Course Description

This quarter’s planning practicum will focus on further understanding the relationships and impacts between urban planning and public health. Students in the course will 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.

The client for the practicum course will be the Orange County Healthcare Agency (OCHA) and the Cities of Anaheim, Garden Grove, Orange, San Clemente, and Stanton. Students in the course will work in planning teams on projects relevant to OCHCA’s Fifteen in Ten (FIT) initiative with the technical assistance of OCHCA staff. The aim of this initiative is to provide data to communities to help assess local needs, inform planning decisions and program development, and document local outcomes and change as it relates to health.

Course Project Goal and Impact

Build on efforts from the Fall quarter, helping cities understand opportunities to create long term sustainable improvements that improve health of Orange County residents by increasing opportunities for physical activity, access to healthy foods, etc.

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 planning and other city official staff, and showcase professional potential.
- Strengthen public presentation and professional report preparation and writing skills.
- Improve understanding of consultative practice in planning, notably in assessment, evaluation and implementation.
Student Responsibilities

Students are responsible to:

- Attend and participate in all class sessions
- Participate collaboratively, fluidly, consistently, and productively as a member of their assigned 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, as necessary
- Comply with all University rules concerning academic honesty

Assignments

**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. Cite at least two references used for the paper. Each student will be required to present their research paper in class and facilitate a class conversation on the topic. Presentation and facilitation is expected to be 10-15 minutes in duration. **DUE DATES VARY** – see Course Schedule

- Design guidelines and policies for community gardens/urban ag
- Healthy home technologies
- Joint use agreements
- Zoning & public health
- Photovoice as a tool to promote healthy communities
- Social marketing and communication strategies supporting healthy planning (with discussion of Latino and Asian-American populations)
- Food policy councils in CA
- Employer health & wellness programs
- City health & wellness programs
- Mental health in Orange County
- Homelessness & health effects
- Built environment & crime prevention
- Wellness corridors
- Trees & public health
- Potential health impacts of freeway-adjacent living
- Potential health impacts of fireworks
- Potential health impacts of overhead power lines
- Economic development & bikes/biking
- Economic development & food environments

(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 26**

**Group Assignments**

(1) **TEAM ASSIGNMENT CONCEPT/DIRECTION PAPER.** Each student team will submit a short concept 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. Submit one hard copy and one PDF via email. **BRING DRAFT ON FRIDAY, JANUARY 20; FINAL DUE MONDAY, JANUARY 23**

(2) **HEALTHY COMMUNITY IMPLEMENTATION PLAN.** Each team will be assigned a specific project in one of the following cities: Anaheim, San Clemente, Stanton, Orange, and Garden Grove. Limited support from City staff will be available. (See below)

Students must involve Orange County Health Care Agency staff in your projects. Staff should be contacted early in the quarter for assistance with secondary data analyses and related technical assistance; linking groups with community organizations; technical assistance on social marketing approaches; etc.

Each team will receive a pre-loaded copy card to help pay for the reproduction of the report. Submit two hard copies and one PDF via email. **DUE MARCH 23**

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 implementation steps and tools. This should be the largest section of your report. Photos, illustrations, maps and custom graphics are strongly encouraged.
- **Funding Resources.** 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.**

(3) **PROFESSIONAL PRESENTATION OF HEALTHY COMMUNITY IMPLEMENTATION PLAN.** Each student team will present a summary of their Plan to classmates, instructors, City staff, 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 PWPT). **DUE MARCH 23**
San Clemente

FOCUS: NEIGHBORHOOD REVITALIZATION
Prepare a revitalization/healthy community strategy for the Los Mares Neighborhood. As part of the strategy, undertake an assessment of the built environment and prepare physical design recommendations. Consider the development of a healthy community design checklist as a tool for the local decision-makers and staff. Interact with community in the development of a comprehensive revitalization strategy – including: 1) initial workshop with residents; 2) presentation of draft plan to residents; 3) presentation of draft plan to Planning Commission.

Garden Grove

FOCUS: OPEN SPACE/PARKS & CONNECTIVITY
Prepare an Open Space and Connectivity Plan for the areas of Garden Grove identified as having the lowest “link-node” ratio. Incorporate aspects of place-making, public safety, recreation, mobility. Also look into potential alley connections, transforming parking spaces into “parklets”, and explore joint use agreements to augment open space/recreation resources.

Anaheim

FOCUS: FOOD ENVIRONMENT
Conduct a thorough analysis of the food environment using the CX3 tool http://www.cdph.ca.gov/programs/cpns/Pages/CX3_Main_Navgation.aspx. Identify candidates for corner store conversions in identified food deserts. As part of the strategy to improve the local food environment, lay out a process and/or program to allow EBT use at farmers markets.

