topic Schedule

Summer 2015

| Week | Topics/Lessons | Activities | Assignments |
|---------------|--|---|--|
| Week 1 | <ul style="list-style-type: none">• Nutrition in Pregnancy & Lactation• Infant Nutrition | <ul style="list-style-type: none">• Read Ch 1 & 2• Review Syllabus• Review Course Assignments• Begin Project | <ul style="list-style-type: none">• Syllabus Quiz• DB 1• Quiz 1 – Ch 1• Quiz 2 – Ch 2 |
| Week 2 | <ul style="list-style-type: none">• Factors and the Role of Parents in Early Childhood Nutrition• Adolescent Nutrition• Vitamins and Minerals in Childhood | <ul style="list-style-type: none">• Read Ch 3• Read Ch 4• Read Ch 6 (pages 199-223) | <ul style="list-style-type: none">• DB 2• Wellness Plan Part 1• Wellness Plan Part 2• Quiz 3 – Ch 3• Quiz 4 – Ch 4• Quiz 5 – Ch 6 |

| | | | |
|---------------------------------|---|--|---|
| <p>Week 3</p> | <ul style="list-style-type: none"> • Pediatric Vegetarianism, Childhood Obesity, Food Allergies & Celiac Disease • Dietary Guidelines for Athletes, Pediatric Diabetes, Disordered Eating • Nutrition for Adults - Chronic Disease | <ul style="list-style-type: none"> • Read Ch 7 & 8 • Study for Mid-Term Exam (Ch 1, 2, 3, 4, 6, 7, 8) • Read Ch 9 & 10 • Work on Project | <ul style="list-style-type: none"> • DB 3 • Quiz 6 – Ch 7 • Quiz 7 – Ch 8 • DB 4 • Quiz 8 – Ch 9 & 10 • Exam 1: Mid-Term Exam |
| <p>Week 4</p> | <ul style="list-style-type: none"> • Nutrition for Adults – Physical Activity and Weight Management • Nutrition for the Older Adult – Diet, Lifestyle, Disease and Pharmacology | <ul style="list-style-type: none"> • Read Ch 11 & 12 • Work on Project | <ul style="list-style-type: none"> • DB 5 • Worksite Wellness Case Study • Quiz 9 – Ch 11 • Quiz 10 – Ch 12 |
| <p>Week 5</p> | <ul style="list-style-type: none"> • Unique Nutrition Issues Among Older Adults • Nutrition and Ethical Issues at End of Life | <ul style="list-style-type: none"> • Read Ch 13 & 15 • Complete Project | <ul style="list-style-type: none"> • Project Presentation • Quiz 11 – Ch 13 • Quiz 12 – Ch 15 |
| <p>Week 6</p> | | <ul style="list-style-type: none"> • Watch Peer Presentations • Evaluate Peer | <ul style="list-style-type: none"> • Project Discussion • Project Peer |

| | | | |
|--|--|--|--|
| | | Presentations <ul style="list-style-type: none"> • Study for Exam 2 (Final Exam – Ch 9, 10, 11, 12, 13, 15) | Evaluations <ul style="list-style-type: none"> • Wellness Plan Part 3 • Wellness Plan Part 4 • Exam 2 (Final) |
|--|--|--|--|

Course Policies & Procedures

Communicating With the Instructor

This course uses a discussion forum called "Ask Course Questions" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours.

Online Course

This course is offered in an online format as an I-course and also for ASU Online. It is an accelerated 7.5 week course. You will need access to Blackboard through ASU.

Email and Internet

Email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their assigned email regularly. This course utilizes the **Blackboard Messages system for course-related e-mail** so you will need to log in and check for messages regularly.

Course-related instructor correspondence will be sent via Blackboard Messages.

Campus Network or Blackboard™ Outage

When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

To monitor the status of campus networks and services, please visit the [System Health Portal](#).

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Late policy: All work is due by 11:59 pm on the due date. In order to avoid a grade penalty, students must submit assignments on time. You will lose 10% of the total possible points per day for every day your assignment is late past the due date. No late work will be accepted beyond 3 days after the due date. Accommodations will be made AHEAD of the due date for religious holidays and ASU athletic participation. Late work is not accepted the last week of class. NOTE: Arizona does not change time like the rest of the US for daylight savings time. Most of AZ (including ASU) is on MST all year long.

