

# PPD 294b: Community Planning Practicum – Planning as a Tool to Build Healthier Communities

Winter Quarter 2016

Fridays (9:00 am to 11:50 am)

Location: SBS 3240

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Office hours by appointment

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## Course Description

This quarter's planning practicum will focus on further understanding the relationships and impacts between urban planning and public health – with a particular emphasis on mobility and redevelopment. Students in the course will continue to develop substantive knowledge of what makes a “healthy” neighborhood through a series of presentations, readings, guest lectures, case studies, and class dialogue. Specific attention will be given to how place-based community development approaches and strategies can be used to foster changes in the built environment resulting in long-term sustainable improvements in the health of communities.

## Professional Development Benefits to Students

- Gain practical experience in "team planning" project and improve understanding of community engagement approaches in planning.
- Opportunities to network with professional planners, public health practitioners, and others; and showcase professional potential.
- Strengthen public presentation and professional report preparation and writing skills.
- Improve understanding of consultative practice in planning

## Student Responsibilities

Students are responsible to:

- Attend and participate in all class sessions
- Participate collaboratively, fluidly, consistently, and productively as a member of their group
- Read every assignment prior to the class session
- Make formal presentations
- Identify, acquire, and effectively utilize resource materials as recommended by the instructors and as determined by each group
- Complete all assignments on time and comply with assignment instructions
- Promptly ask the instructor for clarification of all assignments and other course assignments
- Comply with all University rules concerning academic honesty

## Assignments

*All assignments should be emailed to both Susan and Jenna – see page 1 of syllabus for emails.*

### Individual Assignments

**(1) TOPIC PAPER AND PRESENTATION.** Each student will prepare a 2-3 page research paper on an assigned topic related to healthy communities. At least two references should be consulted and cited for the paper. Each student will be required to present their research paper in class **and facilitate** a class conversation on the topic. Students should attempt to pose a question or challenge to the class that encourages dialogue and deliberation. Presentation and facilitation is expected to be approximately 15 -20 minutes in duration. PowerPoints and/or handouts are encouraged to help with your presentation & facilitation, but not required. **DUE DATES WILL VARY. It is your responsibility to coordinate any schedule changes if necessary. A copy of the presentation/facilitation schedule will be distributed after the first week.**

1. Health in All Policies
2. Pedestrian infrastructure – crossings, amenities, etc.
3. Roundabouts - bikes/pedestrian
4. Bike infrastructure – bike boulevards, cycle tracks, and separated bike lanes
5. Bike infrastructure – bike boxes, loop detectors, & bike signals
6. Bike stations/bike sharing
7. Economic development & bikes/biking
8. Green streets/LID
9. Successful parklets/pocket parks
10. Wellness corridors
11. Biking & low income populations
12. Corner store conversions
13. Joint use agreements
14. Education & encouragement programs – active transportation
15. ADA transition plans
16. Active transportation & complete streets funding – CA/region/local
17. Active transportation & complete streets funding – federal + other
18. Public-private partnerships
19. Health impact assessments
20. Employer health & wellness programs
21. City health & wellness programs
22. LEED ND

**(2) PEER EVALUATIONS.** Each student's participation and performance on their team will be evaluated by their peers, contributing to their overall grade. **DUE MARCH 18 by noon.**

### Group Assignments

**(1) TEAM ACTION PLAN.** Each student team will submit a short paper outlining their understanding of the team assignment, the direction the team will be headed/taking, and why. Included in the concept paper will be individual team member responsibilities and identification of the key steps to complete the assignment. As part of the team action plan, each group will develop a Gantt chart/ illustrative schedule to depict the planning process and timeline. A Gantt chart is a bar chart that illustrates a project schedule and includes start and end dates, a work breakdown structure. It can also include percent complete, show project dependencies, and assign responsibilities for each task. Submit DRAFT - one hard copy and one PDF via email - **WEDNESDAY, JANUARY 13 by 5:00 pm.** This draft will be discussed in class on Friday, January 15<sup>th</sup>. Final due on **FRIDAY, JANUARY 22<sup>nd</sup>.**

