DEPARTMENT OF NUTRITION
GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH
UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

NUTR 725 – PUBLIC HEALTH NUTRITION MANAGEMENT II
FALL, 2017

Instructor: Jennifer Wills-Gallagher, MPPA, RD, LDN
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E-mail: jennifer.wills@unchealth.unc.edu

Office Hours: By Appointment Monday thru Thursday
Always available via email

Class Schedule Tuesday/Thursday 11:00 – 12:15, McGavran Greenberg 1305

Course Description:
This course provides graduate students in Public Health Nutrition with the opportunity to build and apply competencies using the public health approach to program development and health promotion. Principles of program administration, planning and evaluation using LEAN management principles, budgeting, and personnel management are emphasized. Factors influencing the health service delivery system and implementation of nutrition programs and services within this system are considered.

The course is conducted through lecture, discussion, skill-development activities and readings. The major assignment is development of a multi-component program plan for a nutrition intervention in a community. The program plan is based on the targeted community assessment that was completed in NUTR 720.

Goals for the Course:
Students will advance skill and competency in:
1. Evidence-based decision making in public health with a focus on the potential impact of interventions and policies on the health of the public, especially those disproportionately affected by chronic disease.
2. Intervention development, with a focus on logic models, issue analysis, program planning and evaluation within the context of community priorities, culture, politics, and resources.
3. Management, with an emphasis on resource development and resource allocation, personnel management, and overall administration within the context of the public health system.

Text:
Expectations and Assignments

- All students are expected to use e-mail and the course website regularly for course updates, communications, and assignments.
- Students are responsible for identifying, in advance, relevant examples or issues based on their summer community field experience for class discussion.
- Students will follow the UNC-CH Honor Code at all times.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points (% of Final Grade)</th>
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<tbody>
<tr>
<td>Class Preparation Assignments: four written assignments @ 50 pts (individual grade)</td>
<td>Variable</td>
<td>200 (20%)</td>
</tr>
<tr>
<td>Part 1: Intervention Concept Paper and Presentation (team grade)</td>
<td>September 21</td>
<td>150 (15%)</td>
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<tr>
<td>Part 2: Program Action and Evaluation Plan (team grade)</td>
<td>October 30</td>
<td>200 (20%)</td>
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<tr>
<td>Part 3: Budget and Budget Justification (team grade)</td>
<td>November 6</td>
<td>100 (10%)</td>
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<tr>
<td>Part 4: Intervention Overview and Logic Model (team grade)</td>
<td>November 20</td>
<td>200 (20%)</td>
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<tr>
<td>Part 5: Peer Review (individual grade)</td>
<td>December 5</td>
<td>150 (15%)</td>
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<tr>
<td>TOTAL Points</td>
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Your final letter grade will be based on the total points you earn during the semester. Letter Grades: H= > 93%; P= 80 and < 93%; L= <80 and ≥70%; F= < 70%.
For explanations, please see: [http://handbook.unc.edu/grading.html](http://handbook.unc.edu/grading.html)

- Carefully review the instructions for ALL of the assignments at the beginning of the semester and ask for clarification if you do not understand what is expected.
- Major assignments are due at MIDNIGHT on the dates listed above unless otherwise indicated on the assignment. Please follow submission instructions on the major assignments.
- Class preparation assignments are designed to help you get more out of the presentations by lecturers and contribute to meaningful class discussions. Electronic copies of the class preparation assignments should be uploaded to Sakai by 11:00 AM (before class). There is a 10% penalty for late submissions.
- **Attendance is required at all classes.** If you are unable to attend, please speak with or email Jennifer. You are expected to complete written class preparation assignments even if you are not in class.
# Nutrition 725 Schedule Overview

## Introduction

**Dates:** August 22 – August 24

- **Unit 1:** Overview of PH Nutrition Management II
  - Lessons Learned: Summer Debrief
- **Unit 2:** CAP Review – Working in Groups
  - The Change Style Indicator

