



Doctor of Education (EdD) Program

Evidence-Based Lifestyle Program Design and Evaluation - HPA 3114, Section 1300

Fall 2023

September 9, October 7, November 4, December 2 / 1:00 pm – 5:00 pm
5401 Wesley W. Posvar Hall

Instructor: Sharon E. Ross / seross@pitt.edu / 412-383-4042 (Office)

Office Hours: By Appointment

Grading: Letter

The syllabus is a required text. Please read it carefully!

Mission/Vision of the School of Education

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

Doctor of Education (EdD)

The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide Doctor of Education (EdD) program is grounded in this **commitment to excellence**. The program prepares working professionals to become **leader scholar practitioners** to develop *specialized knowledge in their area of concentration and apply their intellectual and practical skills to address and mitigate enduring problems affecting children, families, and communities*.

Course

I. Rationale:

This course is one of four HPA ARCO courses required in the EdD program of study. The course is intended to develop basic skills related to healthy lifestyle, specifically physical activity and nutrition, program design and evaluation.

II. Description:

This course studies evidence-based lifestyle program design and evaluation for diverse priority populations in homes, workplaces, schools, communities, and healthcare institutions. In the course, you will analyze the evidence-based physical activity and nutrition research for its application and utilization in the provision of higher quality, more efficient, and less expensive health promotion and health care to individuals and populations. The course examines the intersection of the physical activity, nutrition, and public health evidence informing changes in health programs with how practitioners, institutions, and organizations make programmatic decisions.

III. Course Aims and Outcomes:

Aims

This course is designed to provide you with requisite tools and analytical constructs to use evidence to design healthy lifestyle programs and evaluate them based on evidence.

Specific Learning Outcomes:

By the end of this course, you will:

1. Gain knowledge of evidence-based healthy lifestyle, specifically physical activity and nutrition, program design and evaluation across levels of the Social Ecological Model (individual, interpersonal, organizational/institutional, community/societal)
2. Conduct relevant literature searches using key search terms
3. Read and synthesize research articles to populate evidence tables
4. Weigh/grade the evidence according to set/standardized criteria
5. Understand how to use evidence from the published literature to inform healthy lifestyle program design for diverse priority populations
6. Evaluate healthy lifestyle programs based on evidence of what works in the published literature

IV. Doctoral Requirements:

No EdD Benchmarks will be met throughout our time in this course. However, over the course of the semester, you should continue to meet with your advisor to refine your Problem of Practice.

V. Format and Procedures:

Online Course Format: This is a hybrid course with four in-person meetings (one Saturday per month) and asynchronous weekly readings, activities, and assignments between classes on Canvas (<https://canvas.pitt.edu>; see Course Schedule for details). We expect that you will come to class prepared and ready to engage the materials and your colleagues. During asynchronous times, we expect that you will complete and upload assignments in accordance with the dates outlined in the Course Schedule section of this syllabus. In addition to the class time outlined in the schedule, you are expected to spend an additional 12 hours outside of the daily class time in active exploration of resources, reading, and completing assignments. Additionally, you can expect to spend time preparing for class by reading, studying, and completing assignments.

Attendance: It is expected that all students are present at every in-person Saturday class. See the complete attendance policy later in this document. You are expected to come to class and participate in online modules having completed all readings and assignments by the deadlines set forth on Canvas. 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. Over the semester, you will also be asked to participate by means of providing written or verbal feedback to peers on assignments and in-class presentation of evidence tables.

Feedback: Feedback is essential for high quality learning and teaching. Therefore, I am committed to giving you quality, individual feedback so that you can improve your learning on future assignments.

VI. Course Requirements:

1. Course readings and where they are available:

(a) Required text: Fertman, C. I., Allensworth, D. D. (2017). *Health Promotion Programs: From Theory to Practice*. 2nd Ed. San Francisco, CA: Jossey-Bass.

Also available online through the Pitt library:

https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/i25aoe/cdi_askewsholts_vlebooks_9781119163350

(b) Additional assigned readings will be posted on Canvas within weekly Module folders.

2. Assessments of Learning

A. Discussion Forums (50 points)

You will 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 Canvas. There will be approximately 9 discussion boards over the semester worth 5 points each. Specific due dates will be posted on Canvas. The instructor will observe the quality and quantity of student participation in class and online, and will offer feedback as appropriate. Students will be assigned one discussion board per semester to summarize/synthesize and report back to the class (5 points).

B. Evidence Tables and Statements (70 points)

You will complete a “scholarly synthesis and critique” of published and Internet-accessible studies in the form of two separate Evidence Tables and Statements focusing on a topic in: (1) physical activity, (2) nutrition or (3) other agreed upon health-related topic related to your problem of practice. You will select topics and research questions based on your area of expertise and emerging Problem of Practice. You will present the results of the evidence tables both orally and in written-form. These assignments will be evaluated based upon several key criteria, and you will be provided with a rubric in advance as a guide in formulating these documents.

Final Evidence Statements are to reflect:

- a. An examination of relevant, recent literature (preferably in last 5 years).
- b. A critical analysis of the evidence.
- c. Conclusions and recommendations aligned with the body of evidence.
- d. Quality, organizational coherence, and effectiveness of written document.