**(2) PROFESSIONAL PRESENTATION OF PLAN.** Each student team will present a summary of their Plan to classmates, instructors, and invited guests. **Presentations should be polished and no more than 20 minutes.** There will be 10 minutes for questions following the presentation. You may include any combination of exhibit boards, PowerPoint presentation, video, handouts, etc. Submit one electronic copy of the presentation (PDF or PPT) prior to 9:00 am on March 11th. **PRESENTATIONS ON MARCH 11**

**(3) COMMUNITY EDUCATION &/OR PROMOTIONAL ITEM.** As part of the development of your group plan, create a community education and or promotional item that could be shared with the community, local stakeholders, City staff, and/or elected officials. The item should be creative and aim at engaging people around your plan. It can be presented in a variety of formats, including a handout, presentation, video, poster, newsletter. PDF copy by email & one hard copy due with presentation. **DUE MARCH 11<sup>th</sup>.**

**(4) HEALTHY COMMUNITY FOCUSED PLANNING DOCUMENT.** Each team will be assigned a specific project based on the healthy neighborhood report developed during Fall 2015. Submit one PDF copy via email. **DUE MARCH 18 by noon.**

#### **Mabel Pendleton Neighborhood**

##### **FOCUS: NEIGHBORHOOD REDEVELOPMENT/ENHANCEMENT PLAN**

Prepare an overall revitalization/redevelopment plan for neighborhood that includes specific land use, physical design, mobility, and healthy food access improvements. As part of the strategy, undertake a deeper assessment of the built environment to understand development opportunities and constraints. The plan should focus on physical revitalization, and also address other elements of community livability such as public safety, economic development, mobility, and open space. As part of the strategy, the Plan would include an implementation plan, partnership identification, and a funding strategy. Include a promotional/educational piece designed for the community/investors/property owners.

#### **Park Landing Neighborhood**

##### **FOCUS: SAFE ROUTES TO PARKS/MOBILITY ENHANCEMENT PLAN**

Prepare a Safe Routes to Parks Plan that connects the neighborhood to local parks to increase access to green space and also include enhancements and added destinations/redevelopment within the neighborhood. The Plan would focus on improving/ developing the local park, improve park access from outside the park as well as within, and improve the local infrastructure within a 10-minute walk of the park. As part of the strategy, the Plan would include an implementation plan, partnership identification, and a funding strategy. Include a promotional/educational piece designed for the community.

#### **Lincoln Elementary Neighborhood**

##### **FOCUS: COMPLETE STREETS /SAFE ROUTES TO SCHOOL PLAN**

Prepare a Complete Streets Plan/ Safe Routes to School Plan that focuses on a balanced, multi-modal transportation network that meets the needs of all users with a specific focus on Safe Routes to School at Lincoln Elementary School. The Plan should include an assessment of the existing transportation environment and identify opportunities for enhanced mobility and Complete Streets. This is accomplished by reviewing existing local and regional conditions, including transit services and ridership, roadway facilities and traffic volumes, bicycle and pedestrian facilities, and related policies. The Plan should include enhancements or added destinations/redevelopment within the area, as well as identify an implementation and funding strategy. Include a promotional/educational piece designed for the community.

All team projects should include the following sections, at a minimum.

- **Table of Contents.**
- **Introduction.** Prepare an introductory paragraph or two to your report.
- **Background.** Present an overview of the topic, issue, and/or geographic area. This section must include a geographically specific statement of need based on analyses prepared in the Fall quarter as well as additional analysis conducted this quarter to more specifically and strategically delve into previously identified issues. The reader should have a clear understanding of the issue and why it is important.
- **Community Involvement.** Describe the interaction – formal or informal – your team had with any local organizations, residents, or other community members in developing your strategy. The extent of outreach will vary from project to project/city to city, but some contact with the community is required.
- **Strategy/Plan.** This section will describe in detail your recommendations and identify specific implementations steps and tools. This should be the largest section of your report. Photos, illustrations, maps and custom graphics are strongly encouraged.
- **Funding /Resources/Implementation.** Identify specific grants, funding, or other financing tools. Include a discussion of any tool, along with relevant requirements and submittal dates if appropriate.
- **Conclusion.** Prepare a short concluding paragraph or two summarizing the report.
- **References.**

## Grading

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|----------------------------------|-------------------|
| • Topic Paper & Presentation     | 10 points         |
| • Action Plan/Gantt Chart        | 10 points         |
| • Planning Document              | 25 points         |
| • Promotional/Education Piece    | 10 points         |
| • Final Presentation             | 25 points         |
| • Class Participation/Attendance | 15 points         |
| • Peer Evaluations               | <u>5 points</u>   |
|                                  | <b>100 points</b> |

### Extra credit – 3 points maximum:

Attend approved event/session focused on healthy communities and planning and write a one-page summary of the experience.