## Evidence-based Decision Making

**Dates:** August 29 – September 19

- **Unit 1:** Evidence-based Practice in Public Health
- **Unit 2:** Systems Thinking: Applying the SE Model to Nutrition Problems
- **Unit 3:** LEAN Management Principles
- **Unit 4:** Leadership Styles – Appreciating Differences
- **Unit 5:** Identifying EB Interventions and Strategies
- **Unit 6:** Evidence-based Decision Making: Selecting and Adapting Interventions
- **Unit 7:** The RE-AIM Framework: Broadening the EB for Decision Making

## Planning and Evaluating Nutrition Programs and Services

**Dates:** September 21 – October 24

- **Unit 1:** Strategic Planning
  - Concept Paper Presentation and Discussion: Groups 1, 2, 3
  - Concept Paper Presentation and Discussion: Groups 4, 5, 6
- **Unit 2:** Logic Models
- **Unit 3:** Writing Goals and Objectives
- **Unit 4:** Introduction to Evaluation
- **Unit 5:** Evaluation Design and Methods
- **Unit 6:** Evaluating Interventions – Putting it all together

## Managing Nutrition Programs and Services

**Dates:** October 26– November 21

- **Unit 1:** Budgeting Programs and Grants
- **Unit 2:** Financing PH Nutrition Programs
- **Unit 3:** Reimbursement and Billing
- **Unit 4:** Human Resources: staffing
- **Unit 5:** Human Resources: supervision
- **Unit 6:** Marketing Nutrition Programs and Services
- **Unit 7:** Grant Writing 101
## Course Schedule

### August 22 (T)

**Introduction to NUTR 725**

**Lessons Learned:** Please come to class prepared to share a meaningful experience from your summer. We will also spend some time talking about recurrent themes from blog posts.

### August 24 (R)

**CAP Review**

**Working in Groups - Introduction to the Change Style Indicator**

Each student will complete a Change Style Indicator (CSI) assessment in class. The CSI is a continuum-based model that divides change styles into three sections: conserver, pragmatist or originator. The CSI can help you and the people around you better understand your preferred style to working and leading. You will complete the assessment in class and then turn it in for review by Dr. Orton. The assessment results will be used as the basis of class on September 7th.

### Module 4 Evidence-based Decision Making

<table>
<thead>
<tr>
<th>August 28 (T)</th>
<th><strong>Unit 1: Introduction to Evidence-based Practice</strong></th>
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<tbody>
<tr>
<td></td>
<td>- Define evidence-based public health</td>
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<td>- Identify the range of evidence of effectiveness that is available to support interventions; RE-AIM</td>
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<td></td>
<td>- Understand the types of evidence needed to increase translation of research to practice.</td>
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<td>- Justify programs, products, services and care using appropriate evidence or data (CRDN 1.3)</td>
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*Readings posted on Sakai*

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<thead>
<tr>
<th>August 31 (R)</th>
<th><strong>Unit 2: Systems Thinking: Applying The SE Model to Nutrition Problems</strong></th>
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<tbody>
<tr>
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<td><strong>Objectives:</strong></td>
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<tr>
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<td>- Understand the potential impact of interventions on individual and population-level health</td>
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<td></td>
<td>- Identify levels of the Socio-Ecologic model in nutrition and physical activity interventions</td>
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<td></td>
<td>- Apply multi-level, multi-component interventions that support healthy eating and active living to complex population-level health problems</td>
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*Readings posted on Sakai*
September 5 (T)  

**Unit 3: LEAN Management Principles**

**ASSIGNMENT REVIEW: #1 Concept Paper**

**Objective:**
- Describe the relationship of LEAN Management and value
- Understand A3 Thinking to improve work flow process
- State the similarities between LEAN Management principles and the Scientific Method
- Select indicators of program quality and/or customer service and measure achievement of objectives (CRDN 1.1)

*No readings*

September 7 (R)  

**Unit 4: Leadership Styles: Appreciating Differences**

**Guest Faculty:** Steve Orton, PhD, Deputy Director, Executive Education, North Carolina Institute for Public Health

**Objectives**
- Understand sources of conflict (including personal and interpersonal dynamics) associated with change and the relationship between conflict and preferred style.
- Identify specific ways to increase productivity through awareness and effective responses to change style differences.

