I. COURSE DESCRIPTION

This course investigates the impact of legislation, policies, and implementation on individuals’ and populations’ physical activity (PA) and nutrition. Centering on students’ conceptualizations of their problem of practice, this course will explore: a) PA and Nutrition program implementation and challenges to implementation, b) evidence-based policies, practices, interventions, and services, and c) advocacy partnerships and organizations. This course will also integrate discussions of social justice and diversity in PA and nutrition policy and program implementation. Students will analyze these problems and their causes with the goal to craft and advocate for policies that promote PA and nutrition health equity for individuals and populations. Over the course of the semester, students will develop the art of analytical health writing through monthly assignments culminating in the production of Benchmark #2, Problem of Practice Draft.
II. COURSE OBJECTIVES

1. Investigate the impact of legislation, policies, and implementation on individuals’ and populations’ physical activity and nutrition
2. Articulate PA and nutrition program implementation and challenges to implementation, evidence-based policies, practices, interventions, and services, and advocacy partnerships and organizations.
3. Discuss issues of social justice and diversity in PA and nutrition policy and program implementation.
4. Analyze PA and nutrition problems and their causes with the goal to craft and advocate for policies that promote physical activity and nutrition health equity for individuals and populations.
5. Organize the analysis of health issues logically and coherently; express written analysis clearly, concisely, and effectively; develop and defend arguments; and awareness and appreciation of relevant ethical standards.
6. Follow weekly assignments and due dates to produce Benchmark #2, Problem of Practice Draft by the end of the course.

III. STUDENT EVALUATION CRITERIA

Course Requirements and Evaluation Criteria

1. Student Participation in Class: (20% of grade)

Class participation online and in-person is mandatory, and will allow students an opportunity to test ideas and provide feedback in an open forum. Each student is expected to fully participate both individually and as a member of a group. Students are expected to come to class and participate in online modules having completed all readings and assignments by the deadlines set forth on CourseWeb. This is an advanced-level course and you are expected to evidence willingness to demonstrate that level of commitment. Minimal engagement will not be sufficient at this level of study. Students will also be required to respond to instructor-led prompts related to the readings and post subjects, comment, and discuss accordingly on those posted by peers on CourseWeb. Specific due dates will be posted on CourseWeb. The instructor will observe the quality and quantity of student participation in class and online, and will offer feedback as appropriate.

Students unable to participate in a face-time class session or face an unavoidable delay in posting online are expected to notify the instructor in advance and make alternative arrangements. In all cases, students must keep up with their individual and group assignments in ways both substantive and timely.
2. Benchmark #2 Problem of Practice Draft (40% of grade)

Students complete their EdD program Benchmark #2 through an iterate and progressive process of drafting, reviewing, and revising their Problem of Practice draft. The four section document is the springboard for the Practitioner Inquiry (PI2) course in the summer term leading to Benchmark #3 Review of Supporting Literature in the fall term.

Students begin considering possible problems of practice during their summer on-ramp experience and continue this process during the fall term of Year 1. In the ARCO 2 course offered in the spring semester of Year 1, students prepare a draft of the Statement of Problem of Practice approved by their advisors and the instructors of the course.

The Statement of Problem of Practice is a 3-5 page document that:
- Identifies the topic of interest
- Describes why the topic is important
- Explains the scope of inquiry, or the specific context in which the problem exists
- Articulates questions to guide a review of literature related to the problem

When identifying a problem of practice, advisors should guide students to identify a problem that is:
- within the student’s locus of control
- reasonable in terms of scope and timeframe
- relevant and important to the student, the student’s context, and the larger community of practice

At the end of the spring semester, Year 1, students complete EdD Benchmark #2 fillable form, Advancement to Doctoral Study, signed by advisors and submitted electronically to Harriet Wortzman.

3. Intersection of Problems of Practice with Policy and Implementation grounded in practice (40% of grade)

Students complete three (3) Regulatory Reviews that describe regulatory actions (legislation, policies, notices, rules, proposed rules, president documents) that are under development or recently completed by Government Agencies (Federal, State, Local) related to the students’ Problem of Practice. Examined are barriers across multiple levels (professional, ideological, etc.) and social justice issues raised by the regulatory actions. Summaries will discuss implications and consequences for PA and nutrition program implementation.

