

PPD 275: Community Planning Practicum - Planning as a Tool to Build Healthier Communities

Fall Quarter 2015

Thursdays (7:00 pm to 9:50 pm)

Location: SBSG 3240

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Course Description

The planning practicum will focus on understanding the relationships and impacts between urban planning and public health. The goal of this course is understand opportunities for proactively integrating health into planning, policies, and practices that improve local built environments and enhance the wellbeing of neighborhoods – with a particular emphasis on active transportation. Through presentations, readings, guest lectures, case studies, and class dialogue, student will develop substantive knowledge of what makes a “healthy” neighborhood. Specific attention will be given to how place-based community development approaches and strategies can foster changes in the built environment, which contribute to sustainable improvements in the health of communities.

Students will work in planning teams on projects that will explore the community planning process through: (1) analyzing/understanding a neighborhood – research and reconnaissance; (2) working closely with stakeholders in that neighborhood to better understand issues and opportunities; and, (3) applying that information to prepare the framework for a Healthy Neighborhood Revitalization Plan and/or a Safe Routes to School/to Parks Master Plan (the plans will be produced in the Winter Quarter). Student projects were developed in consultation with the Orange County Healthcare Agency (OCHCA), Jamboree Housing (affordable housing developer), and the National Safe Routes to School Partnership.

Students will:

- Develop an understanding of community health and its relationship to neighborhood planning
- Develop skills in neighborhood planning and healthy neighborhood strategy development
- Gain experience in stakeholder engagement
- Enhance community presentation and report preparation skills

Student Responsibilities

It is the student's responsibility to:

- Attend and participate in all class sessions
- Participate collaboratively, flexibly, consistently, and productively as a member of their group
- Read assignments prior to the class session
- Make formal presentations to peers and instructors, as well as community members and professional planning staff
- Identify, secure, and effectively utilize resource materials as recommended by the instructor and as determined by each team
- Complete all assignments on time and comply with assignment instructions
- Promptly ask the instructor for clarification of all assignments and other course assignments
- Promptly ask for assistance with client relationships if needed
- Comply with all University rules concerning academic honesty

Team Assignments

Each team will focus on a neighborhood with the overall goal of helping to facilitate community revitalization strategies that enhance health through improvements to the local built environment. Students will be asked to develop a *clear understanding of neighborhood conditions* based on research, observation, and dialogue with stakeholders. Based on their understanding, students will analyze and present the neighborhood's opportunities for health promotion, along with a framework toward the development of a specific neighborhood planning tool (see details in Student Team Deliverables).

- ❖ **Buena Park:** Mable Pendleton School Neighborhood
- ❖ **Anaheim:** Lincoln School Neighborhood
- ❖ **Buena Park:** Park Landing Neighborhood

Student Team Deliverables:

(1) TEAM ACTION PLAN/PROJECT MANAGEMENT PLAN. Each student team will submit a paper outlining: key steps to complete the assignment, milestone dates, stakeholder analysis, and individual team member responsibilities. Teams will use this action plan as a guide throughout the quarter, updating dates and responsibilities as appropriate and as needed. Teams will email a PDF copy of their management plan by Thursday, October 1st, 7:00 pm.

(2) COMMUNITY PARTICIPATION

- ***Stakeholder analysis:*** Teams will research and identify a broad range of neighborhood stakeholders (resident groups, agencies, schools, nonprofits, etc.) who should ideally be

involved in the neighborhood planning effort. Teams will compile the stakeholders into a matrix and identify the following, at a minimum, for each:

- ✓ Available contact information
- ✓ Reasons why they should be involved and/or would want to be involved
- ✓ Potential obstacles to participation
- ✓ Appropriate / targeted techniques for engagement

Teams will email a PDF copy of their Stakeholder Analysis by Thursday, October 22, 7:00 pm.