You will receive your individual preferred change style based on your assessment results and we will discuss the characteristics of change style preferences including: natural response to new situations; ways to increase flexibility; ways to manage change effectively; how to understand reactions of others. Students will identify ways to manage their own responses to change and identify ways to embrace the styles of others to enhance collaboration.

*Readings posted on Sakai*

September 12 (T)  

**Unit 5: Identifying EB Interventions**

**Guest Faculty Dr. Carmen Samuel Hodge, PhD, MS, RD, LDN**

**Objective:**
- Identify sources of evidence-based interventions, intervention planning and implementation tools and resources.

*Readings posted on Sakai*
September 14 (R)  |  Unit 6: Evidence-based Decision Making: Selecting and Adapting Evidence-based Interventions

**CLASS PREPARATION ASSIGNMENT #1:**
Identifying Evidence-based Interventions. Guidance is posted on Sakai.

**Objective:**
- Select interventions that are likely to work given a community’s needs, resources, and readiness to act

Readings posted on Sakai

In-class Activity: Selecting Interventions (posted on Sakai)

September 19 (T)  |  Unit 7: The RE-AIM Framework: Broadening the Evidence-base for Decision Making

*Guest Faculty Dr. Carmen Samuel Hodge, PhD, MS, RD, LDN*

**Objectives:**
- Apply the RE-AIM framework to the design and evaluation of interventions at multiple levels of the socio-ecologic model.

Readings posted on Sakai

Module 5  |  Planning and Evaluating Nutrition Programs and Services

September 21 (R)  |  Unit 1: Strategic Planning

**Objectives:**
- State the differences between strategic plan, a business plan and an operational plan and when to use them
- Describe a general approach to strategic planning
- Identify mission, vision, value and culture of an organization
- Identify how strategy drives organizational culture

Readings posted on Sakai

September 21 (R)  |  Intervention Concept Paper Due @ Midnight
Papers will be posted on Sakai on Friday 9/22 for Peer Review

September 26 (R)  |  Intervention Concept Presentation Due @ 9:00 AM
September 26 (T)  Concept Paper Presentation and Discussion
Group 1 [Alamance Co]:  Grace Fredrickson, Marina Pearsall, Angela Bartz, Katie Treece, Rebecca Koonce
- Primary reviewers:  Rachel Aiken, Julie Kennedy, Jacqueline Chang, Ben Tzeel, Gentry Bryd

CLASS PREPARATION ASSIGNMENT #2: Feedback on Concept Papers Guidance posted on Sakai
Group 2: [Durham Co]:  Adante Hart, Michelle Pillepich, Daniella Pimentel, Reatna Taylor
- Primary reviewers:  Carrie Reid, Malindi Vink, Casey Evans, Krista Linares

Group 3 [Granville Co]:  Alexis Guy, McKenzie Caldwell, Natasha Vos, Nooshin Ghazi-Moghaddam
- Primary Reviewers:  Courtney Brooks, Jessica Wallis, Katherine Moser, Ella Stephan, Mackenzie Reeser

September 28 (R)  Concept Paper Presentation and Discussion
Group 4 [Orange Co]:  Courtney Brooks, Jessica Wallis, Katherine Moser, Ella Stephan, Mackenzie Reeser
- Primary Reviewers:  Grace Fredrickson, Marina Pearsall, Angela Bartz, Katie Treece, Rebecca Koonce

Group 5 [Wake 1 Co]:  Carrie Reid, Malindi Vink, Casey Evans, Krista Linares
- Primary Reviewers:  Alexis Guy, McKenzie Caldwell, Natasha Vos, Nooshin Ghazi-Moghaddam

Group 6 (Wake 2 Co):  Rachel Aiken, Julie Kennedy, Jacqueline Chang, Ben Tzeel, Gentry Bryd
- Primary Reviewers:  Adante Hart, Michelle Pillepich, Daniella Pimentel, Reatna Taylor