Incomplete Grades: A course grade of “Incomplete” will be given only in extreme situations and only to students performing at 77% or above in the course. Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form.

Extra Credit: No extra credit opportunities will be given. No **make-up** quizzes will be given except under documented emergency circumstances or when written advance notice is given during the first two weeks of the semester (such as with religious holidays and ASU athletic team events). In the event of an emergency (such as hospitalization) the student is required to provide specific written documentation, identifying the dates the student was unable to participate in the course (e.g., a doctor’s note written on professional letterhead).

If you have a death in the family please contact the instructor to make arrangements. Please note that *documentation* of the death in the family must be provided (e.g., a funeral announcement, obituary, etc. *Facebook memoriam pages will not be accepted*).

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard™. Do not submit an assignment via email.

Students have 7 calendar days to submit written justification to challenge a grade on an assignment; if a written justification is not submitted within this timeframe, challenges to grades will not be considered.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website (<http://eoss.asu.edu/drc>). DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website for eligibility and documentation policies.

Email: DRC@asu.edu

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser (use only [Google Chrome](#) or [Mozilla Firefox](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone and speaker

Technical Support

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourse.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

To contact the help desk you have these options:

- Website: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

HSC 355

Assignments Overview with Course Learning Objectives (CLO) and Healthy Lifestyles Coaching (HLC) Objectives Identified

Objectives that especially support the rational and objectives of the Social and Behavioral Sciences are highlighted.

Discussion Board:

The goal of the discussion board is to encourage class participation, an in-depth understanding of the material, and skill for problem solving, you will be required to submit responses to graded discussion topics. In some cases, students may need to do some research to answer the questions. Discussions require students to recognize professional boundaries and consider the host of reasons people make nutrition and physical activity choices, including behavioral and social factors. Students are required to cite sources.

Discussion Board Topics:

DB-1: Students discuss their scores on the “Predictive Index” survey. The PI is a descriptive behavioral assessment that will provide you with a report about behavioral traits and what those traits are likely to mean about how you work and what types of role you are likely to find most comfortable.

DB-2: Students choose to discuss among 3 options related to childhood eating behaviors (snacking, picky eating, or factors leading to obesity)

DB-3: Students recognize our the role of technology in health care and choose a nutrition-related app to discuss relative to use by various lifecycle stages, safety, and effectiveness.

DB-4: Students choose among 3 options relative to nutrition during adolescence and adulthood (Frequent Traveling, impact of Internet Videos of nutrition, body image and health, or the Freshman 15.

DB-5: Students choose to discuss risk of “orthorexia” (the rigid or excessive focus on or application of food rules leads to distress, impairment, illness, or disruption of normal functioning) or developing professional boundaries.

Throughout the discussion forum, student learning objectives from the Healthy Lifestyle Coaching Outcomes include:

- Recognizes different, interrelated factors that affect clients and their behaviors.
- Expresses insights to clients in ways that are useful and meaningful.
- Acknowledges client successes and capabilities for future growth.
- Evaluate the impact of family, friends, schools and other social/environmental factors on the food choices, nutrient adequacy and health of toddlers and children.
- Identify the unique nutrient needs of adolescents and how their dietary choices impact their short and long term health.
- Clarify the difference between thoughts, feelings and emotions.
- Help clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them.

Appendix HSC 355 – Application for ASU-SB General Studies Classification

- Help clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, and background).
- Help the client identify and access different resources for learning (e.g., books, other professionals).

HSC 355 Discussion Forum Scoring Rubric

DB Original Posting (12 points possible)