- **Participation activity:** Each team member will participate in at least one community-based participation activity in their neighborhood. This may be an OCHCA-hosted neighborhood walk audit or a community workshop/meeting led by the instructors and/or local agency. Students are expected record input provided by the stakeholders and interact informally with the community during these activities. It is also anticipated that students will have the opportunity to talk with residents during the neighborhood reconnaissance efforts, additional community meetings, interviews, etc. Dates of the activities are TBD.

(3) STUDIO “PIN-UP”. Once during the quarter, each team will be asked to present their preliminary findings, observations, and challenges to their classmates, instructors, and any invited guests. The “pin-up” is intended to facilitate reflection and collaborative “brainstorming” to address challenges and ensure the continued progress of each team’s efforts. The expectation is an informal update using low-tech presentation tools such as posting of draft maps and in-process exhibits, flip charts with key notes, etc. (nothing will be turned in). The pin-up should focus on the team’s preliminary understanding of the neighborhood, questions or concerns of your team, and any preliminary opportunities that have been identified. The pin-up will take place in the latter part of class on October 29th.

(4) HEALTHY NEIGHBORHOOD REPORT. Each team will prepare a report summarizing existing conditions, articulating opportunities, and presenting a framework for a next phase of neighborhood planning.

PART 1: RESEARCH & RECONNAISSANCE – Neighborhood Profile

- Establish neighborhood planning area boundary (core & context)
- Collect baseline information on health, mobility, land use, demographics, social conditions, aesthetics, economics, etc. Research should include both qualitative and quantitative data, along with both secondary and primary data.
 - ✓ Collect and review data from: Census, ochealthiertogether.com, and other available resources.
 - ✓ Review of published data on history, local issues, and any planning documents
 - ✓ Document direct observation of neighborhood environment & activity
 - ✓ Record interaction with community members & other stakeholders
 - ✓ Other
- Create a neighborhood profile that document findings with text, maps, images and other graphics

PART 2: ANALYSIS – Opportunities to Enhance the Health of the Neighborhood

- Identify key opportunities to create a healthier neighborhood based on your team’s research & reconnaissance and interaction with the community.
- Opportunities and constraints should be presented in both narrative and by means of an opportunities and constraints graphic/map. Document analysis with text, maps, images & other graphics

PART 3: NEXT STEP – Framework for Future Planning Activities

- Select one or more of the opportunities that will require additional research and planning that your team believes is/are a priority.
- Describe a potential planning document that could assist the neighborhood with implementation (examples include, but are not limited to a safe routes to schools master plan, a set of healthy neighborhood design guidelines, a healthy food access plan, or a neighborhood redevelopment plan).
- Articulate a possible approach and process to develop the planning tool.

Submit one PDF copy of the report via email by Thursday, December 10th, 12:00 pm. These are to be prepared as professional planning documents so pay careful attention to quality, structure, formatting, grammar, etc. All reports must also include the following components (at a minimum)

- ❖ **Cover** – include a name for your report
- ❖ **Title Page** – include course, date and student names
- ❖ **Table of Contents**
- ❖ **Executive Summary**
- ❖ **Introduction** - include the purpose of report, planning process, planning area boundary
- ❖ **Neighborhood Profile** – you may determine the appropriate organization of this section based on your assessment
- ❖ **Opportunities to Build a Healthier Neighborhood** – you may determine the appropriate organization of this section (and/or section title) based on your assessment
- ❖ **Next Step** – you may determine the appropriate organization of this section (and/or section title) based on your assessment

(5) HEALTHY NEIGHBORHOOD PRESENTATION. Each student team will present a summary of their findings to classmates, instructors, and invited guests. Each presentation will be limited to 20-25 minutes and followed by 10-15 minutes for questions/comments. Presentations should provide highlights of the neighborhood profile, share the opportunities for enhancing neighborhood health, and communicate the framework/ recommendation for future phases of neighborhood planning. Teams should consider multiple presentation methods (e.g. exhibit boards, PowerPoint presentation, Prezi, video, handouts, etc.). Each team member is expected to have some speaking role in the presentation. Be sure that the presentation is developed as one cohesive presentation rather than “mini presentations” by each team member. Assume that your audience may include not only fellow students and instructors, but also community stakeholders, city staff, and public agencies. A PDF copy of the presentation and/or any handouts, boards, videos, etc. must be emailed by Thursday, Dec. 3, 7:00 pm.

