JBS PROGRAM OVERVIEW: Through hands-on inquiry into the science of nutrition and our current health landscape, students will delve into the diabetes epidemic as an embodiment of various social, biological, behavioral, and environmental factors. The journey into this multi-dimensional and timely public health issue will span biological, social, historical, economic, nutritional, health and policy domains. What is the connection between food and health? In what ways is obesity closely linked to type 2 diabetes? What exactly is diabetes and what is its socioeconomic impact? How have we as a society responded to this growing public health issue? What are the policy implications and how do we understand them? What are some effective strategies for combating this growing health concern at the individual level? At the family and community level? At the level of social and health policy?

Exploration will entail additional inquiry through weekly hands-on food labs where students will participate in menu planning, food selection, cooking, as well as food sampling. Students will learn the physiology of how diet and exercise can curb the rising prevalence of diabetes and the role of prevention in the care of chronic health conditions.

Through the lens of diabetes and obesity, students will explore the health landscape more broadly and gain insight into current "healthy environments", including how we are - or are not - addressing citizens' health needs. Students will use a social determinants of health lens to critically analyze how our systems and environments (e.g. health care, food, schools, built environment/neighborhoods, community organizations and more) are situated within a context of local, national, and global inequities and struggles for justice.

Students will participate in regular guest lectures and interactions with community programs to gain valuable insight and hands-on experience in dealing with these issues. Throughout the JBS, students will gain knowledge and skills applicable to a wide array of present health and health
care issues preparing them for a career that addresses the impact of health in all sectors of society.

Courses:
BISC 4bj: Food, Nutrition and Health
BISC 10aj: Diabetes
HSSP 120bj: Health Care Landscapes

Course Description:
Through the lens of diabetes and obesity, students will explore the health landscape and gain insight into current "healthy environments", including how we are - or are not - addressing citizens' health needs. Students will use a social determinants of health lens to critically analyze how our systems and environments (e.g. health care, food, schools, built environment/neighborhoods, community organizations and more) are situated within a context of local, national, and global inequities and struggles for justice. In using this lens, students will learn how to critically explore what impact race, gender, socioeconomic status, neighborhoods, and more have on health.

Students will participate in regular guest lectures and interactions with community programs to gain valuable appreciation of, and hands-on experience in, dealing with these issues. As part of this exploration, students will rigorously test new ideas with JBS classmates, guest lecturers, site visit hosts, and the broader Brandeis and JBS community. Such debate and critical thinking on these issues will include a) facilitating group discussions, b) writing evidence-based policy memos as well as social and digital media policy pieces, c) written reflections, and d) oral presentations. At the end of the course, students will be able to describe and apply a social determinants of health lens to both diabetes and obesity as well as consider “Health in All Policies” from a theoretical and evidence-based perspective, with particular focus on actions designed to reduce the negative impact of obesity and diabetes in our communities. As a part of the Food, Lifestyle, and Health JBS, this course will provide knowledge and skills applicable to a wide array of present health and health care issues, preparing students for a career that addresses the impact of health in all sectors of society.

The Health Care Landscape: Our health care context is so much more than the traditional health care system and the delivery of health care. What the “traditional health care system” is and how health care is or is not delivered is – in and of itself – a hotly-debated topic. We will certainly discuss this in our course. However, in this course, we will move beyond the health care system alone. We will conceptualize the “health care landscape” as the broad array of social, biological, behavioral, environmental, policy and other factors that impact health – and specifically that impact diabetes and obesity in the United States. We will apply both social determinants of health (SDOH) and health in all policies (HiAP) lenses as we consider the nature and impact of, and interventions to, the diabetes and obesity epidemics. We explore issues of race, gender, neighborhood, immigration, education, socioeconomic status, literacy, and many other determinants as we critically apply the SDOH and HiAP lenses to our work.
This experientially-based course is designed to provide an overview of and insight into current health landscapes to explore how citizens’ health issues are – or are not – addressed by the health care and other systems. We will explore health care, food systems, schools, the built environment/neighborhoods, community organizations and others in order to explore the impact of varied societal influences on health, particularly diabetes and obesity.

Through a variety of applied methodological approaches, we will explore the ways in which diabetes and obesity are shaped by social, policy, family, organizational, and community factors. Such methods include but are not limited to descriptive epidemiology, field research, qualitative interviewing, community assessment, literacy assessment, and literature review. In applying these methods and the SDOH and HiAP lenses, you will be able to critically assess and explain the ways in which diabetes and obesity are shaped by the world in which we live – not only the cells in our bodies.

