

**SAMPLE**

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



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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 redevelopment and revitalization. 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 skills before a professional audience
- Strengthen 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 schedule will be distributed by [REDACTED].**

1. Green streets/LID
2. Parklets/pocket parks
3. Pedestrian infrastructure
4. Bike infrastructure
5. Traffic calming
6. Safe Routes to Schools
7. Mental health & neighborhood design
8. Active transportation & complete streets funding
9. Corner store conversions
10. Biking & low income populations
11. Wellness corridors
12. Joint use agreements
13. Health impact assessments
14. City health & wellness programs
15. 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 [REDACTED] by noon.**

### Group Assignments

**(2) PROFESSIONAL PRESENTATION OF PLAN.** Each student team will present a summary of their Neighborhood Plan to classmates, instructors, and invited guests. **Presentations should be polished and no more than 25 minutes** (time will be enforced as there will be other presentations immediately following). There will be 15 minutes for questions following the presentation. Your vision poster should be included as part of your presentation. You may also 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 [REDACTED]. All presentations must be provided on a USB drive the morning of the presentations (USB will be returned). **PRESENTATIONS ON [REDACTED]**  
[REDACTED]

**(3) VISION POSTER.** A Vision Poster visually depicts neighborhood and corridor improvements through "showing" instead of "telling". The Vision Poster should be graphical and include pictures and design elements. Posters should be a minimum of 18x24". One printed and mounted poster **DUE [REDACTED]**

**(4) NEIGHBORHOOD PLAN.** Each team will prepare a professional quality neighborhood plan based on the analysis initiated during [REDACTED]. Recommendations should include a good mix of graphics, illustrations, photos and text. Submit one PDF copy via email. **DUE FRIDAY, [REDACTED] by noon.**

### **EASTSIDE NEIGHBORHOOD PLAN**

(Expand neighborhood boundary - include larger section of Newport Blvd)

#### ***Recommended Neighborhood Plan Sections***

- Introduction
- Community Participation
- Vision, Goals, & Recommendations
  - Mobility
  - Social Capital
  - Economic Development /"Main Street"
  - Urban Design & Placemaking
- Action Plan
  - Recommendation matrix: Who, what, when, why, how, how much?
  - Potential funding list
  - Potential resource team list

### **WESTSIDE NEIGHBORHOOD PLAN**

(Expand neighborhood boundary – to 19<sup>th</sup> St. to include commercial/industrial)

#### ***Recommended Neighborhood Plan Sections***

- Introduction
- Community Participation
- Vision, Goals, & Recommendations
  - Neighborhood Health
  - Land Use/Redevelopment
  - Social Connectivity
  - Placemaking
- Action Plan
  - Recommendation matrix: Who, what, when, why, how, how much?
  - Potential funding list
  - Potential resource team list

### **BAKER STREET NEIGHBORHOOD PLAN**

#### ***Recommended Neighborhood Plan Sections***

- Introduction
- Community Participation
- Vision, Goals, & Recommendations
  - Neighborhood Health
  - Land Use/Redevelopment/Economic Development
  - Mobility
  - Parks, Public Space & Placemaking
- Action Plan
  - Recommendation matrix: Who, what, when, why, how, how much?
  - Potential funding list
  - Potential resource team list

## Grading

- Class Participation/Attendance 15 points
  - Community engagement activity 10 points
  - Topic Paper & Presentation 10 points
  - Neighborhood Plan 25 points
  - Neighborhood Vision Poster 10 points
  - Final Presentation 25 points
  - Peer Evaluations 5 points
- 100 points**

### Extra credit – 3 points maximum:

Attend approved event/session

## 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.

WEEK	READING	ASSIGNMENT	SPEAKER &/OR ACTIVITY
<b>Week 1</b> ■		Syllabus Review & Team Meetings	VIDEO: Designing Healthy Communities – Retrofitting Suburbia
<b>Week 2</b> ■	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>  IAP2 Spectrum ABCD Institute <a href="http://www.abcdinstitute.org/docs/A%20Basic%20Guide%20to%20ABCD%20Community%20Organizing(3).pdf">http://www.abcdinstitute.org/docs/A%20Basic%20Guide%20to%20ABCD%20Community%20Organizing(3).pdf</a>	<b>Topic papers/presentations</b> - #1 #2	Community Engagement
<b>Week 3</b> ■	<i>Making Healthy Places</i> , Chapter 17 and 18  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2705214/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2705214/</a>		Urban Design: Howard Blackson, Michael Baker's Urban Design Studio  Neighborhood Design Charrette

<b>Week 4</b> 	<i>Making Healthy Places,</i> Chapter 5  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 - #3 #4 #5 #6</b>  Community engagement exercise completed <i>(survey results in, workshop held, pop up event held)</i>	
<b>Week 5</b> 	Placemaking on a Budget  Project for Public Spaces <a href="https://www.pps.org/reference/lighter-quicker-cheaper/">https://www.pps.org/reference/lighter-quicker-cheaper/</a>	<b>Topic papers/presentations - #7 #8</b>	Placemaking
<b>Week 6</b> 	<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 - #9</b>  Be prepared to discuss share your community engagement outcome and project status	Team reports/ updates & discussion
<b>Week 7</b> 	<i>Making Healthy Places,</i> Chapter 21, Chapter 24  Healthy Community Design video case studies: <a href="https://www.youtube.com/watch?v=DOUYPI6Phrw">https://www.youtube.com/watch?v=DOUYPI6Phrw</a>	<b>Topic papers/presentations - #10 #11</b>	Sustainable Business: April Economides, Green Octopus Consulting (invited)  Main Street Approach
<b>Week 8</b> 	<i>Making Healthy Places,</i> Chapter 14 and 20	<b>Topic papers/presentations - #12 #13 #14 #15</b>	VIDEO: Designing Healthy Communities - Social Policy in Concrete
<b>Week 9</b> 		<b>Dry Run Presentations!!</b>	
<b>Week 10</b> 		<b>FINAL PRESENTATIONS DUE VISION POSTER DUE</b>	
<b>Week 11</b> 		<b>FINAL PAPER DUE PEER EVALUATIONS DUE ANY EXTRA CREDIT DUE</b>	