**UNIVERSITY OF PITTSBURGH**

**Department of Health and Physical Activity (Summer 2019)**

**HPA 2269: OBESITY PREVENTION & TREATMENT**

**Instructor:** Kelli Davis, PhD, FACSM, CCEP

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**Office Hours:** By appointment

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**RECOMMENDED TEXT:**

**No text is required for this course**. However if you would like a reference or supplemental text, the following are recommended:

* Handbook of Obesity, Two Volumes. Eds. Bray, George A., Bouchard, Claude. CRC Press: 2014.

**REQUIRED TECHNOLOGY:** Due to the online nature of this course, certain technology is required to adequately complete the course. Blackboard is not compatible with all combinations of Internet browsers and operating systems. To avoid problems, Blackboard users will have the best experience with either [Firefox](https://www.mozilla.org/en-US/firefox/new/) or [Chrome](http://www.google.com/chrome/) (for Windows or Mac), or [Safari](https://www.apple.com/safari/) for the Macintosh. While some versions of Internet Explorer are supported by Blackboard, newer or older versions may not be, and regardless of version, some features and user settings of this browser may interfere with the smooth functioning of Blackboard. Also please make sure that you have access to a secure, cable internet hookup for quizzes and exams. Many **WiFi connections have proven unreliable in the past for these crucial tasks**.

**GENERAL COURSE DESCRIPTION:** The purpose of this course is to expose the student to the special topics related to the causes, consequences, and treatments for overweight and obesity.

**SPECIFIC STUDENT COMPETENCIES:**

The course activities, experiences, assignments, and sequence are intended to provide opportunities for class members to accomplish specific competencies related to the understanding of obesity.

 **COURSE TOPICS:** The student will be exposed to the following topics in this course:

1. Prevalence of overweight and obesity
2. Potential Causes and Consequence of obesity
3. Energy metabolism and control of hunger and satiety
4. Dietary considerations for treatment of overweight and obesity
5. Exercise considerations for treatment of obesity
6. Prevention and treatment of overweight and obesity in children and adolescents
7. Behavioral intervention considerations
8. Pharmacotherapy considerations for treating obesity
9. Surgical considerations for treating obesity

This course will use a lecture based, online format, with quizzes, discussion boards, and projects to ensure comprehension and synthesis of material. Students are required to assume partial responsibility for learning material through reviewing powerpoint lectures, notes, and recommended readings.

**GRADING POLICY**

**Exams/Quizzes:** There will **not** be a midterm or a final in this course. Quizzes will be used most weeks to assess participation and comprehension. Quizzes will use a variety of question types to assess your knowledge which includes: essays, short answer, multiple choice, matching, true/false, completion, etc. The majority of questions will be taken from lecture but some questions may be drawn from class discussions, homework, and assigned readings.

**NOTE:** The exact point value of the exams and other assignments will be decided on by the instructor.

**Extra Credit:** There may be extra credit available via additional questions on the exams or projects that you will have the option of completing. No special assignments for select students will be offered.

**GRADING SCALE**

Your grade will be determined by dividing your actual points by the total number of points attainable.

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| **GRADES:** | **APPROXIMATE POINT VALUE** |
| Quizzes | ~250 points |
| Discussion Boards  | ~80-110 points |
| Discussion Board Facilitation  | 50 points |

The following grading scale will be used to determine final course grades.

|  |  |  |
| --- | --- | --- |
| A+ | = | 97-100% |
| A | = | 93-96.9% |
| A- | = | 90-92.9% |
| B+ | = | 87-89.9% |
| B | = | 83-86.9% |
| B- | = | 80-82.9% |
| C+ | = | 77-79.9% |
| C | = | 73-76.9% |
| C- | = | 70-72.9% |
| D+ | = | 67-69.9% |
| D | = | 63-66.9% |
| D- | = | 60-62.9% |
| F | = | 0-59.9% |

**ATTENDANCE POLICY**

Due to web-based nature of this course, attendance will be documented by the completion of required modules, quizzes, and/or discussion boards. Each week a new module will be assigned as outlined by the syllabus. You will have that entire week to complete each module, including accompanying discussion boards or quizzes. Each module/quiz will need to be completed by Wednesday at 8AM of the following week. For example, Week 1 Module will be able to be completed anytime throughout the week of May 15th – May 21st. Completion of the quizzes and any attached assignments must be submitted by 8AM on Wednesday, May 22nd and so on. The discussion boards are due intermittently throughout the semester. Details will be provided weekly.

**\*\*Failure to complete a module within the time allotted will result in a “0” for that module.\*\***

**Incomplete or G Grades**

Students must complete all course requirements to receive a grade for this course. In the event of extenuating personal circumstances, such as a medical emergency or a death in the family, an I or G grade may be awarded to signify unfinished course work*. I or* *G grades will not be an option for students who fall behind in the course for non-emergency reasons.* Students assigned I or G grades are required to complete course requirements no later than one year after the term in which the course was taken. After the deadline has passed, the I or G grade will remain on the record, and the student will be required to reregister for the course if it is needed to fulfill requirements for graduation.