## 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.

Additional readings identified in the matrix below can be accessed at <https://eee.uci.edu/myeee/> or will be distributed via email throughout the quarter.

## Course Schedule and Assigned Readings

Topics may be re-arranged in response presenter availability, student progress, and other project-related situations that may arise. Students will be promptly notified of any changes. **NOTE:** An on-site walking workshop/presentation in Santa Ana with America Bracho is in development (Latino Healthy Access & UCI PPD Distinguished Fellow) which will likely alter the following schedule.

WEEK	READING	ASSIGNMENT	SPEAKER &/OR ACTIVITY
<b>Week 1</b> Jan. 8		Syllabus Review & Team Meetings	Project Planning Diggs Town video!! Team meeting
<b>Week 2</b> Jan. 15	<i>Making Healthy Places</i> , Chapter 17 and 18	<b>Topic papers/presentations</b> - #1 #2 Draft Action Plan due by 5pm on Wed, Jan 13 Final Action Plan due by Friday, January 22	Review Action Plan & Gantt Charts
<b>Week 3</b> Jan. 22	<i>Making Healthy Places</i> , Chapter 5  Review/resource: <a href="http://www.cdc.gov/healthyplaces/toolkit/planning_for_health_resource_guide.pdf">http://www.cdc.gov/healthyplaces/toolkit/planning_for_health_resource_guide.pdf</a>	<b>Topic papers/presentations</b> - #3 #4 #5	John Kain, Urban Crossroads
<b>Week 4</b> Jan. 29	<i>Making Healthy Places</i> , Chapter 24  Healthy Community Design video case studies: <a href="https://www.youtube.com/watch?v=DOUYPl6Phrw">https://www.youtube.com/watch?v=DOUYPl6Phrw</a>	<b>Topic papers/presentations</b> - #6 #7	In-class design charrette
<b>Week 5</b> Feb. 5	<i>Making Healthy Places</i> , Chapter 6  Review Toolkit: <a href="http://www.policylink.org/equity-tools/equitable-development-toolkit/about-toolkit">http://www.policylink.org/equity-tools/equitable-development-toolkit/about-toolkit</a>	<b>Topic papers/presentations</b> - #8 #9 #10	
<b>Week 6</b> Feb. 12	VIDEOS: <a href="http://www.streetfilms.org/local-spokes-community-based-bike-advocacy-in-chinatown-and-the-lower-east-side/">http://www.streetfilms.org/local-spokes-community-based-bike-advocacy-in-chinatown-and-the-lower-east-side/</a>  <a href="https://www.youtube.com/watch?v=KTYeQ9gdhNQ">https://www.youtube.com/watch?v=KTYeQ9gdhNQ</a>	<b>Topic papers/presentations</b> - #11 #12 #13 Be prepared to discuss your project status	Team reports/ updates & discussion
<b>Week 7</b> Feb. 19	SRTS Guide: <a href="http://guide.saferoutesinfo.org/pdf/SRTS-Guide_full.pdf">http://guide.saferoutesinfo.org/pdf/SRTS-Guide_full.pdf</a>	<b>Topic papers/presentations</b> - #14 #15 #16	

<b>Week 8</b> Feb. 26	<i>Making Healthy Places,</i> Chapter 14 and 20	<b>Topic papers/presentations - #17 #18 #20</b>	Guest speaker TBD
<b>Week 9</b> Mar. 4	<i>Making Healthy Places,</i> Chapter 21	<b>Topic papers/presentations - #20 #21 #22</b>	Final questions, review & discussion (bring any materials for in-class review)
<b>Week 10</b> Mar. 11		<b>FINAL PRESENTATIONS DUE PROMOTIONAL / EDUCATIONAL PIECE DUE</b>	Presentations!
<b>Week 11</b> Mar. 18		<b>FINAL PAPER DUE PEER EVALUATIONS DUE ANY EXTRA CREDIT DUE</b>	