

## Evidence-Based Health Policy Part 6

### Activity and Practice



The last segment of the course is an optional exercise. It will give you an opportunity to review - and most important - to put into practice many of the concepts we've discussed. There are no right and wrong answers, just the chance to consider how - or whether -- you would use a specific body of evidence to influence policy.

*(There is no narration for the rest of this segment.)*

**Background: Physical Education****Background****Daily Physical Education in Schools**

Note: There is no narration for the rest of this segment.



Childhood obesity is a burgeoning public health problem and increased inactivity has been identified as one of the leading behavioral / environmental causes. Some states are debating stronger requirements for physical education in schools. A Texas law, for example, mandates 30 minutes daily of moderate to vigorous physical activity for grades kindergarten through 6 and at least four semesters of 30 minutes daily of moderate to vigorous physical activity for grades 6 through 8 for public school students. The legislation includes annual assessment of students' physical fitness.

**The Scenario****Scenario****Daily Physical Education in Schools**

A Wisconsin legislator has been approached by several constituents at town hall meetings about addressing the obesity problem in their community and she has agreed to introduce legislation mandating daily physical education for children in public schools. The legislation has the potential to create substantial controversy in both the public eye and in the legislature. ***As an expert in this area of public health, you believe you can inform the debate.***

**Required Reading**


**Reading Assignment**  
To Help Inform the Debate

1. Jeffrey Koplan, C. Liverman, et.al.,  
*Preventing Childhood Obesity: Health in the Balance*, (National Academies Press, 2005)

The book is available online, at no cost, from the National Academies Press (National Academy of Sciences). You may also download it as a PDF for *personal* use. It is easier to read as a PDF, but harder to navigate. You decide.  
[https://download.nap.edu/openbook.php?record\\_id=11015&page=R1](https://download.nap.edu/openbook.php?record_id=11015&page=R1)

**Read these sections:**

- Executive Summary
- Chapter 7 (Schools)
  - Skim first section on nutrition
  - Read carefully section on Physical Activity, pp. 253-284
- Conclusion, CH 9, (Confronting the Childhood Obesity Epidemic), pp.319-326
- Skim any other parts you find interesting



Link to reading assignment: Preventing Childhood Obesity, Health in the Balance

<https://www.nap.edu/read/11015/chapter/1>

**Recommended Reading (linked under Resources within the course)**

**Reading Assignment**  
To Help Inform the Debate

2. Elizabeth Waters, B. Swinburn, et.al.,  
*Preventing Childhood Obesity, Evidence, Policy and Practice* (Wiley-Blackwell, 2010)

**Suggested reading:**  
This reading just provides a literature update since 2005.

**Read these sections:**

- CH 10 and 11 (can be skimmed)
- The PDF file is attached to this course. Click on **Resources**, above.  
(On the top right.)

## Questions to Consider

### Questions to Consider

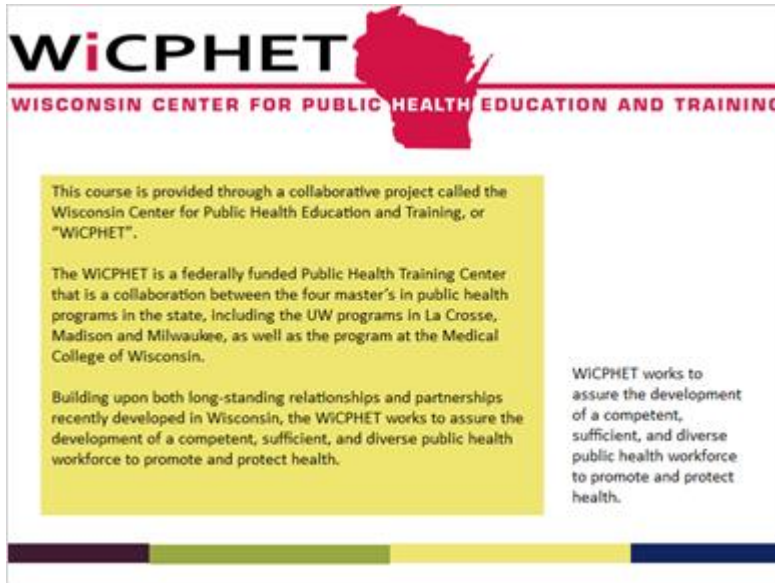
Download the attached *EBHP Assignment* document, and use it to jot down your responses to the questions. Click on **Resources**, above. (On the top right.)

#### Questions to consider, as you read the assigned materials:

1. How would you summarize the evidence?
2. How would you characterize the quality of the evidence? The strength of the evidence?
3. What are the key points you would emphasize? What concerns do you have about this body of evidence or about representing it?
4. What is your strategy for getting this evidence into policy? Who will you target and what methods will you use to reach them?
5. What is your message? What considerations will you take into account while crafting the message?

## Acknowledgements & Credits

*Thank you for your time!*



This course is provided through a collaborative project called the Wisconsin Center for Public Health Education and Training, or “WiCPHET”.

The WiCPHET is a federally funded Public Health Training Center that is a collaboration between the four master’s in public health programs in the state, including the UW programs in La Crosse, Madison and Milwaukee, as well as the program at the Medical College of Wisconsin.

Building upon both long-standing relationships and partnerships recently developed in Wisconsin, the WiCPHET works to assure the development of a competent, sufficient, and diverse public health workforce to promote and protect health.



**WiCPHET Focus Areas**



The purpose of the WiCPHET is to plan and act strategically by coordinating the academic and public health training resources in the State of Wisconsin in order to cultivate the pipeline of future public health professionals, integrate statewide professional preparation and continuing education opportunities, and strengthen professional development for the existing public health workforce throughout Wisconsin, especially those working with underserved populations.

**Did you register for this course?**

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Registration with WI TRAIN has many advantages, including the ability to:

- search for trainings across the spectrum of public health practice
- have those trainings tracked in your own personal transcript
- develop your own training plan.

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**Credits**

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