Individual Assignment

(6) ARTICLE CRITIQUE. Each student will choose an article (see list on last page; alternatively, you may choose a healthy community-related article on your own) to analyze that is relevant to lecture topics and/or your team project. Your analysis should be no more than 1-2 pages, single spaced. The response should summarize the article and include your overall reaction to the piece in a well thought out critique or thought paper. Students are encouraged to incorporate outside knowledge and ideas into the response. This is not an exercise in reading comprehension, but rather an assessment of your ability to think critically about information that is presented to you. A PDF copy of the article critiques are to be emailed by Thursday, October 15th, 7:00 pm. At The review should include, at a minimum:

- A brief summary or overview of the article (not more than a paragraph)
- Your reaction to the piece (*what interested you? Did anything shock or surprise you? Is there anything you disagree with?*)
- Relevance to the topic or lecture (*i.e implications for health policy, community planning, neighborhood revitalization*)

(7) PEER EVALUATIONS. Peer evaluations will influence final individual grades by helping the instructor understand team dynamics and how individual investments, contributions, and levels of participation impact final projects and overall team performance. Each student will complete an evaluation of their each of their team members. Evaluation forms will be emailed to you and will be due to the instructor by December 10th, 12:00 pm.

Grading

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|--|-------------------|
| • Class participation/attendance | 20 points |
| • Team action /management plan | 5 points |
| • Community participation – stakeholder analysis | 5 points |
| • Community participation – activity | 5 points |
| • “Pin-up” - Neighborhood Understanding | 5 points |
| • Final Neighborhood Analysis Report | 25 points |
| • Final presentation | 25 points |
| • Individual article critique | 5 points |
| • Peer evaluations | 5 points |
| | 100 points |

Extra credit (5 points):

Attend Active Transportation Forum at UCI on Friday, October 16th from 8:00 to 4:30 pm (*must attend at least half day and submit a one page summary of what you learned*). To register: <http://saferoutescalifornia.org/2015/08/10/registration-now-open-for-the-ahoc-active-transportation-forum-on-october-16/>

Required Books & Readings

Making Healthy Places - Designing and Building for Health, Well-being, and Sustainability. Edited by Andrew L. Dannenberg, Howard Frumkin, and Richard J. Jackson; Published: 08/04/2011 Publisher: Island Press. ISBN: 9781597267274. www.amazon.com/Making-Healthy-Places-Well-being-Sustainability/dp/1597267279

Brown, William and Catherine Morrish. **Planning to Stay: Learning to See the Physical Features of Your Neighborhood** (1993). www.amazon.com/Planning-Stay-Learning-Physical-Neighborhood/dp/1571312463

Other readings are identified in the matrix below can be accessed at <https://eee.uci.edu/myeee/>. Additional readings may be required.

Course Schedule and Assigned Readings

The following schedule is dynamic and may be re-arranged in response to client and/or presenter availability, student progress, and other project-related situations and developments that may arise. Students will be promptly notified of any changes.