We will continually work to define and redefine the “health (care) landscape” within Greater Boston and beyond through the course’s diverse structure, including: group discussion, experiential learning, (virtual) site visits, facilitated dialogue, guest speakers, writing of many kinds (including policy, reflections, and social & digital media), debate, course readings, and presentation.

DISABILITY STATUS
If you are a student with a documented disability on record at Brandeis University and wish to have an accommodation made, please see me immediately (within the first two weeks of the start of class) to discuss how to proceed.

ACADEMIC INTEGRITY
Academic integrity is central to the mission of educational excellence at Brandeis University. Violations of University policy on academic integrity may result in failure in the course or on the assignment, and could end in suspension from the University. If you are in doubt about the instructions for any assignment in this course it is your personal responsibility to ask for clarification. Please make sure to read the full academic integrity policy.
http://www.brandeis.edu/studentaffairs/srcs/ai/top10students.html
Also, read this useful Brandeis resource: Top 10 Ways To Promote Academic Integrity
http://www.brandeis.edu/studentaffairs/srcs/ai/top10students.html

Plagiarism: Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. Collaborations must be noted in writing on the first page of any assignment in which collaborations are permitted. Failure to note collaborations will be considered plagiarism. You must cite sources with proper citation whenever they are used, whether those sources are published or unpublished (e.g., internet
web sites). Wikipedia is never appropriate to site. It is a great starting off point but always quote the original document. Assignments that appear to be instances of plagiarism may be returned to the student for revision, considered incomplete, or reported to the University, at the discretion of the professor. Such behavior will also be considered a serious deficiency in grading pertaining to the particular assignment. **If you are unsure about what constitutes plagiarism it is your personal responsibility to ask for clarification.**

**COURSE READINGS:**
The primary source(s) of readings for this course are drawn from a textbook, contemporary peer-reviewed journal articles, selected book chapters, policy and/or issue papers/briefs as well as national news sources. When possible, the readings will be available on the course LATTE page. **Note:** There may be changes to the course schedule during the semester and some readings may be announced closer to the assigned dates. Updates will be announced in-class, via email and/or and posted to LATTE. Please make sure to keep track of updates, additions, and modifications to the schedule, topics, and assigned readings. LATTE will serve as the most up-to-date version of course activities. **It is your responsibility to keep track of announced changes.**

**COURSE OBJECTIVES:**

- Observe a variety of “health (care) landscapes” in the Greater Boston area, such as those related to health care, food systems, schools, the built environment/neighborhoods, community organizations – considering their collective relationship with diabetes and obesity
- Distinguish basic concepts and components of the social determinants of health (SDOH) and health in all policies frameworks (HiAP), including how to apply them in research, debate/interactive discussion, and policy settings.
- Determine the benefits and drawbacks of the SDOH and HiAP frameworks and how to move forward given their limitations, i.e. what should be added, what more needs to be understood.
- Hone ability to critically analyze “health (care) landscapes” through SDOH, HiAP, and other perspectives by building foundational competency in theoretical, structural, and methodological research skills used to identify, assess, and conceptualize distinct community resources necessary for undertaking research with and within environments that impact health.
- Develop the knowledge and curiosity to challenge your own – and others’ – understanding(s) about health and what impacts health. Participate in the debate. Advocate for change. Be part of the solution.
- Exhibit exemplary professional and collegial behavior: as part of our JBS team and in interactions with community members, guest lecturers, and other Brandeis JBS participants in preparation for the HSSP internship and beyond.
COURSE REQUIREMENTS: PARTICIPATION AND ASSIGNMENTS

Attendance and Participation

Classroom and site visit etiquette:

- Cell phones off. Absolutely no use of cell or smart phones during class or visits.
- Please do not attend class if you are ill (contagious). As a courtesy to the learning community, please let Dr. Rosenfeld and Kimi know you’ll be absent, before the start of class, when at all possible.
- Come to class and visits prepared, in business-casual attire, and on-time. When transportation is scheduled to leave, we must leave. It is your responsibility to arrive on-time and ready to represent Brandeis and our JBS.
- Class participation, including asking questions and active listening is expected in the classroom, with guest lecturers, and at site visits. Respect of fellow students, instructors, and other participants is of utmost importance at all times to create a collaborative, productive learning environment.
- Assignments are due at the start of class on the due date, except if the assignment specifies a LATTE submission. No exceptions. Type-written, stapled and according to the format described in this syllabus. If for some unforeseen reason this is not possible, you are expected to contact the professor before the assignment is due to make alternate arrangements.