| Competency | Meets Expectations | Does Not Yet Meet Expectations |
|---|---|---|
| Demonstrates Specificity in Response (1 point) | Posting relates to the topic | Posting appears to be pure opinion or only loosely related to the topic. |
| Citation (2 points) | Includes a citation utilizing one of the 3 E's (Expert Opinion, Example, Evidence) from a valid source. Citations: Use AMA format Includes both in-text and a full reference at the end of your posting. | Required citation is incomplete, incorrect, or missing. |
| Sensitivity in Thoughts Expressed (4 points) | Response reflects: <ul style="list-style-type: none"> - Relation of topic to author's (your) personal experience or perspective. <i>(How has/would this topic look/feel to you?)</i> - Evidence of empathic understanding of another (e.g. the person described in the case study). <i>(How might someone else's perspective be different and why?)</i> - Recognizes what is known and what is unknown. <i>(What further information would be helpful, what factors might explain behaviors, etc.)</i> | Response fails to reflect personal experience or variety of perspectives based on other's experience, perspective or social constructs. |
| Depth (4 points) | Discuss at a critical level: <ul style="list-style-type: none"> - May include your opinion of the point mentioned, why you hold that opinion, how you see the point. - Identifies consistencies/inconsistencies with what you have learned so far. - Recognizes implications for the future. - Distinguishes between trivial and significant issues. - Uses metaphor or analogy to help paint a verbal picture. <p>In other words, think critically and justify your position and / or give enough detail that all readers understand. Do not simply repeat what has previously been presented.</p> <p>(Length of response varies related to topic. Typical posting is approximately 1 word processing page or about 250 words. You do not lose points for going beyond 250 points with a post that adds to understanding or knowledge.)</p> | Posting lacks critical depth of consideration. |
| Complete Post (1 point) | Addresses all parts of the discussion topic with proper spelling and grammar. | Some parts of the assignment are incomplete, not addressed, or exhibit poor spelling or grammar. |

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DB Response Posting (8 points possible)

| Competency | Meets Expectations | Does Not Yet Meet Expectations |
|---|--|--|
| Demonstrates Specificity in Response (4 points) | Posting is specific to another student’s discussion posting by <ul style="list-style-type: none"> - Addressing the individual by name. - Mentioning details or quotes from the original discussion posting, information from the course, assignment or assigned reading/video. - Providing evidence that is supported by citation - Signing post with your name (at least first name) | Response does not address the individual by name or mention specific details/quote from the student’s original posting. Response lacks citation or author failed to sign with name. |
| Respectful, Substantive Thoughts Expressed (2 points) | Response reflects: <ul style="list-style-type: none"> - Thoughtful, sensitive regard to the background and values of others. - Inquiry for greater understanding, awareness, possibilities or clarity. - Differentiation between facts and the interpretation, what is unknown, identifies disparities between thoughts and feelings. - Ideas and positions that are clearly explained. | Response: <ul style="list-style-type: none"> - Appears to be pure opinion or unrelated to the student responded to. - Lacks sensitive regard. - Does not contribute substantially to understanding, awareness, or clarity. |
| Depth (1 points) | Response posting is <i>at least</i> 4 to 5 substantive sentences long. (Length of response varies related to topic) | Response posting is less than 4 substantive sentences long. |
| Complete Post (1 point) | Addresses all parts of the discussion topic with proper spelling and grammar. | Exhibit poor spelling or grammar. |

“In The News” Project:

This assignment involves analyzing a current nutrition-related health news article intended for lay persons found in print form or on the Internet. Your task is to evaluate the accuracy of the information provided in the article relative to the likely conclusions that a reader might well take away from the article as compared to the evidence available in the scientific literature. You will present your evaluation to your discussion group. Each member of your group will score your evaluation using a rubric and submit the score to your instructor, along with posting both a comment regarding a “strength” and potential “weakness” of your health news evaluation. Your instructor will determine your final grade.

Alignment Standard: This assignment supports the student in identifying sources of reliable nutrition information for consumers and professionals, determining the credibility of contemporary nutrition information and using this information to make evidence based decisions. (CLO 1)

Assignment Learning Objectives:

- Critique the validity of nutrition news in the popular press or Internet, *not* from government or recognized medical authorities (e.g NIH, CDC, etc.)
- Predict consumer responses to popular/contemporary/“breaking” health-related nutrition news
- Identify potential sources of bias/inaccuracies related to nutritional health beliefs

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In this is a 4-part assignment students:

- 1) Read a current health news article found in print form or on the Internet and share your initial impressions using a [template](#).
- 2) Research information from the article based upon scientific evidence and maintain contact with your discussion group during the process.
- 3) Evaluate the accuracy of the information provided in the article relative to the likely conclusions that a reader might take away from the article as compared to the evidence available in the scientific literature. Present your evaluation to your discussion group and comment on every group members' presentations.
- 4) Evaluate every presentation within your discussion group (including your own) using a rubric ([Project Scoring Rubric](#)) and submit the score to your instructor via google docs. Your instructor will determine your final grade.