The assignment culminates with students preparing a Problem of Practice Personal Policy Agenda to present how to tailor, fit, and accommodate (“politics of design”) the implications and consequences raised by the policy and regulatory actions and an advocacy
agenda for their problems of practice to impact implementation that articulates potential legislation, regulations, comments on legislation and regulations, as well as identifies advocate organizations, lobbyist, partnerships, and collaborations.

The pertinent regulatory Agencies can include but not be limited to the U.S., Pennsylvania, and Local Department of Agriculture, Department of Health and Human Services, Department Of Transportation, Department of Housing and Urban Development, and Equal Employment Opportunity Commission. Legislative actions may include but are not limited to nutrition, PA, built environment, diabetes, obesity prevention, local wellness policies, transportation safety, fair housing, health care access, vulnerable populations, and preventive services.

**Student responsibilities:**

As an adult learner, you have multiple roles and commitments. As your instructor, we too have many responsibilities and multiple roles. For our part, we have provided a syllabus with a schedule listing class sessions and due dates for assignments and assessments. We will work to keep the course on the published schedule. If we make adjustments in the schedule, we will provide written notice explaining the change. We need to work together to accomplish the intended learning outcomes for this course. Student responsibilities include:

1. Notify the instructor if you drop the course and formalize this procedure with student enrollment services. Students who fail to do so are subject to receive a failing grade for the course.
2. Satisfactory completion of all assignments on or before the due dates noted on the syllabus or CourseWeb.
3. Checking Pitt email accounts or forwarding email to their Pitt email accounts by going to: http://accounts.pitt.edu
4. Attending all course sessions and participate in discussions, whether in class or during online sessions. All session absences must be approved prior to the class session. If you miss a class session, you are responsible for meeting individual and study group assignments, initiating contact with the instructor to identify what you have missed, and for obtaining handouts or other learning materials that were distributed during your absence. If you know you will miss a class session, plan ahead to submit assignments or complete assessments that will be due during your absence prior to your absence (refer to the syllabus schedule).
5. Contact group members or the instructor in advance in the event that questions arise about assignments.
6. Application of scholarly writing style and research standards to include adhering to academic writing guidelines set forth by the University of Pittsburgh and the American Psychological Association.
7. Respectful discourses as differing opinions are vetted in class or during team discussions.

**Grading**
For each of the course assignments, the instructor will provide detailed grading rubrics. The instructor will use the grading rubrics to determine point values and to facilitate communication about the strengths and improvement areas of your work. Point values on individual assignments will determine your final grade in the course. Rubrics are intended to facilitate communication and grading rather than to direct or determine your performance.

Grading Scale:

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<tr>
<th>%</th>
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<td>97-100</td>
<td>A+</td>
<td>77-79</td>
<td>C+</td>
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<td>A-</td>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>80-83</td>
<td>B-</td>
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IV. ADDITIONAL INFORMATION

Communication with Instructor

Sending emails: Because of the online nature of the course, we are setting up specific guidelines for email communication.
- Pose non-personal questions of general interest and information via the “Course Questions” Blog on CourseWeb. Answers will be posted there.
- Contact instructor by email only with questions of specific interest that cannot be shared with the whole class.
- When emailing, please use your pitt.edu email address. You can email directly from the CourseWeb site or from your username@pitt.edu email. Please be careful about this; Pitt has an aggressive spam filtering system, and many students emailing from Gmail accounts, etc., find their emails do not reach faculty.
- Tell me who you are and help me figure out what you need: In the subject line, indicate the course number (HPA 3995). Be descriptive. To avoid confusion, sign your email with your first and last name.
**Telephone calls or office appointments:** You may need to have a conversation about something in the course. We will arrange either a telephone “office hours” or an in-person meeting, as needed. Email us and let us know your available time and days. We will be glad to schedule a conference between 9 am and 5 pm Monday through Friday, at a mutually-convenient time.

**Writing resources:**

Students should pay close attention to their oral and writing clarity and style. Students should outline their written analysis in advance, compose multiple drafts, and proofread their papers before submission. Below are a few resources on good writing that students may find helpful. Students are also encouraged to visit the Writing Center for additional writing resources.