C. Final Intervention Proposal (35 points)

Final Intervention Proposal papers will be due by Sunday December 10. You will be writing a final intervention proposal based upon ONE of your evidence tables and summary statements. This final intervention proposal will synthesize information gleaned over the semester from assignments, discussion boards, lectures, etc. The goal of this assignment is for you to demonstrate the ability to weigh the state of the evidence and identify gaps in the literature, understand how to use this evidence to inform theory-driven, healthy lifestyle program design, and develop a rigorous and well-thought-out evaluation plan. Each paper will be approximately 3-5 pages in length, single-spaced, using Times New Roman 12-point font.

VII. Feedback and Grading Procedures:

Feedback:

Feedback is essential for high quality learning and teaching. Therefore, I am committed to giving you individual, detailed, and timely feedback so that you can improve your learning on future

assignments. In this class, I will provide feedback for each assignment within 1 week after submission.

Grading Scale:

%	Letter Grade	%	Letter Grade
97-100	A+	77-79	C+
94-96	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	60-69	D
84-86	B	59 or below	F
80-83	B-		

G grades and I grades. Under certain conditions you may receive an "G" or an "I" grade for the course. The Graduate Catalog explains the difference between two kinds of Incompletes: the G grade and the I grade as:

G Grade: The G grade signifies unfinished course work due to extenuating personal circumstances. Students assigned 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 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.

I Grade: The I grade signifies incomplete course work due to nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars.

As of August 16, 2018, G grades after one year automatically become non-changeable NG grades (no credit, no impact on grade point average).

VIII. Tentative Course Calendar (Subject to change)

WEEK	DATES		TOPIC	ASSIGNMENT
1	August 28 – September 3		<ul style="list-style-type: none"> Health Promotion Theory and Planning Models 	Assignments: Health Theory Quiz and Reflection (Discussion Forum [DF] #1); Readings: Ch 3 Fertman & Allensworth; Theory at a Glance;
2	September 4 (Labor Day) – September 10	Saturday Sept 9 - CLASS	<ul style="list-style-type: none"> Course overview Evidence Tables & Statements overview Constructing Research Questions Building Evidence Table #1 	WATCH: Lecture (What is Evidence?); NLM key words search videos; Readings: "How to read a paper" series; IOM Clinical Practice Guidelines;
3	September 11 – September 17			Assignments: DF #2; Evidence Table #1; Readings: PA Guidelines
4	September 18 – September			Assignments: DF #3; Evidence Table #1.

	24			Readings: PA Guidelines
5	September 25 – October 1		Program Design	WATCH: Lectures (PA Program Design) Assignments: DF #4; Evidence Table #1; Reading: Ch 5 Fertman & Allensworth
6	October 2 – October 8 *Fall Break 10/6	Saturday Oct 7 - CLASS	<ul style="list-style-type: none"> • Evidence Table #1 Presentations • More on Evidence Statements • Building Evidence Table #2 	Assignments: Submit Final Evidence Table #1; Evidence Table #1 presentation slides;
7	October 9 – October 15			Assignments: DF #5; Submit draft of Evidence Statement #1 (500 words); Evidence Table #2; Readings: Dietary Guidelines
8	October 16 – October 22		Program Design	WATCH: Lectures (Nutrition Program Design) Assignments: DF #6; Evidence Table #2; Readings: Dietary Guidelines
9	October 23 – October 29		Program Measurement/Evaluation	WATCH: Lectures (Program Evaluation/ Measurement); Assignments: DF #7; Submit Final Evidence Statement #1; Evidence Table #2; Readings: Ch 10 Fertman & Allensworth
10	October 30 – November 5	Saturday Nov 4 – CLASS	<ul style="list-style-type: none"> • Evidence Table #2 Presentations • Evidence Statement #2 • Peer feedback on Evidence Statement 	Assignments: Submit Final Evidence Table #2; Evidence Table #2 presentation slides;
11	November 6 – November 12		Programs Targeting Health Disparities	Assignments: DF #8; Submit draft of Evidence Statement #2 (500 words); Readings: Ch 2 Fertman & Allensworth; Taverno Ross

				et al., 2020;
12	November 13 – November 19		Health Promotion Programs in Diverse Settings	Assignments: DF #9; Submit Final Draft of Evidence Statement #2; Readings: Select 2 chapters from Part Five in Fertman & Allensworth
13	November 20 – November 26		THANKSGIVING RECESS	
14	November 27 – December 3	Saturday Dec 2 - CLASS	<ul style="list-style-type: none"> • Intervention Proposal • Weighing the Evidence – Gaps and Next Steps • Looking ahead: HPA 3115 	WATCH: Intervention Targeting/Tailoring Lecture Readings: Hoffman et al., 2014; Brug et al., 2004; Bartholomew & Mullen, 2011; Assignments: Intervention Proposal planning; Intervention Proposal Draft DUE Sunday 12/3
15	December 4 – December 10		Intervention Proposal	Assignments: Final Intervention Proposal write-up due Sunday 12/10

Policies and Tips

Use of Technology: This course uses a Canvas web site provided through the University. To access this, go to <http://canvas.pitt.edu> and log on using your Pitt user name and password. Or, you can go to www.my.pitt.edu and access the Canvas site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructor cannot assist you with log-on problems.