Worksite Wellness Case Study:

The primary goals of this assignment are to recognize barriers to participation in wellness programs and to be introduced to 2 tools that may be used for prediction of weight loss utilizing diet and physical activity behavior changes. You will utilize background information from articles about caloric intake and physical activity monitors as you work through a case study and make recommendations for accommodations in a worksite wellness program to meet **an individual's needs**. You will review Affordable Care Act guidelines for worksite wellness programs and then use creative problem solving as you propose **strategies to meet an individual employee's needs related to behavioral and social factors that impact participation in a worksite wellness program**.

After completing the case study worksheet, you will answer questions and submit true/false, multiple choice, and short answer responses your in "quiz" format.

Personal Wellness Plan

This is a 4-part assignment.

- 1) **Assess your personal attitudes and behaviors** related to diet and physical activity that influence well-being on this [continuum](#).
- 2) Identify areas for improvement based upon your assessment and use this form to [create a plan](#) for improving health, including a **support network**.
- 3) Reassess yourself at the end of the course on the same [continuum](#) to note any changes or need to modify your plan.
- 4) Write a conclusion.

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**Alignment Standards: Course Learning Objective (CLO) 7; Healthy Lifestyles
Coaching (HLC) Objective 8b, 8c, 8d, 8e, 8f, 8g, 8h**

Learning Objectives:

- Appraise one's own current attitudes and behaviors related to food and physical activity
- Identify potential underlying concerns that influence behaviors that impact health
- Recognize the functional relationship between diet and physical activity to other concerns
- Identify potential barriers to meeting goals
- Develop personal goals and identify potential sources of support in meeting those goals
- Monitor and evaluate a behavior change plan

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Personal Nutrition and Physical Activity Wellness Plan

Description of Assessment Activity: You assess your personal attitudes and behaviors related to diet and physical activity that influence well-being. From this assessment, you create a plan for improving health, reassess yourself at the end of the course, and write a conclusion.

Alignment Standards: Course Learning Objective (CLO) 7; Healthy Lifestyles Coaching (HLC) Objective 8b, 8c, 8d, 8e, 8f, 8g, 8h

Learning Objectives:

- Appraise one's own current attitudes and behaviors related to food and physical activity
- Identify potential underlying concerns that influence behaviors that impact health
- Recognize the functional relationship between diet and physical activity to other concerns
- Identify potential barriers to meeting goals
- Develop personal goals and identify potential sources of support in meeting those goals
- Monitor and evaluate a behavior change plan

Instructions:

Over the semester we are studying health behaviors that include food and activity behaviors that affect well-being. In this assignment, you will use information based on your own life to create a wellness plan that emphasizes nutrition and physical activity. The "Indicators of a Healthy Relationship with Food and Activity" form is an adapted version of "Indicators of Recovery: Normalized Food, Weight, and Activity Related Behaviors" found in *Eating Disorders: Nutrition Therapy in the Recovery Process*, 1991, by Reiff and Reiff. The topics covered in this form (Part 1) and in the wellness plan (Part 2) are utilized by many treatment programs and among professionals that work with individuals that struggle with energy balance.

Assessments used by health coaches are typically much briefer. However, research suggests that many individuals (professionals and students alike) in the health-related fields personally struggle in their own attitudes related to food and activity. I encourage you to engage, to think/reflect deeply, as you complete each section of this assignment. This assignment is not an attempt to "call out" students, but is an attempt to encourage you to identify your own conscious and unconscious beliefs and behaviors. Your recognition may ultimately move you in a healthier direction. Furthermore, there is no substitute for having "stood in someone else's shoes" for facilitating empathy and coaching others, as long as you do not "project" your experience onto others. This assignment may in fact, further your understanding of the challenges of managing fear of not being good enough, of failure, or anxiety. If you have not been in any of these situations, it may be difficult to explain the profound intrapersonal (within you) and interpersonal (between you and

others) interactions that occur. Personal challenges with eating or activity level is not necessary in order to facilitate change within others, but an individual who has struggled and changed may offer an exceptionally empathetic ear to their clients.

Health goals are developed as a result of identified needs. This is a 4-part assignment in which you will assess your current attitudes and behaviors toward food, develop a wellness plan, and write a conclusion.