**There will be no make-ups for quizzes or assignments unless prior arrangements have been made with the instructor.** Missed quizzes or assignments can only be made up if accompanied by written documentation justifying the absence. Decisions regarding the justification of the absence will be made by the instructor. Missed quizzes must be made up within one week at a time and date approved by the instructor. In rare cases where unexpected (emergency) circumstances arise, it is the student’s responsibility to notify the instructor immediately (i.e., within 48 hours) in order to ensure the possibility of a make-up quiz/exam or project. Technical issues that arise are a challenge in an online setting, and in order to avoid missing deadlines, do work well in advance of the due date in case technical issues do emerge. Also, email the instructor immediately, and attach any assignments/quizzes to the email prior to the due date to also ensure that if the post was lost, it can still be verified that the assignment was done on time.

**MISCELLANEOUS ISSUES**

Any student caught cheating (includes any form of academic dishonesty such as cheat sheets, copying answers, plagiarism, working together on exams/quizzes, printing answers, using the internet or other’s answers as your own, etc;) will result in an automatic “F” in this course. Additionally, the student will be reported to the appropriate university officials, and it will go on file in the student’s academic record.

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, 412-648-7890 or (TTY) 412-383-7355 as early as possible in the term.  DRS will verify your disability and determine reasonable accommodations for this course. Information about Pitt's services for students with disabilities can be found on [www.drs.pitt.edu](http://www.drs.pitt.edu).

**COURSE SCHEDULE**

**The following course schedule is tentative and may change at the discretion of the instructor.** You are responsible for any changes made to the syllabus that are announced online, even if you fail to check it daily.

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| --- | --- |
| **WEEK STARTING:** | **TOPIC** |
| MAY 15 | Prevalence & Consequences of Overweight and Obesity- Weight of the Nation Part 1 |
| MAY 22 | Causes & Etiology of Obesity – Weight of the Nation Part 3 |
| MAY 29 | Body Weight Regulation and Energy Metabolism in Obesity |
| JUNE 5 | Control of Appetite and Satiety; Role of Exercise |
| JUNE 12 | Measurement and Evaluation of Obesity |
| JUNE 19 | Psychosocial Considerations & Medical Consequences of Obesity |
| JUNE 26 | Behavioral and Lifestyle Treatment of Obesity |
| JULY 3 | **HOLIDAY WEEK** |
| JULY 10 | Dietary Treatment of Obesity |
| JULY 17 | Exercise treatment of Obesity |
| JULY 24 | Pharmacological Treatment of Obesity & Weight of the Nation Part 2 |
| AUGUST 31 | Surgical Treatment of Obesity |

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**HPA 2269: DISCUSSION BOARD ASSIGNMENT**

Each student is responsible for facilitating a discussion board of a current topic in obesity that will be **worth 50 points** toward the final grade for this course. The point of this assignment is to critically analyze the multi-faceted problem of obesity and to explore the evidence surrounding these topics in more depth. The aim is for the class to have a well-rounded and current knowledge base of the most current issues surrounding obesity (causes, associations, and treatments). This knowledge will be crucial for an **evidence-based** professional career.

The following instructions outline this assignment. Please adhere to each point outlined below, as this will determine your grade on this project.

1. For this project you will need to pick a current news topic that was posted **in the last week** about obesity from one of the following sources. I would subscribe to at least a few so you have many topics to choose from.
* Subscribe to ConscienHealth.org (<http://conscienhealth.org/category/news/>)
* Subscribe to Obesity and Energetics Offerings (<http://www.obesityandenergetics.org/subscribe>)
* Subscribe to The Obesity Society multienews Briefs (<http://www.multibriefs.com/briefs/TOS/>)
* "Like" "The Obesity Society" page on Facebook.
1. Once you pick the story from the past week that you want to highlight, you will need to create a post to inform your classmates of the news story and come up with at least 2 relevant questions or thought-provoking reflections to create discussion on your board.

\*\*There will be a few students assigned to lead a board each week, and so try to make it interesting so that other students will want to participate in your board.\*\*

**Follow these guidelines exactly for your post/facilitation:**

* 1. Summarize the article, news story, or commentary.
	2. Attach relevant articles from the story, the original post, and any additional sources of information that you find for everyone to read.
	3. Provide commentary and the start of a discussion around the topic, even highlighting other relevant research or opposing views if you wish.
	4. Then list **at least 2 clear discussion questions** or reflections for your classmates to respond to.
	5. Facilitate the board by responding to posts, asking additional questions, or providing clarification. You must facilitate the board throughout the week, checking it **at least 3-4 times** during your week to read and respond to all comments. **At the end of your week, Tuesday night or Wednesday morning before 8am, wrap up the discussion and summarize the main points and areas of agreement or disagreement.**
	6. The board will close a week after it is posted, by Wednesday at 8AM.
1. You will be graded (worth 50 points) with the following rubric:

**Copy of Copy of Grading Rubric for Discussion Board Facilitation**

The attached rubric is used for grading student facilitation of a discussion board. It includes criteria such as Completion of all assigned points (from part 2 above, a-e), Communication, Facilitation, Critical Thinking and Analysis, and Mechanics. The levels of achievement are defined as Failing, Average, Good and Exceptional and are worth 0-1, 2-4, 5-7, and 8-10 points respectively for a potential total of 50 points. Use this as a guide to get maximum points for your discussion posts.