Student participation: Active participation, including active listening and discussion/questions, is expected. A JBS is first and foremost about active engagement in the course material, far beyond the traditional classroom setting. Participation includes, but is not limited to: a short personal essay due on the 1st day of class, “FLH in the news” submissions, “reading presentations”, engaging dialogue/debate/questions with JBS team, guest lecturers, site visits hosts, on-time arrival, and full participation in class and site visits, including engaged, inquisitive, and positive attitude, etc.

In this JBS, we will treat you as the professionals you are – and we expect to be treated in the same manner. We are all busy colleagues with many obligations and expectations of our time. We each set this class time aside for intellectual engagement and we all must come prepared to use the time efficiently and respectfully – whether by finishing the readings before class, engaging in class/site visit discussion, actively listening or participating in presentations, and completing assignments in a rigorous manner. This syllabus, and LATTE, contain the terms of our working relationship; we all must make every effort to adhere to what is outlined and advise of any changes well ahead of due dates and the like to make the most of this collaborative learning environment. Especially during a Summer JBS, our time will move very quickly – we must work as a team to stay ahead of our tasks and to help each other reach our goals. It will be rewarding for us all and for those we will serve in this field in the future!
**Assigned Readings:** Honest effort, enthusiastic curiosity, and work reflective of thoughtful and thorough familiarity with readings and course material is absolutely expected. Close and attentive reading of all course texts prior to our class meeting (unless otherwise indicated in the syllabus) is expected and essential to your successful learning in this class.

**FLH in the news:** One way to keep the class vibrant will be to scope the latest “FLH in the news”. Please send your discoveries to Kimi and she will distribute regular news flashes to the team. We expect you to participate! Email about new research, articles in the popular press, films, workshops, events [so much goes on in Greater Boston during the Summer!] etc. so what you find can be shared with everyone. Include web links and pictures when relevant. Thank you!

**Reading Presentations:** On the first day of class, you will sign-up for ONE day on which you will be responsible for a 5 minute “highlights” presentation. During this informal presentation – for which you will come fully prepared – you will work with your partner (if there is another student assigned to that day) to emphasize for the class the most important issues covered by that day’s readings as well as provide background on our site visit, if relevant. You will also point out something of interest to you in the readings as well as “in the news” – whether something from “FLH in the news” relevant to that day’s readings – or something you found [e.g. news article, TV show, movie] that speaks to that day’s topic.

**Site Visits:** Our investigation of the “health (care) landscape” will include both in-person and virtual site visits throughout the semester. Site visits comprise a foundational component of our learning; attending all site visits is essential.

**In-person:** A central objective of this course is learning through direct experience and engagement. To facilitate our examination of varied dimensions of the “health (care) landscape”, we will visit, query, and conduct research and reflection in and with various areas in Greater Boston. These organizations, sites, neighborhoods, and people will be our gracious hosts – and our detailed preparation, due respect, and genuine attention is warranted. Students will observe different health environments in the Greater Boston area, both during and outside class time each week – as a JBS team and in smaller groups. This type of direct experience provides for an individualized understanding of course concepts, in-depth learning, and professional as well as personal development while also furthering your intellectual growth.

**Virtual:** These web-based field trips facilitate our learning process on two levels. First, they provide an opportunity for you to gain familiarity with some of the major federal executive and bureaucratic agencies in health care, public health and health research. They will also allow you to contextualize what we are doing “hands-on” in the Greater Boston area with the activities and thinking beyond Massachusetts – both on a state, federal, and global level.

**Course Assignments**

**Reflections:** (see Memo on LATTE) Students will submit reflection papers on designated dates (see HSSP120bj Syllabus Overview) after the completion of our site visits and activities. These reflections are an opportunity for students to integrate various aspects of their learning by
drawing on **course readings and their own experiences to analyze and reflect on the intersections between** virtual fieldtrips, site visits and “on the ground” observations and research assessment experiences. *Since all of our research work will be for class assignments, we do not need to go through an Institutional Review Board (IRB) approval process – but we will learn from the IRB office about human subjects research.*

**Writing for Different Media:** (see Memo on LATTE) Students will write about their project/policy topic for different media audiences throughout the course. These short writing pieces are an opportunity to consider the most salient content and policy messages in various media outlets, such as Twitter, Facebook, blogs, OpEds.