Part 1. (5 points) Complete the “Indicators of a Healthy Relationship With Food and Activity” form to self-assess your current attitudes and behaviors. As shown in the example below, the client assessed their current attitudes and behaviors regarding food/eating and activity on a continuum from 0 (suggesting immediate attention) to 10 (suggesting healthy, but imperfect) by using an “X”. While this part of the assignment is “only” worth 5 points, I urge you to take your time with this, contact me for clarification as needed, and answer as honestly as possible. Part 1 sets the stage for the rest of the assignment. Self-assessment is empowering and promotes being honest and taking personal responsibility.

| Indicator | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---------------------|---|---|---|---|---|---|---|---|---|--------------------------|
| | Immediate attention | | | | | | | | | | Healthy, but "imperfect" |
| Body Symptoms | | | | | | | | | | | |
| Body temperature | | | | | | X | | | | | |
| Normal pulse and blood pressure | | X | | | | | | | | | |
| Episodes of dizziness | | | | | X | | | | | | |
| Normal menstruation | | X | | | | X | | | | | |
| Hair growth and health | | | | | | | | | | | |
| Skin health | | | | | | | | X | | | |
| Dental health | | | | | | | | | X | | |
| Digestion, absorption and bowel function (acid reflux, constipation) | | | | X | | | | | | | |
| Feeling of energy | | | X | | | | | | | | |
| Think with mental clarity | | | | X | | | | | | | |
| | | | | | | | | | | | |
| Food Consumption Pattern | | | | | | | | | | | |
| Regular pattern of eating that is healthful | | | | X | | | | | | | |
| Eat meal and snacks at an appropriate rate | | | | | | | | | | X | |
| | | | | | | | | | | | |
| Food Intake & Hunger | | | | | | | | | | | |
| Consume energy to provide for basal | | X | | | | | | | | | |

The form will be used more than once, which allows you (representing the client) to track change. You will complete this form again in Part 3 to note any changes. You also submit your results via Google Docs to facilitate your instructor in reporting class-wide changes back to students. Your personal results are confidential!

| | | | | | | | | | | | | | | | | | | | |
|---|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| and in other people's homes or in restaurants | | | | | | | | | | | | | | | | | | | |
| Food related thoughts and moods do not interfere with my relationships | | | X | | | | | | | | | | | | | | | | |
| Exercise Level | | | | | | | | | | | | | | | | | | | |
| Enjoy light – moderate activities without feeling a compulsion to engage in heavy, prolonged exercise as a way of purging | | | X | | | | | | | | | | | | | | | | |

er | Close X Adapted from [Beff](#) and [Beff](#). Indicators of Recovery: Normalized Food-, Weight-, and Activity Related Behaviors. Eating Disorders: Nutrition Therapy in the Recovery Process

Key: X completed on ___7/19/12___

O completed on _____

* Completed on _____

Identify an area of concern that you a) believe warrants attention and b) are willing to set a goal toward achieving.

Part 2. (30 points) Complete the HSC 355 Wellness Plan worksheet. This Wellness Plan was adapted from a national treatment program that your instructor coordinates patient care with.

Part 3. (5 points) Complete the “Indicators of a Healthy Relationship With Food and Activity” form *again* to assess your attitudes and behaviors 6 weeks later. Use a “O” to identify where you are on the continuum this time. Update the form used in Part 1 so that we see any changes clearly!

Part 4. (10 points) Write a Conclusion Based on Summative Prompts

Write a conclusion (about 1 word processing page or 250 words) by responding to one or more of the summative prompts below. The prompts reflect core competencies of the International Coaching Federation supported by the ASU healthy lifestyles coaching program as they relate to your experience with this assignment.

How did this assignment:

- Support going beyond the text in terms of invoking greater understanding, awareness and clarity about issues related to food and activity? (8b)
- Assist you in identifying underlying concerns and disparities between thoughts, feelings, and action (8c)
- Help you discover thoughts, beliefs, perceptions, and emotions that affect your health? (8d)
- Strengthen your ability to take action and achieve what is important to you? (8d)
- Inspire commitment to shift viewpoint and find possibilities for action? (8e)
- Identify interrelated factors that affect your behaviors (thoughts, emotions, body, background)? (8f)
- Provide an example and experience with a strategy that (future) clients find useful and meaningful? (8g)

- Identify your personal areas of strength vs. areas for growth that may be important in your career? (8h)

Note: While it may be difficult for some people to identify personal health information (PHI) within the context of a course, this activity is important for both your personal growth and development of professional skill. I am asking for your trust in protecting you in submission of this assignment, which includes elements of PHI, so that you may fully engage in this learning opportunity.