- Pitt Writing Center: [http://www.english.pitt.edu/writingcenter/index.html](http://www.english.pitt.edu/writingcenter/index.html)
- *Woe is I and Words Fail Me* by Patricia O’Connor
- Patricia O’Connor’s website: [http://www.grammarphobia.com](http://www.grammarphobia.com)
- *Elements of Style* by Strunk and White
- *The Craft of Research* by Booth, Colomb & Williams
- University of Manchester - Academic Phrasebank [http://www.phrasebank.manchester.ac.uk](http://www.phrasebank.manchester.ac.uk)

**Required text and readings:**


Resources for Intersection of Problems of Practice with Policy and Implementation grounded in practice:

Legislative and regulatory actions resources

Federal Register ([https://www.federalregister.gov/](https://www.federalregister.gov/)) is the official journal of the federal government of the United States that contains government agency rules, proposed rules, and public notices. It is published daily, except on federal holidays. The final rules promulgated by a federal agency and published in the Federal Register are ultimately reorganized by topic or subject matter and codified in the Code of Federal Regulations (CFR), which is updated annually.

A set of 14 policy briefs from Trust For America Health’s (TFAH) Blueprint for a Healthier America address issues including: Healthy Early Childhood, Achieving Health Equity, Healthy Students and Healthy Schools, Reversing Rising Death Rates among Middle-aged White Adults, Stopping Superbugs and Antibiotic Resistance and Stopping Prescription Painkiller Misuse.

Food, Nutrition & Policy Consultants has an updated document on upcoming regulations that provides a summary of upcoming key regulations regarding nutrition, obesity prevention, nutrition facts labels, tobacco, early care and education, and other public health topics based on a scan of the most recent Semiannual Regulatory Agenda publication (December 2015 update).

According to Center for Science in the Public Interest, under new [Food and Drug Administration regulations](https://www.fda.gov), in virtually all cases, calories will be posted "on vending machines that are owned or operated by vendors with 20 or more machines (the law also requires calorie labeling on menus, menu boards, and for food on display at restaurants, supermarkets, convenience stores, movie theaters, and other food service establishments with 20 or more outlets)."

Presidential transition document, *Five Steps to Health in America*, produced last year by the Adventist Health Policy Association. Among its recommendations: "As they chart the course for the next four years, we hope that the next President and Congress will bring wellness and prevention into national focus. Prioritizing, aligning and investing in prevention at the national level will escalate the concepts of healthy communities and lifestyles into esteemed social values in America."

The White House Office of Management and Budget has released a Spring 2016 update of the [status of regulations](https://www.whitehouse.gov) at the U.S. Department of Health and Human Services.
Pennsylvania General Assembly (http://www.legis.state.pa.us/). Receive the latest updates regarding legislation and committee activity using PaLegis Notifications (http://www.legis.state.pa.us/login/) -
Some key features include:
  - Receive alerts on recent committee votes, meeting announcements, and bill referrals.
  - See all legislative activity in the House and/or Senate for the day.
  - Track individual pieces of legislation, and receive alerts only on that legislation

The de Beaumont Foundation's CityHealth project announced a new package of nine proven policies designed to impact the health of residents of America's cities. "Each of the recommendations, which include high quality, universal pre-k, complete streets, and Tobacco 21, is backed by evidence, can be addressed through policy change, is under city jurisdiction, and enjoys a track record of bipartisan support." Release of the policy package is the first of several steps designed to spark a national conversation about using policy to create healthier lives and strengthen communities. In February, CityHealth "will release a first-of-its-kind analysis of the status of these policies in the 40 most populous cities in the US. de Beaumont has worked with experts to determine the 'gold standard' for each policy, and has conducted in-depth legal assessments to award cities gold, silver, and bronze medals based on the number and quality of the policies they have on the books."

Listserv resources

- Trust For America’s Health - Wellness and Prevention Health Reform Digest http://healthyamericans.org/health-issues/
- Institute for Politics – University of Pittsburgh
- Community Catalyst http://www.communitycatalyst.org/about
- The Weekly Memo from Paul Keckley http://www.paulkeckley.com/
- George Washington Listserv listing: http://publichealth.gwu.edu/services/career-center/public-health-newsletters-and-list-servs
- Academy Health http://www.academyhealth.org/
- Public Health Advocacy Institute http://www.phaionline.org/
- National Association of County and City Health Officials http://www.naccho.org/

IV. UNIVERSITY POLICIES

G and I Grades
A student may be graduated without removing G and/or I grades from the record provided all degree requirements have been met and the student's department recommends graduation. The individual school's grading policy should be consulted for regulations dealing with the removal of I grades.

Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. Once the deadline has passed, the G grade will remain on the record, and the student will be required to re-register for the course if it is needed to fulfill requirements for graduation.