**Presentation and Position Paper – completed in close collaboration with BISC10j:** (see Presentation & Policy Section Memo on LATTE) Students will create and present a public presentation that is 30 minutes in length during which **every student** in the group must present. The presentation will be followed by 15 minutes of questions and answers from the community (e.g. fellow JBS students, professors, and the larger Brandeis community). The position paper will be comprised of three sections: **Section 1 (2 pages): Descriptive epidemiology.** Introduce diabetes and obesity generally, including prevalence and incidence. Then, paint a picture related to the racial/ethnic group which your group is focusing on. Provide more specific prevalence and incidence information. Compare the prevalence and incidence of your specific group to that of the United States generally and to that of other racial/ethnic groups in the United States. Discuss trends. **Section 2 (4 pages): Social determinants of health.** Related to your group’s racial/ethnic group, discuss issues related to social, behavioral, and other determinants of health, including particular diet, lifestyle factors, socioeconomic status, health care access/availability, language (where applicable), etc. to explain the diabetes rate seen among this racial/ethnic minority group in the United States. **Section 3 (4 pages): Policy Action.** Given the context and evidence in Sections 1 and 2, describe your “position” on the best preventive policy action to lower diabetes rates and reduce obesity. That is, what policy is best to curb and reduce rising diabetes and obesity rates – and why? Does the policy exist or are you proposing new policy? At what level should the policy be administered? By whom? Be sure to specify the population you are targeting [e.g. age, geographic location, socioeconomic status, gender]. Describe the limitations of this “best” policy.

The paper should be presented with 1 inch margins, double-spaced, 11 point Arial font. Standard APA citations are required, but excluded from the ten page limit. Professor Lai will be responsible for grading Sections 1 and 2 for BISC10j. Professor Rosenfeld will be responsible for grading Sections 1 and 3 for HSSP 120j.

**Public Speaking:** Class discussions will be ongoing throughout the JBS semester regarding public speaking skills, including assessments of guest speakers at Brandeis and at site visits. Keen observation of experts is an essential part of learning about public speaking. In addition, students are encouraged to practice their group talks among themselves, with the Program TA or in front of friends [and the mirror] in advance of the presentation in order to learn and gain
public speaking experience. Reading presentations as well as class discussion will be other ways to practice clear and concise public speaking.

GRADING:

Class Participation & Attendance 30%
Reflections, including assessments, interviews, observation, etc. 25%
Writing for Different Media (e.g. twitter, facebook, blog) 10%
Presentation & Policy Paper 35%

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Total: 100%

Format: All submitted assignments should be in Arial font, 11 point, double-spaced, 1 inch margins and should follow APA style formatting (i.e. references).

COURSE OUTLINE – subject to change

Week 1: Health Equity, Social Determinants of Health & Health in All Policies
Method: To be determined
CONFIRMED SPEAKER: Mr. Albert Whitaker, American Diabetes Association

Week 2: School Food Environment: Schools
Method: Nutrition Environment (NEMS: Nutrition Environment Measures Survey)
http://www.med.upenn.edu/nems/measures.shtml
CONFIRMED SITE VISIT - JUNE 11: MILTON PUBLIC SCHOOLS
http://www.miltonps.org/
http://www.miltonps.org/departments-food-services.php
http://blog.miltonps.org/?p=62

Week 3: Food Access & Food Security Part I
Method: To be determined

Week 4: Applying a Health Equity Lens: Race, Gender, Socioeconomic Status, Childhood
Method: Equity Policy Analysis

Week 5: Health Care & Diabetes/Obesity
Method: Community/Organization Observation or Interview
Week 6: Food Access and Food Security Part II: Health Literacy
Method: Literacy Assessment
http://www.hsph.harvard.edu/healthliteracy/

Week 7: Food Access and Food Security Part II: Built Environment, Urban Design, Neighborhoods & Health
Method: Data Analysis (www.diversitydata.org)

Week 8: Policy and Program Action
Method: Health Impact Assessment

CONFIRMED SITE VISITS: Dates to be Determined
Joslin Diabetes Center, Boston, MA
http://www.joslin.org/

Southern Jamaica Plain Health Center, Health Equity Program, Boston, MA

Shape Up! Somerville, Somerville, MA
http://www.somervillema.gov/departments/health/sus