The following policies apply to your submission of PHI within this assignment:

As Required By Law. Your instructor will disclose protected health information about you when required to do so by federal, state or local law.

Research. Your instructor may disclose your PHI to researchers when an institutional review board or privacy board that has reviewed a research proposal and established protocols to ensure the privacy of your information has approved their research

Health Risks. Your instructor may disclose protected health information about you to a government authority if we reasonably believe you are a victim of abuse, neglect or domestic violence. We will only disclose this type of information to the extent required by law, if you agree to the disclosure, or if the disclosure is allowed by law and we believe it is necessary to prevent or lessen a serious and imminent threat to you or another person.

PHI and Grading. Your participation will influence your grade to the extent that you demonstrate self-assessment that shows depth of thought and critical self-evaluation per the Wellness Plan Rubric below.

Wellness Plan Rubric

| Competency | Does Not Yet Meet Expectations | Marginal Performance | Meets Expectations |
|---|---|---|--|
| Part 1 Indicators of a Healthy Relationship With Food and Activity | Numerous areas of self-assessment are incomplete (0 points) | A couple parts of the assessment are incomplete (3 points) | Completed all parts of the assessment and submitted as directed. (5 points) |
| Part 2 Demonstrates Depth of Thought in Development of Personal | Several parts of the plan seem to be hastily completed, are incomplete and lack clarity | Parts of the plan seem to be hastily completed, are partially complete or otherwise lack clarity. | “SMART” goal(s) given for Wellness. Identifies Support Person(s), Potential Barriers, Tools and |

| | | | |
|---|--|--|--|
| Wellness Goal(s) | (0 points) | (22 points) | Strategies (30 points) |
| Part 3 Indicators of a Healthy Relationship With Food and Activity | Numerous areas of self-assessment are incomplete (0 points) | A couple parts of the assessment are incomplete (3 points) | Completed all parts of the assessment and submitted as directed. (5 points) |
| Part 4 Conclusion from Summative Prompt | Concluding response is incomplete lacks substantial support. (0 points) | Concluding response is mostly complete but lacking detail and support. (8 points) | Concluding response is thoughtfully detailed and supported. (10 points) |

Worksite Wellness Program Case Study (50 points)

The primary goals of this assignment are to recognize barriers to participation in wellness programs and to be introduced to 2 tools that may be used for prediction of weight loss utilizing diet and physical activity behavior changes. You will utilize background information from 2 articles about caloric intake and physical activity monitors as you work through a case study and make recommendations for accommodations in a worksite wellness program to meet an individual's needs. You will review Affordable Care Act guidelines for worksite wellness programs and then use creative problem solving as you propose strategies to meet an individual employee's needs related to behavioral and social factors that impact participation in a worksite wellness program.

Course Learning Outcome supported by this assignment:

1. Identify sources of reliable nutrition information for consumers and professionals, determine the credibility of contemporary nutrition information and use this information to make evidence based decisions. (CLO 1)
2. Explain the relationship between dietary choices and other factors in maintaining optimal health throughout adulthood. (CLO 6)

You will submit your answers to questions below in a "quiz." Questions will be presented in multiple choice, true-false, and short answer format.

Read 4 background articles:

1. [Farewell to the 3,500-Calorie Rule - Today's Dietitian...](#)
2. [Consumer Monitor Studies - Physical Activity and Health](#)
3. [Where Health Disparities Begin: The Role Of Social And Economic Determinants— And Why Current Policies May Make Matters Worse](#)
4. [Healthy Policy Brief: Workplace Wellness Programs.](#)

Case History

Debbie works as a diet tech at a local hospital. Debbie describes herself as in generally good health, although she has a long-term history of battling with her weight. At age 47, Debbie's current weight is 183 pounds at 5'7" tall.