October 3 (T)  Unit 2: Logic Models as a Planning Tool
Objectives:
- Understand the relevance of logic models to program planning, evaluation and continuous quality improvement
- Identify realistic and appropriate outcomes for evidence-based interventions
- Analyze risk in nutrition and dietetics practice (CRDN 4.10)

Required Reading

Additional readings posted on Sakai
October 5 (R)  
**Unit 2: Logic Models as a Planning Tool (continued)**

**CLASS PREPARATION**  
**ASSIGNMENT #3:** Building a preliminary intervention logic model. Guidance posted on Sakai.

**Objectives:**  
- Develop a basic logic model for an intervention

**In-Class Activity:** Building a Logic Model (team activity)

October 10 (T)  
**Unit 3: Writing Goals and Objectives**

**ASSIGNMENT REVIEW:** #2 Action and Evaluation Plan

**Objectives:**  
- Understand the purpose of goals, objectives, and activities as a component of a program plan.  
- Identify objectives as process or outcome  
- Write measurable goals and objectives for multi-level nutrition and physical activity programs

**Required Reading Posted on Sakai:** Writing Smart Objectives

**In-Class Activity:** Writing measureable process and outcome objectives

October 12 (R)  
**Unit 4: Introduction to Evaluation**

**Objectives:**  
- Define program evaluation and identify activities necessary to the process  
- Identify types and levels of evaluation and the information they provide  
- List the steps in the CDC Evaluation Framework

**Required Reading**  
EDELSTEIN TEXT: Chapter 19 Planning and Evaluating Nutrition Services for the Community; Evaluation section (pp 313 -315)

October 17 (T)  
**Unit 5: Evaluation Design and Methods**  
*Guest Faculty: Heather Wasser, PhD, RDN*

**Objectives:**  
- Determine implementation and outcome evaluation questions for an intervention  
- Distinguish between research and evaluation  
- Identify quantitative and qualitative evaluation methods  
- Evaluate emerging research for application in nutrition and dietetics practice (CRDN) 1.4)

**Required Reading posted on Sakai**
October 24 (T)  

**Unit 6: Evaluating Interventions: Putting it All Together**

**Objectives:**
- Develop a basic evaluation plan that documents the reach, implementation process, outputs and outcomes achieved, for a proposed intervention
- Conduct feasibility studies for products, programs or services with consideration of costs and benefits (CRDN 4.7)

**Required Reading**

**Practice: Small Group Work on Evaluation Planning (bring your preliminary logic model)**
# Module 6  Managing Nutrition Programs and Services

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Objectives</th>
<th>Required Reading</th>
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</table>
| October 26 (R)| **Unit 1: Budgeting Nutrition Programs and Services**<br>
**ASSIGNMENT REVIEW:** #3 Budget & Justification | Objectives:  
• Link program budget to proposed activities and outcomes  
• Estimate personnel needs and costs for a program  
• Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies (CRDN 4.8)  |  
**Required Reading**  
Community Toolbox: Planning and Writing an Annual Budget—link on Sakai |
| October 30 [M]| **Program Action and Evaluation Plan Due @ Midnight**  |  |  |
| October 31 (T)| **Unit 1: Budgeting Nutrition Programs and Services (part 2)** | Objectives:  
• Identify different cost categories and line items in a program budget  
• Estimate costs for a nutrition program  
• Develop a budget narrative/justification to support a line-item budget  |  
**Required Reading**  
Community Toolbox: Planning and Writing an Annual Budget—link on Sakai |
| November 2 (R)| **Unit 2: Financing PH Nutrition Programs** | Objectives:  
• Describe the major sources for funding public health nutrition services  
• Understand administrative aspects of public health nutrition management  
• Apply a variety of approaches to financing public health nutrition services/programs  
• Recognize challenges of developing and sustaining public health nutrition services/programs  |  
**Required Reading**  
EDELSTEIN TEXT: Chapter 21 Managing Money; pages 330-338 |
| November 6 [M]| **Budget and Budget Justification Due @ Midnight**  |  |  |
November 7 (T)  