WEEK	TOPIC	READING	ASSIGNMENT DUE	SPEAKER (invited)
# 1 Sept 24	Overview, Introduction to Healthy Communities, and Team Assignment	Chapter 1. An Introduction to Healthy Places "Place, Not Race, May Better Explain America's Health Disparities" - CityLab "Defining Healthy Communities Report" - HRIA		<i>PBS Video: Unnatural Causes, (Place Matters)</i>
# 2 Oct 1	Social Determinants of Health Neighborhood Analysis	"New L.A. city guidelines take aim at sharp health disparities" - LA Times "Social Determinants of Health for Planners" (California Planning Roundtable) - 2015 <u>Planning to Stay</u> (Pages 7-116) Resources: www.ochealthiertogether.com Health in All Policies Task Force Issue Briefs http://sgc.ca.gov/hiap/publications.html	Management Plan <i>(PDF emailed by 7:00 pm)</i>	Amy Buch, Health Promotion Division Manager, Orange County Health Care Agency
#3 Oct 8	Housing & Neighborhoods, and Healthy Community Outcomes	Chapter 9. Vulnerable Populations and the Built Environment "How Neighborhoods Affect Health, Well-being, and Young People's Futures" – MacArthur Foundation (2014)		George Searcy, <i>Vice President, Community Impact at Jamboree Housing</i> (continued on next page)

WEEK	TOPIC	READING	ASSIGNMENT DUE	SPEAKER (invited)
		<p>"Where We Live Matters for Our Health: Neighborhoods & Health" Robert Wood Johnson (September 2008)</p> <p>Cohen R. The Positive Impacts of Affordable Housing on Health: A Research Summary. Center for Housing Policy and Enterprise Community Partners. 2007</p>		<p>Natalie Reider, <i>Director of Community Impact at Jamboree Housing</i></p>
#4 Oct. 15	Community Empowerment & Education	<p>Chapter 8: Social Capital and the Built Environment</p> <p>Chapter 19. Community Engagement In Design and Planning</p> <p>Resource:</p> <p>Health Promotores: http://www.visionycompromiso.org/</p> <p>IAP2 Spectrum of Public Participation. https://www.iap2.org.au/sitebuilder/resources/knowledge/asset/files/36/iap2spectrum.pdf</p>	<p>Article Critiques <i>(PDF emailed by 7:00 pm)</i></p>	
Friday, Oct 16	Active Transportation Forum (free event)	<p>EXTRA CREDIT - 5 points (must attend at least half day and submit one page summary of what you learned)</p>	<p>UCI – University Club</p>	<p>8:00 am to 4:30 pm</p>
#5 Oct 22	IN CLASS WORK SESSION	<p>Catch up and/or get ahead on readings!</p>	<p>Stakeholder Analysis Due <i>(PDF emailed by 7:00 pm)</i></p>	<p>N/A</p>
#6 Oct 29	<p>Complete Streets – Bikes, Pedestrians, & Transit</p> <p>Safe Routes to Schools</p>	<p>Chapter 2. Community Design for Physical Activity</p> <p>Chapter 10. Transportation and Land Use</p> <p>Review: www.saferoutespartnership.org – "Safe Routes 101"</p>	<p>Pin Up /Progress Report</p>	<p>Paul Martin, PE Active Transportation Coordinator, Orange County Transportation Authority</p> <p>Michelle Lieberman, AICP Technical Assistance Project Manager, National Safe Routes to School Partnership</p>

WEEK	TOPIC	READING	ASSIGNMENT DUE	SPEAKER (invited)
#7 Nov 5	Food Access, Food Planning Parks, Open Space, Sustainability	Review: Los Angeles Food Policy Council http://goodfoodla.org/ Chapter X: Food and the Built Environment Chapter 15. Contact With Nature Chapter 4. Community Design and Air Quality "Why Don't Convenience Stores Sell Better Food" - The Atlantic	Active Transport Forum Summary <i>(PDF emailed by 7:00 pm)</i>	Breanna Morrison, Research Fellow, Los Angeles Food Policy Council
#8 Nov 12	Urban Design Crime & Safety Placemaking	Chapter 7. Mental Health and the Built Environment Chapter 24. Built Environments of the Future Zelinka, AI and Dean Brennan. <u>Safescape</u> . Chapter 2: Defining SafeScape and part of Chapter 3: Livable Neighborhoods (pg16- 46) Zelinka & Harden. <i>Placemaking on a Budget</i> 2006		Howard Blackson, Urban Designer, Michael Baker International
#9 Nov 19	Course Review Crafting Professional Presentations & Papers	Reynolds, Garr, <i>Presentation Zen</i> . (Delivery, pages 185- 215) Heath, Jim and Chip Heath, <i>Made to Stick</i> (Introduction, pages 3-24)		<i>Diggs Town Video</i> <i>(American Institute of Architects)</i>
Nov 26		THANKSGIVING BREAK – NO CLASS Catch up on readings & work on final projects		
#10 Dec 3	Final Presentations	No readings	Presentation <i>(PDF emailed by 7:00 pm)</i>	Invited Guest: America Bracho, Latino Health Access Executive Director & UCI Distinguished Fellow
#11 Dec 10	Final Reports	No readings	Final Report <i>(PDF emailed by 12:00 pm)</i> Peer Evaluations <i>(PDF emailed by 12:00 pm)</i>	