Course Format: HYBRID

A hybrid course is not a reduced-time course. According to the University's definition of a credit hour, a one-credit course should have 14 contact hours, where a contact hour is 50 minutes of instruction. Thus a 3-credit course should have 2100 minutes of instruction (50 minutes/hour x 14 hours x 3 credits = 42 hours), and a two-credit course has 1400 minutes or 28 hours of Instruction.

In addition, students are expected to spend a minimum of 1.5 hours outside of class for each in-class hour. Therefore, you need to spend 1.5×28 course hours = 42 hours across 11 weeks, in addition to the core of 28 hours. This includes reading, completing weekly exercises, and working on graded assignments.

Attendance: Regular and prompt attendance in the Saturday class sessions is an essential part of the educational experience in the EdD program. Each course meets only four times throughout the term – missing one of those sessions constitutes a significant portion of the time for face-to-face interaction with instructors and peers.

Although students are expected to attend all Saturday class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for a required **work-related commitment, illness, or valid emergency**. In such cases, students need to contact the course instructor to determine if there is any way to make up missed classwork.

If you are going to be absent for class because of a required work-related commitment, illness or valid emergency, **please follow the following instructions:**

1. Email the course instructors, copying your advisor, with the reason for missing the class.
2. Complete the course- or instructor-specific make-up requirements for missed classes prior to the next class meeting.
3. Adhere to the acceptable reasons for missing class outlined in the policy above. Please note that they do not include vacation and/or personal events.

Incomplete Grades: For this course, an "I" (Incomplete) Grade will be granted only if the student has actively attended to the course requirements but needs extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes necessary, the instructors will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time).

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.

Copyright Notice

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials.

See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

Email Communication

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., gmail, iCloud). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

Statement on Scholarly Discourse

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

Gender Inclusive Language Statement

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their pronouns.

Equity, Diversity, and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](#).

The instructor asks that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be [filed online](#). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Equity, Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

Accessibility

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

Disability Services: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for these courses.

Inclement Weather Policy: Only the Chancellor may officially close the Pittsburgh campus of the University. The University will remain open in all but the most extreme circumstances. Cancellation of classes does not imply that the University is closed.

The University offers an Emergency Notification Service (ENS) which is used to communicate with subscribers through voice, text, and email messages, as deemed appropriate in the event of an emergency. For instructions on how to register, please refer to CSSD's website: <http://technology.pitt.edu/services/emergency-notification-service>.

Any changes to normal University operations will be announced as early as possible through the ENS, the University's official website (www.pitt.edu), Twitter ([@PittTweet](https://twitter.com/PittTweet)), and local news media outlets.

Academic Integrity Guidelines

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](#)

Provided here is the School of Education [Academic Integrity Policy](#). Please read the policy carefully.

The rights and responsibilities of faculty and students are described in the [University's Academic Integrity Guidelines](#).

Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the EdD program believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (See below) by: (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances is as follows:

1. The student should talk to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant department chair or associate chair (if the issue concerns a class) or his or her advisor.
3. If the matter remains unresolved, the student should talk to the director of the EdD program, Dr. Rachel Robertson.
4. If needed, the student should next talk to the SOE associate dean of students, Dr. Andrea Zito. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer.

The School of Education [Policies and Forms](#) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

Food/Housing Insecurity

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course, you are welcome to speak with me if you need support in contacting the right people/offices:

Pitt Pantry: Food Pantry available to the wider University community

<https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

Off-Campus Housing Office: <http://www.ocl.pitt.edu/>

Your Well-being Matters

College/Graduate school can be an exciting and challenging time for students. Taking time to care for yourself and seeking appropriate support can help you achieve your academic and professional goals. You are encouraged to maintain a healthy lifestyle by eating a balanced diet, exercising regularly, avoiding drugs and alcohol, getting enough sleep, and taking time to relax.

It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources. The University Counseling Center is also here for you. You can call 412-648-7930 at any time to connect with a clinician. You can also [visit the Counseling Center website](#).

If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930.

You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

If the situation is life threatening, call the Police:

- On-campus: Pitt Police: 412-268-2121
- Off-campus: 911

Additional Resources:

Education Library Guide. See this Hillman Library [customized libguide](#), a gateway to resources for education students and faculty.

Religious Observances. See the [Provost's annual memo](#) about religious observances. Emergencies. Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121

Office of Equity, Diversity and Inclusion (OEDI): Resources, consultation, and bias incident reporting:

<https://www.diversity.pitt.edu/>

Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.pitt.edu/>

Catalogs: The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

- [Pittsburgh Campus Graduate and Professional Studies](#)

Student Mental Health: University Counseling Center, in the Wellness Center in Nordenberg Hall: <https://www.studentaffairs.pitt.edu/cc/> Call 412-648-7930, any time.

Sexual Assault Response: 412-648-7856. Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see: <http://www.studentaffairs.pitt.edu/cars/>