

# COURSE SYLLABUS

PH214: Eat.Think.Design. • Spring 2016

School of Public Health, University of California, Berkeley

<http://innovate.berkeley.edu> • @designspud on Instagram

## 1. OVERVIEW

**Instructors:** Jaspal S. Sandhu, PhD; Kristine A. Madsen, MD, MPH; Nap Hosang, MPH, MBA, MD; School of Public Health, University of California, Berkeley

**GSI:** Lila Rubenstein, MPH; MCP '16, [lila.rubenstein@berkeley.edu](mailto:lila.rubenstein@berkeley.edu)

**CCN:** 76133

**Time/Location:** W 4:10-7:00pm, Cal Design Lab at Wurster (first class only at a different location)

**Schedule:** The core course meets for 14 sessions, beginning Wed-20-Jan-2016 and ending Wed-27-Apr-2016. Team project presentations are expected to be held during reading week on Wed-4-May-2016 from 4:00-8:00pm.

**Units:** 3 – This is based on 3hrs LEC per week for 14 weeks (42 hrs). Significant out of classroom time is expected for team projects.

**Prerequisites:** There are no formal prerequisites, but this course will primarily benefit students who currently work on issues related to food and food systems and wish to apply the innovation process to their work. This course will also benefit students who wish to apply the innovation process to social impact programs or ventures. We encourage participation of students with no professional background in food.

**Target audience:** MPH, DrPH, MPP, MBA, MCP, and MS Engineering students. PhD students from the School of Public Health and graduate students from other departments across campus are encouraged to join if they have an interest in food and/or innovation. Between 2011-2015, our course has enrolled nearly 125 students from more than 25 academic programs. This is a graduate-level course.

**Office hours:** W 2:30-4:00pm with Jaspal Sandhu, by appointment. Contact [jaspal@berkeley.edu](mailto:jaspal@berkeley.edu). By appointment with Kristine Madsen, [madsenk@berkeley.edu](mailto:madsenk@berkeley.edu), and Nap Hosang.

## 2. COURSE VISION

This course creates a setting that promotes inspiration and challenges you to innovate for public health impact through human-centered design, creative exploration, and collaborative teamwork. To this end, the course harnesses the diverse global and domestic food environment and food systems as a vehicle to examine underlying societal issues that impact the health of populations.

### 3. CASES & TEAM PROJECT

This is a team-oriented, project-based course designed around the case-based and learning-by-doing models. Cases will be drawn from both global and domestic health, and will span diverse solutions, including organizational protocols, policy, financing, marketing, business models, and technology. Small student teams will collaborate on a real design project throughout the course. Students are encouraged to bring their own projects to the course, but projects with institutional partners will also be offered. Projects must be aligned with the food theme of the course. More information about project criteria and the project pitch and matching processes will be provided separately.

### 4. LEARNING OBJECTIVES

Through participation in this course, students will:

1. Strategically identify and use applied research methods to understand people, systems, and cultural norms and values.
2. Rapidly design, employ, and evaluate thoughtful solutions to public health challenges using a systematic approach that prioritizes relevance and meaningful adoption.
3. Practice communicating public health information concisely and effectively using a variety of tools from information design, storytelling, and new media.
4. Demonstrate an understanding of how one public health issue—in this case, food—is deeply intertwined with others, and through exploration of the issue uncover opportunities for innovation.
5. Challenge the status of food and food systems as they currently exist in the economy, environment, and health of populations.
6. Assess, acknowledge, and purposefully track the development of personal working styles, strengths, biases and priorities that influence collaboration and user-centered problem solving.
7. Develop confidence in creative problem solving, working outside of one's comfort zone, and approaching and assessing risk on an individual and systems level.
8. Gain experience incorporating social media tools in a professional and academic setting to enhance social capital through networking and sharing of knowledge

### 5. SOCIAL MEDIA

Each student should sign up for her/his own Instagram account and follow **@designspud** on Instagram. Design Spud's Instagram account will be a way for us to share information, ideas, and images related to the course throughout the semester within project teams, within the course, as well as with external audiences such as project clients and the UC Berkeley academic community. Students will also have a chance to integrate Design Spud into their own work through course assignments, contests, and weekly posts. Tags to use include: #eatthinkdesign and #berkeleyhealth.

### 6. ASSESSMENT

This class is highly participatory, with an emphasis on personal interactions with material and collaborative, hands-on design projects. You will routinely explore, practice and reflect on aspects of the innovation process and its application to food and food systems. It is expected that students will miss no more than one session during the semester, and only then with a valid reason.

Components of assessment are as follows:

### **Individual (30%)**

- General participation – in-class and via social media (15%)
- Weekly digest (15%) – more information below

### **Group (70%)**

- Mini-Design Challenges, two total challenges (20%)
- Team Innovation Project (50%):
  - Process artifacts (10%) – assessed by the team’s faculty coach
  - Final presentation (20%)
  - Final report (20%)

**Weekly digest:** Students will be asked to electronically submit a half-page memo reflecting on the week’s assigned readings. The memo may contain questions, critical thoughts about the readings, or thoughts about how this is related to a student’s work. This memo should be brief, approximately one paragraph or five bullet points. In certain weeks students will be asked to complete an activity in addition to the reading. Such activities will be focused on developing skills relevant to the innovation process. Assignments for the following class session will be shared with students no later than 5:00 pm on Thursdays.

## **7. COURSE SCHEDULE**

The course schedule is subject to change based on the progress and needs of the class. The schedule is organized around the stages of the innovation process.

### Course introduction

20-Jan: *Course introduction, Butter*

27-Jan: *Innovation as process*

### Eat

3-Feb: *Food Systems || Project Pitches*

10-Feb: *Ethnography*

17-Feb: *Interviewing*

24-Feb: *Rapid Research | Mini-Challenge #1*

### Think

2-Mar: *Framing*

9-Mar: *Incentives*

16-Mar: *Delight*

[23-Mar: Spring Recess, no class]

## Design

30-Mar: *Borrowing Innovation*

6-Apr: *Scaling | Mini-Challenge #2*

13-Apr: *Prototyping & Testing*

20-Apr: *Telling Your Story*

## Closing

27-Apr: *Reflection*

4-May: *Innovation Feast*

## Guest speakers

Six of the sessions will include guest speakers who will typically join the class for the second half of the session. These guest speakers are all innovators working in food. Students will also have an opportunity to join one speaker for dinner in a small group setting.

Confirmed speakers include:

- **Arno Hesse**, Founder and CEO, Credibles
- **David Kaisal**, Miller and Landrace Wheat Evangelist, Capay Mills
- **Ida Skivenes**, Food Artist and Photographer, @idafrosk on Instagram
- **Kristyn Leach**, Organic Farmer, Namu Farm,
- **Rusty Schwartz**, Entrepreneur, CEO at Kitchen Town

## **8. BCOURSES**

The course will use bCourses for posting assignments, for sharing resources, for formal class communication, and for submitting the weekly digest. We will communicate via email until students have been moved from the waitlist to the enrolled list by the Registrar.

## **9. CPHS CERTIFICATION**

All students that have not already done so are required to take and pass the web-based CITI (Collaborative Institutional Training Initiative) training course on the protection of human subjects by the fifth class session. There are two tracks to Human Subjects Research course “one with a biomedical focus, and another designed for the social, behavioral, and educational disciplines”; students should complete the latter. This is a requirement whether or not a student’s team project requires approval from CPHS (Committee for Protection of Human Subjects). Students who have passed the training course should submit proof of successful course completion.

More information is available here: <http://cphs.berkeley.edu/training.html>