**Department of Health and Physical Activity Grievance Procedures**

If a student feels that they have been treated unfairly by the instructor with regard to their grade or other aspects of their course participation there are a series of steps that should be taken in an attempt to resolve this matter. These include the following:

The student should first inform the instructor of the course of the issue in an attempt to resolve this matter. If the course is taught by a Teaching Assistant, Graduate Student, or Part-Time instructor, their faculty supervisor should also be informed of this matter. The student should bring this issue to the attention of the instructor in a timely manner and should maintain a record of interactions that occurred with the instructor regarding the matter in question. The course instructor should take necessary steps to address the concern raised by the student in a timely matter and should maintain a record of the interactions that occurred with the student regarding this matter.

If, after reasonable attempts to resolve the matter, the matter is not resolved in a manner that is deemed to be acceptable to the student, the student retains the right to file a grievance. This grievance is to be filed with the Department Chair in the form of a written document that can be submitted via email or campus mail. This document should include the following:

Student’s name
- Student contact information (email, address, telephone number)
- Information on the course for which the grievance applies (course title, course number, instructor name)
- A copy of the course syllabus that was provided to the student by the instructor
- Detailed description of the grievance and additional information the student feels is pertinent to this matter.

After receiving this information the Department Chair will inform the student if additional information is needed, as appropriate will discuss this matter with the student and the instructor, and will issue a decision in a timely manner.

If the student is not willing to accept the decision of the Department Chair, the student will be informed that they can request an additional review of this matter through the Office of the Dean of the School of Education. If the student decides to pursue this, the
student should contact the Associate Dean for Student Affairs & Certification in the School of Education at the University of Pittsburgh.

**Academic Integrity**

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to the confiscation of the examination of any individual suspected of violating the University Policy.

**Disability Services**

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

**Statement on Classroom Recording**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

**V. COURSE SCHEDULE**

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<td>January 4</td>
<td><strong>Saturday January 7 CLASS</strong></td>
<td><strong>Read for class:</strong></td>
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<td>Levels of Policy (Government vs Organization)</td>
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<td>January 9</td>
<td>Discussion boards:</td>
<td>Chapter 2 – Emihovich &amp; Herrington</td>
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<td>Legislative and regulatory actions resources</td>
<td>Assignments:</td>
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<td>3</td>
<td>January 16</td>
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<td>Topic Statement (300 words –key / seminal references)</td>
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<td>4</td>
<td>January 23</td>
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<td>Intersection of Problems of Practice with Policy and Implementation grounded in practice # 1</td>
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<td>Review Chapter 7 &amp; Chapter 5 (pages 139 to 144) Fertman &amp; Allensworth.</td>
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<td>Review Chapter 2 – Emihovich &amp; Herrington</td>
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<td>Examine legislative and regulatory actions resources</td>
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<td>January 30</td>
<td><strong>Saturday February 4 CLASS</strong></td>
<td><strong>Share in class:</strong></td>
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<td>Benchmark # 2 Problem of Practice Draft: Topic Statement + Significance of the Problem</td>
<td>Topic Statement (300 words – references) – 10 points</td>
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<td>Intersection of Problems of Practice with Policy and Implementation grounded in practice + Guest Speaker -</td>
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<td>February 6</td>
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<td>Listserv resources - related to Problem of Practice</td>
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<td>Legislative and regulatory actions resources</td>
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<td>February 13</td>
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<td>Benchmark # 2 Problem of Practice Draft: Topic Statement + Significance of the Problem + Scope of Inquiry</td>
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<td>Advocacy related to Problem of Practice</td>
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<td>12</td>
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**Assignments:**

- Topic Statement (300 words – reference) + Significance of the Problem (300 words – references)
- Intersection of Problems of Practice with Policy and Implementation grounded in practice # 2
- Intersection of Problems of Practice with Policy and Implementation grounded in practice # 2 – 10 points
- Review Chapter 7 Fertman & Allensworth.
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<td>Benchmark # 2 Problem of Practice Draft: Topic Statement + Significance of the Problem + Scope of Inquiry + Questions to Guide My Review of Supporting Scholarship and Professional Knowledge Problem of Practice Personal Policy Agenda <strong>Share in class:</strong> Topic Statement (300 words – references) + Significance of the Problem (300 words – references) + Scope of Inquiry – 10 points Intersection of Problems of Practice with Policy and Implementation grounded in practice # 3 – 10 points</td>
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