Stanton

FOCUS: OPEN SPACE QUALITY & ACCESSIBILITY
Evaluate the accessibility to and quality of existing park spaces, including the proposed new park. Develop a strategy to increase parkland and recreational resources, ensuring equitable access throughout the City. Incorporate ways to engage community via existing channels.

Orange

FOCUS: SENIOR HEALTH & WALKABILITY
In one or more of the identified areas of need, analyze the healthy resources available to seniors (housing affordability, ability to age in place, availability of one story homes, access to resources for seniors, bus, dial a ride access, etc.). Prepare a plan to augment the livability in those areas for seniors, including a Safe Routes for Seniors plan and funding strategy.

Grading

- Topic Paper & Presentation 15 points
- Concept/Direction Paper 10 points
- Implementation Plan Report 25 points
- Implementation Plan Presentation 25 points
- Class Participation/Attendance 15 points
- Peer Evaluations 10 points

Extra credit – 2 points maximum:
Attend approved event/session focused on health and planning and write a one-page summary of the experience. San Clemente Team will receive the credit for Planning Commission presentation.
Required Books & Readings

**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. (NOTE: Books will be available for purchase in class. Students should make check payable to UC Regents.)

Additional readings identified in the matrix below can be accessed at [https://eee.uci.edu/myeee/](https://eee.uci.edu/myeee/)

Course Schedule and Assigned Readings

The following schedule is tentative. Topics 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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READING</th>
<th>ASSIGNMENT</th>
<th>SPEAKER (invited)</th>
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<tbody>
<tr>
<td>Week 1 Jan. 13</td>
<td>Syllabus &amp; Team Formation</td>
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| Week 2 Jan. 20 | Chapter 11. Healthy Homes | **Topic papers/presentations:**  
- 1. Design guidelines and policies for community gardens/urban ag  
- 2. Healthy home technologies | **OCHCA Staff,**  
Consultations with Student Teams |
| | Chapter 17. Behavioral Choices and the Built Environment | **DRAFT CONCEPT PAPER/IDEAS DUE**  
**FINAL DUE JANUARY 23** | |
| Week 3 Jan. 27 | Chapter 18. Policy And Legislation For Healthy Places | **Topic papers/presentations:**  
- 3. Joint use agreements  
- 4. Zoning & public health | |
| Week 4 Feb. 3 | Chapter 19. Community Engagement In Design and Planning  
Chapter 21. Training the Next Generation | **Topic papers/presentations:**  
- 5. Photovoice as a tool to promote healthy communities  
- 6. Social marketing & communication strategies (Latino & Asian-American focus)  
- 7. Food policy councils | **Manal Aboelata,**  
Prevention Institute |
| | Chapter 12. Healthy Workplaces  
Chapter 14. Healthy Schools | **Topic papers/presentations:**  
- 8. Employer health & wellness programs  
- 9. City health & wellness programs | **Al Zelinka,** Community Dev. Director in City of Fullerton  
**Gerard Mouet,** Parks Director in City of Santa Ana  
**Nancy Neudorf,** City of Irvine Planning Commissioner  
(Panel discussion: City efforts) |
| Week 6  | Feb. 17 | Chapter 7. Mental Health and the Built Environment  
Chapter 8. Social Capital and Community Design | **Topic papers/presentations:**  
- 10. Mental health in Orange County  
- 11. Homelessness & health effects  
- 12. Built environment and crime prevention | **Jessica Meany**  
California Policy Manager  
Safe Routes to School National Partnership  
Tina Zenzola and Natalia Clark,  
Safe & Healthy Communities Consulting |
| Week 7  | Feb. 24 | Chapter 10. Transportation and Land Use  
Chapter 15. Contact With Nature | **Topic papers/presentations:**  
- 13. Wellness corridors  
- 14. Trees & public health | **Tim Bruckner or Doug Houston,**  
UCI  
(Social Equity & Health) |
| Week 8  | Mar. 2  | Chapter 4. Community Design and Air Quality  
Chapter 9. Vulnerable Populations and the Built Environment | **Topic papers/presentations:**  
- 15. Potential health impacts of freeway-adjacent living  
- 16. Potential health impacts of fireworks  
- 17. Potential health impacts of overhead power lines | **Reynolds, Garr,**  
*Presentation Zen.*  
(Delivery, pages 185-215)  
Heath, Jim and Chip Heath,  
*Made to Stick*  
(Introduction, pages 3-24) |
| Week 9  | Mar. 9  | Chapter 24. Built Environments of the Future | **Topic papers/presentations:**  
- 18. Economic development & bikes/biking  
- 19. Economic development & food environments | **Heath, Jim and Chip Heath,**  
*Made to Stick*  
(Introduction, pages 3-24) |
| Week 10 | Mar. 16 | **PRESENTATION DRY RUNS** |  |  |
| Week 11 | Mar. 23 | **FINAL PRESENTATIONS**  
**FINAL PAPER DUE**  
Note: Peer Evaluations are due on March 26 via email. |  |  |