Calculate Debbie's BMI . According to the BMI Calculator, Debbie's height and weight put her in the (underweight, normal weight, overweight, obese) BMI Category. (You may benefit by reviewing the use of BMI at http://www.nhlbi.nih.gov/health/educational/lose_wt/bmitools.htm)

A recent blood test showed Debbie's glycosylated hemoglobin (HbA1c) to be 6.2. (Visit the National Diabetes Information Clearinghouse at <http://diabetes.niddk.nih.gov/dm/pubs/A1CTest/> to interpret Debbie's status related to diabetes.)

What diagnosis will Debbie receive based on this blood test? (normal /pre-diabetes / diabetes)

Debbie does not know of any family history of diabetes and she expresses doubt that this diagnosis is accurate; she explains that although she provided a “fasting blood sample” she went to a birthday party luncheon the day before the blood test. Explain:

- a) *what* the HbA1c test measures
- b) how accurate the measure is
- c) factors that affect *accuracy* and
- d) specifically, whether or not Debbie’s *meal the day before* the blood test likely affected the results

Debbie is a single mother of 2 sons, aged 12 and 15 years. They live in a small, low income, urban community where food access (a full-scale grocery store) is 1.5 miles from their home. Like other people in her neighborhood, Debbie does not have a car. She walks 5 minutes to catch a bus to work about a half an hour before her sons leave for the bus stop to go to school. She walks a few blocks from the bus stop to get to the hospital where she works.

Debbie’s employer has implemented a wellness program that aims at increasing motivation by offering a positive incentive in the form of a health insurance premium rebate for those employees who meet a weight/BMI benchmark. The rebate money in her paycheck would make a significant difference to Debbie’s low income. Debbie currently exceeds the weight/BMI benchmark. Employees who do not meet the benchmark can get the rebate by:

1. Participating in a weight control program that involves a calorie-controlled diet and lunchtime walking program organized by the hospital or
2. Completing an online educational weight control program.

Debbie recognizes that she would benefit from participating in the diet and lunchtime walking program because it combines diet with exercise, as well as providing her with much needed social time. However, Debbie feels she must choose the online programs because, although she wants to lose weight, she needs her lunch hour to do her daily errands (including food shopping) so that she can be home for her kids after work. Since Debbie takes the bus daily, she grocery shops nearly every day so that she can more easily carry her groceries home. Debbie doesn’t know where she’d get the food items listed on the suggested meal plan for weight loss or how she’d pay for what she describes as two different grocery lists, one for her and one for her boys.

View the **Food Access Research Atlas** (<http://www.ers.usda.gov/data/fooddesert>). Go to the map (<http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx>) and make note of which regions/states appears to have the largest span of low-income (LI) and low-access (LA)? (for more information about food desserts, see **Definition of a Food Desert**.

(<http://apps.ams.usda.gov/fooddeserts/fooddeserts.aspx>)

Based on Debbie’s situation above, would you describe Debbie as living in a food desert? [Explain](#)

Prior to entering either of the wellness programs, employees are required to set reasonable weight loss goals during a personal meeting with a health coach.

Become acquainted with the following tools for predicting weight loss:

The Body Weight Simulator

Dr. Kevin Hall's laboratory at the National Institute of Health investigates how metabolism and the brain adapt in response to a variety of interventions to diet and physical activity. (If you wish to learn more about Dr. Hall's research see **NIH Research: The Human Energy Crisis**)

Enter the following information into The Body Weight Simulator:

Baseline Information: Weight 183 pounds, Female, Age 47, 5'7" tall, Moderate activity (enter an activity factor of 1.4).

What is Debbie's recommended baseline caloric intake? kcal/day

Next, click the tab "Set Your Goal Weight" and enter a goal weight of 150 pounds to be achieved in the next 6 months (180 days).

If Debbie attempts to lose the weight with diet alone, how many calories would she be consuming per day? .

You recognize that there are **serious disadvantages of consuming a calorie intake that is this low, e.g. dissatisfaction, food preoccupation, fatigue,** and risk for nutritional deficiencies. Debbie would like to meet her nutritional needs by diet alone and so you recommend a diet of 1650 calories per day. Now click the "Specify a Lifestyle Change" tab to determine how much Debbie's physical activity would need to change in order to accomplish her weight loss goal of going from 183 pounds to 150 pounds in 180 days consuming 1650 kcals.

Tip: click only "First Change" and start on "day 1." Then toggle between the levels of physical activity while you watch the "Tabulated Data" chart below until you reach the goal weight in 180 days.