**Unit 3: Reimbursement and Billing**

Guest Faculty: Michele Easterling, MPH, RD, LDN, Nutrition Director, Durham County Public Health

**Objectives:**
- Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems (CRDN 4.9)

Resource Posted on Sakai:
NC Billing Guide Full Version (resource)

MPH/RD students must sign-in for this class (ACEND Requirement)

November 9 (R)

**Unit 4: Human Resources: Staffing Nutrition Programs**

**ASSIGNMENT**

**REVIEW:**
- #4 Overview and Logic
- #5 Model
- Peer Review

**Objectives:**
- Describe varying roles and responsibilities of public health nutritionists
- Identify common staffing ratios for direct service and population/community nutrition personnel
- Recognize the importance of job descriptions and classifications in determining salary
- Understand the basic process for interviewing and hiring personnel

**Required Reading**
EDELSTEIN TEXT: Chapter 22: Staffing Public Health Nutrition Programs and Services

November 14 (T)

**Unit 5: Human Resources: Supervision and Team Work**

**Objectives:**
- Understand major principles of leadership
- Recognize the importance of empowering individuals within a team
- Understand importance of effective leadership communication
- Participate in management of human resources (CRDN 4.1)

**Required Reading**
EDELSTEIN TEXT: Chapter 23: Managing Public Health Nutrition Personnel
EDELSTEIN TEXT: Chapter 24: Leveraging Nutrition Education Through the Public Health Team; section on TEAM (pp 373 – 377)

November 16 (R)

**Unit 6: Marketing Nutrition Services**

**Objectives:**
- List and define and the P’s of marketing
- Identify strategies for increasing administrative support for nutrition services
- Develop community support for public health nutrition initiatives
November 20 (M)  Intervention Overview and Logic Model Due @ Midnight

November 21 (T)  Unit 7: Grant Writing 101

Guest Faculty Dr. Carmen Samuel Hodge, PhD, MS, RD, LDN

Objectives:
- Identify the standard components of a grant proposal
- Know when and when not to apply for a grant
- Understand the grant review process including political factors that influence funding

Required Reading: COMMUNITY TOOL BOX Chapter 42 Section 4 & 5 (links posted on Sakai)

November 23 (R)  THANKSGIVING HOLIDAY

November 28 (T)  Class Discussion: SWOT Analysis of Proposed Interventions

As a class we will discuss the strengths, weaknesses, opportunities, and threats specific to each of the proposed interventions.

Group 4 [Orange]: Courtney Brooks, Jessica Wallis, Katherine Moser, Ella Stephan, Mackenzie Reeser

Group 5 [Wake 1]: Carrie Reid, Malindi Vink, Casey Evans, Krista Linares

Group 6 (Wake 2): Rachel Aiken, Julie Kennedy, Jacqueline Chang, Ben Tzeel, Gentry Byrd

Required Reading:  Intervention Overview and Logic Model for Group 4 [Durham] and Group 5 [Orange]

November 30 (R)  Class Discussion: SWOT Analysis of Proposed Interventions

As a class we will discuss the strengths, weaknesses, opportunities, and threats specific to each of the proposed interventions.

Group 3 [Granville]: Alexis Guy, McKenzie Caldwell, Natasha Vos, Nooshin Ghazi-Moghaddam

Group 2: [Durham]: Adante Hart, Michelle Pillepich, Daniella Pimentel, Reatna Taylor

Group 1 [Alamance]: Grace Fredrickson, Marina Pearsall, Angela Bartz, Katie Treece, Rebecca Koonce

Required Reading:  Intervention Overview and Logic Model for Group 3 [Wake], Group 2 [Wake], Group 1 [Alamance]
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<tr>
<th>Date</th>
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<tr>
<td>December 5 (T)</td>
<td>Orientation to the Advanced Nutrition Experience and Masters Paper Course Wrap-up and Evaluation</td>
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<tr>
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<td>Guest Faculty Beth Jenks, MS, RDN</td>
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<tr>
<td>December 5 (T)</td>
<td>Written Peer Review Due @ Midnight</td>
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