ARTICLES TO CHOOSE FROM – OR FIND ANOTHER THAT INTERESTS YOU!

1. Wang, C.C. and Burris, M.A. (1997). Photovoice: Concept, Methodology, and Use of Participatory Needs Assessment. *Health Education and Behavior*.
2. Minkler, M. (2005). Community-Based Research Partnerships: Challenges and Opportunities. *Journal of Urban Health*.
3. Sirianni, C. (2007). Neighborhood Planning as Collaborative Demographic Design. *Journal of the American Planning Association*.
4. Cashman, S., et al. (2008). The Power and the Promise: Working With Communities to Analyze Data, Interpret Findings, and Get to Outcomes. *Am J Public Health*.
5. Boone-Heinonen, J., et al. (2011). Fast Food Restaurants and Food Stores; Longitudinal Associations with Diet in Young to Middle-aged Adults: The CARDIA Study. *Arch Intern Med*.
6. Raja, S., et al. (2008). Beyond food deserts: measuring and mapping racial disparities in neighborhood food environments. *Journal of Planning Education and Research*.
7. Giles-Corti B, et al. (2009) Encouraging Walking for Transport and Physical Activity in Children and Adolescents: How Important is the Built Environment? *Sports Med*.
8. Forsyth, A, et al. (2007). Does residential density increase walking and other physical activity? *Urban Studies*.
9. Saelens, B, et al. (2003). Environmental correlates of walking and cycling: Findings from the transportation, urban design, and planning literatures. *Annals of Beh. Med*.
10. Wolch, J., et al. (2011). Childhood Obesity and Proximity to Urban Parks and Recreational Resources: A Longitudinal Cohort Study. *Health & Place*.
11. Greenberg, M., et al. (2003). Reestablishing public health and land use planning to protect public water supplies. *American Journal of Public Health*.
12. Wells, N. M. and Laquatra, J. (2009). Why Green Housing and Green Neighborhoods Are Important to the Health and Well-Being of Older Adults. *Generations*.
13. Miles, R. and Jacobs, D. (2008) Future Directions in Housing and Public Health. *Journal of the American Planning Association*.
14. The importance of creative participatory planning in the public place-making process
Cilliers E.J., Timmermans W. (2014) *Environment and Planning B: Planning and Design*, 41 (3) , pp. 413-429.
15. Steven Cummins, Ellen Flint and Stephen A. Matthews. New Neighborhood Grocery Store Increased Awareness Of Food Access But Did Not Alter Dietary Habits Or Obesity. *Health Affairs*, 33, no.2 (2014):283-291
16. Paul Cozens and Terence Love A Review and Current Status of Crime Prevention through Environmental Design (CPTED)*Journal of Planning Literature* 0885412215595440, first published on August 6, 2015
17. Jennings V, Gaither CJ. Approaching Environmental Health Disparities and Green Spaces: An Ecosystem Services Perspective. *International Journal of Environmental Research and Public Health*. 2015; 12(2):1952-1968.