| **Criteria** | **Failing** | **Average** | **Good** | **Exceptional** |
| --- | --- | --- | --- | --- |
| **Completion of all points of assignment (see part 2, a-e)** | **0-1 Points**Does not complete most sections of assignment. | **2-4 Points**Addresses only some of the assignment. | **5-7 Points**Addresses all parts of the assignment. | **8-10 Points**Addresses all parts of the assignment **in depth** and provokes a stimulating discussion or debate. |
| **Communication of Ideas** | **0-1 Points**Does not communicate an idea. | **2-4 Points**Ideas are communicated, but there is no evidence to support ideas, opinions and conclusions. | **5-7 Points**Ideas are communicated clearly and completely. Some examples/resources are provided to support ideas and opinions. | **8-10 Points**Ideas are communicated eloquently and thoroughly. Specific examples/resources are provided to support ideas and opinions. **References to scientific sources and links are provided. Additional resources or application of the discussion topic are provided.** |
| **Facilitation and Interaction with Peers** | **0-1 Points**Replies to others but with no specific feedback. Repetition of points made by others. Responses discourage other group members to share ideas. | **2-4 Points**Adequate feedback is provided on other's ideas. | **5 - 7 Points**Meaningful feedback is provided on other's ideas. Point from at least one participant is built upon and/or refuted. Effort to keep discussion flowing is demonstrated.  | **8-10 Points**Meaningful feedback is provided on other's ideas. Points from other participants clearly built upon and/or refuted. **Promotes interaction, asks provocative questions and deepens the discussion. Enthusiasm for the topic** and clear effort to keep discussion flowing is demonstrated. |
| **Critical Thinking and Critical Analysis** | **0-1 Points****Relies on personal experience and opinion only.** Does not indicate an exploration of the issue(s) under discussion. | **2-4 Points**Relies on more than just opinion, may vaguely refer to some resources. Indicates an attempt of exploration of the issue(s) under discussion. | **5- 7 Points**Connects more than one level of analysis and weaves these coherently in at least one post. Explores, explains and/or expands upon the issue(s) under discussion Comments include personal reaction/experience as well as appropriate resources. | **8-10 Points**Weaves more than one level of analysis throughout all posts. Fully explores, explains and expands upon the issue(s) under discussion. **Comments are based on appropriately cited sources. Connects to other relevant issues, material, experience etc.** |
| **Mechanics** | **0-1 Points**Multiple spelling and grammar errors. Posts lack organization. And/Or Late posts or replies. | **2-4 Points**Less than 5 spelling or grammar errors. AND/OR Some posts are made on a timely basis. | **5-7 Points**Less than two spelling or grammar errors. Writing is clear and organized. All posts are made on a timely basis. | **8-10 Points**No spelling or grammar errors. Writing is clear and concise. Postings have obvious logical/sequential organization. All posts are made on a timely basis. |

1. All students in the course who are **not facilitators** that week are required to comment **TWICE in ONE BOARD** of their choosing. Comments should respond to the discussion questions and be thoughtful, encourage more discussion, and include more than just “I agree” or “Good point”. Comments each week will be worth 10 points.
	1. Students have an opportunity to earn additional extra credit points (up to 10 points per week) by completing the assignment in another board of their choosing (which means one main comment and one additional comment). This is not required but can be a good way to earn additional points. **A MAXIMUM of 30 EXTRA CREDIT POINTS can be rewarded per student, which is participating in extra boards up to 3 times or 3 weeks.2**
2. Please follow the facilitator schedule below. You will construct your post in a WORD document, and send it plus all links and attachments by email to Dr. Davis by the date listed below. She will post all boards in CourseWeb by Wednesday morning and the discussion will run all week. **All students’ first comments will be due by Friday at 5PM and second comments or any extra credit posts will be due Wednesday at 8AM.**

 DISCUSSION BOARD SCHEDULE:

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| --- | --- | --- |
| **FIND NEWS STORY IN WEEK STARTING:** | **FACILITATORS** | **Materials Due to Dr. Davis by:** |
| MAY 22 | Phillip Agostinelli, Amanda Bush, Thomas Byers | **May 28th by 5PM** |
| MAY 29 | Nicole Byron, Billy Caldwell, Sarah Clogan | **June 4th by 5PM** |
| JUNE 5 | Toria Crispin, Jeffrey George, Maddie Hain | **June 11th by 5PM** |
| JUNE 12 | Joshua Lopez, Gabrielle Morreale | **June 18th by 5PM** |
| JUNE 19 | Lisa Pellerito, Jennifer Romley | **June 25th by 5PM** |
| JUNE 26 | Kristyn Shank, Olivia Sharbaugh | **July 2nd by 5PM** |
| JULY 4 | **HOLIDAY** | **HOLIDAY** |
| JULY 10 | Dara Stavor, Abby Wetzel | **July 16th by 5PM** |
| JULY 17 | Zach Wilson, Maria Yokopenic | **July 23rd by 5PM** |