Assume Debbie stayed with her meal plan and physical activity, losing the 33 pounds in 6 months. If she maintained this level of physical activity, approximately what caloric intake would support her new weight of 150 pounds? You will be able to determine an approximate range of calories using the Tabulated Data chart.

Now, go back and use the "Tabulated Data" tab to predict Debbie's weight loss from the beginning:

30 days into the program would be approximately pounds

60 days into the program: pounds;

90 days into the program: pounds;

120 days into the program: pounds;

150 days into the program: pounds.

Next, use the **Penning Single Subject Weight Change Predictor** estimating expected weight loss, <http://pbrc.edu/research-and-faculty/calculators/sswcp>. View the video tutorial for the Java application Weight Loss Calculator.

Enter Debbie's initial information (47 year old female, 67", 183 pounds, caloric intake of 1650 calories). Click on the graph and enter a time of 6 months.

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According to Penning's Calculator, Debbie's predicted weight loss is as follows:

30 days/4 weeks into the program would be approximately _____pounds

60 days/8 weeks into the program: pounds;

90 days/12 weeks into the program: pounds;

120 days/16 weeks into the program: pounds;

150 days/20 weeks into the program: pounds;

(If you click the "options" tab, you will see the 3500 kcal prediction in blue contrasted with the Penning calculation in red.)

What would Debbie's weight be after 2 years if she maintained her restricted intake of 1650 calories utilizing data from Penning Weight Change Predictor? *(Tip, click the graph to change the time period from 6 months to 2 years)* .

What is the primary reason the estimated weights are different when using these two programs?

Describe:

a) limitations of the 3500 calorie rule and

b) benefits of the new dynamic weight loss prediction calculators.

(This question is worth 6 points on the quiz so be sure you correctly identify a total of at least 6 limitations/benefits.)

Debbie's family responsibilities and financial situation pose barriers to her participation in the hospital's exercise and diet program but she still wants to try to lose weight. In this case, it seems that those who might benefit most from enhanced services and for whom the economic rewards would be most meaningful are least able to take advantage of the incentives offered by the wellness program. Assume you are in a position to advocate for Debbie. Visit [Healthy Policy Brief: Workplace Wellness Programs](#). Brainstorm and briefly describe at least 2 strategies that you could approach the wellness program coordinator with that would support Debbie's needs and/or help her overcome the barriers to participation in the wellness program. Explain how your ideas are supported by the Affordable Care Act as alternate ideas/suggestions to the current program to meet Debbie's needs.

1.

2.

(Each of your ideas are worth up to 5 points on the quiz. I am looking for you to specifically explain 2 different strategies that could be offered to Debbie to meet her needs, based on the provisions of the ACA. Support your suggested approaches with citations. For example, you might cite a study where a similar strategy has been employed. Think as a health coach might and come up with ideas that the hospital might agree to offer. The citations you provide are the type of information that support your intervention such as what you would present to the wellness plan administrator if you were advocating on Debbie's behalf.)

After filling in your responses, you are ready to complete the Worksite Wellness Case Study "quiz". You will be asked a series of multiple choice, true/false, and short answer questions worth up to 50 points that correspond to this assignment.

Update 8/2015

More Resources:

1. Webb, Densie. Farewell to the 3,500-calorie rule, *Today's Dietitian*, 26 (11), 36. 2014 available at <http://www.todaysdietitian.com/newarchives/111114p36.shtml>
2. Health Policy Brief. Workplace wellness programs. *Health Affairs*. 2013. Access at www.healthaffairs.org/healthpolicybriefs/brief_pdfs/healthpolicybrief_93.pdf
3. Voigt K, Schmidt H. Wellness programs: a threat to fairness and affordable care. *Health Care Cost Monitor*. The Hastings Center. 2010. Access at <http://healthcarecostmonitor.thehastingscenter.org/haraldschmidt/wellness-programs-a-threat-to-fairness-and-affordable-care/> on 8 November 2013.
4. Volk J, Corlette S. Premium incentives to drive wellness in the workplace: a review of the issues and recommendations for policymakers. *Georgetown University Health Policy Institute*. 2012. Access at <http://www.rwjf.org/content/dam/web-assets/2012/02/premium-incentives-to-drive-wellness-in-the-workplace>