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

Fall Quarter 2012
Fridays (9:00 am to 11:50 am)
Location: SBS 3240
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Office Hours: Fridays, 8:00 to 8:50 am. Social Ecology I - 300C

Course Description

This year's planning practicum will focus on understanding the relationships and impacts between urban planning and public health. Through presentations, readings, guest lectures, case studies, and class dialogue course participants will develop substantive knowledge of what makes a "healthy" neighborhood and community. 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 in support of the Orange County Health Care Agency's (OCHCA) *Fifteen in Ten (FIT)* initiative and receive technical assistance from OCHCA staff. This initiative will offer important information to neighborhood leaders and city planning officials that will help them assess local needs, inform planning decisions and program development, and document local outcomes and change as it relates to health and livability.

Student teams will be working in two unique Orange County neighborhoods in the cities of Huntington Beach and Garden Grove. The primary "clients" of the practicum course are neighborhood resident leaders. Students however will also coordinate with OCHCA and a local public agency /organization to complete their assignment.

Course Goal and Impact

The goal of this course is to help cities and neighborhoods understand opportunities for proactively integrating health into planning, policies, and practices that improve local built environments and enhance the wellbeing of Orange County residents.

Professional Development Benefits to Students

- Gain practical experience in "team planning" and increase understanding of community engagement methods used in urban planning.
- Opportunities to network with professional planners and other city officials.
- Strengthen public presentation and professional planning report preparation and writing skills.
- Improve understanding of consultative practice in planning, notably in assessment and evaluation, physical planning, and policy and program analysis.
- Increase familiarity with reviewing and assessing planning documents.

Benefits to the Planning Community

- Provide specific Orange County cities with localized snapshots of their jurisdictions through written reports, which outline the indicators and determinants of health in their community.
- Increase the leadership profile of city stakeholders (staff, elected officials, commissions, community members) on community health through presentations to constituent groups and/or leaders on local government policy and programs efforts.
- Use assessment and related planning processes and tools to advance understanding among city, community, and neighborhood leaders of local needs and opportunities for creating health-promoting policies and programs.
- Provide cities technical assistance in the development of plans, resolutions, policies and programs that encourage and support smart growth planning emphasizing health.

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 resident driven community revitalization strategies to improve health promotion opportunities in the local built environment. Students will be asked to develop a *clear understanding of neighborhood conditions* based on research, observation, and dialogues with residents. Based on their understanding, students will analyze and present the neighborhood's opportunities and constraints as a step toward the development of a Healthy Neighborhood Revitalization Plan.

Huntington Beach: Oak View Neighborhood

Oak View is a predominantly Latino, traditionally underserved neighborhood in Northeast Huntington Beach nestled near the major arteries of Beach Boulevard and Warner Avenue. Adjacent to industrial areas, the community features an elementary school, public library, and a community center amidst a dense conglomeration of apartment complexes with occasional single family dwellings. Galvanized by the Oak View Renewal Partnership, there are various community based organizations active within the area, providing health, education, and economic empowerment services to the residents.

Garden Grove: Central Garden Grove Neighborhood

In Central Garden Grove, near the juncture of Magnolia Street and Chapman Avenue is a socioeconomically, ethnically, and age diverse community in a primarily low and medium density residential area. To the west of the Pavilion Plaza and Promenade retail zones, the community features a pair of parks, a neighborhood library, and a major supermarket, though such assets are not always easily accessed on foot given the wide and imposing Chapman Avenue. Here, a group of engaged residents is poised to gather, learn, and speak out to improve their community.

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, check-in points with "client" and interaction with OCHCA, client and team contact list, 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 provide an <u>initial plan at the beginning of the quarter</u> and a <u>final summary of their project management action plan</u> at the end of the fall term.

"Client" Relationships and Responsibilities: Students must involve their local "clients" – the public agency and /or community organization. Regular updates should be provided to the "client" on student progress, etc.

OCHCA Relationships and Responsibilities: Students will involve Orange County Health Care Agency staff in your projects. As a partner, OCHCA would like to be included in meetings and calls with clients. As a partner in this course, the Health Promotion division will support the students' efforts by providing:

- Technical Assistance to increase student capacity surrounding the following: field assessment tools; programmatic best practices; client relationship facilitation; community engagement; data, including identifying and utilizing secondary data sources; analyzing data; and GIS mapping
- Maps of key health outcomes and measures of social determinants of health
- Assistance in identifying key stakeholders and potential partners within cities
- Review and feedback on student projects at all stages of development

(2) COMMUNITY PARTICIPATION. Each team will prepare for and facilitate a community workshop and/or focus group <u>AND</u> conduct a minimum of 10 individual stakeholder interviews to create a strong understanding of the neighborhood and their collective vision for its future. Ideally, the outreach should occur in the first five weeks of the quarter. Instructors will assist the teams with preparation for the workshops/focus groups.

The assignment includes several key deliverables: **1)** List of potential stakeholders (individuals, organizations) with appropriate contact information; **2)** List of interview questions; **3)** Approach/agenda for the workshop/focus group; **4)** After the workshop, the team will submit an outline of the information received from the outreach process (bullet points are fine).

(3) STUDIO "PIN-UPS". Twice during the quarter, each team will be asked to present their preliminary findings, observations, and challenges to their classmates, instructors, and any invited guests. These "pin-ups" are intended to facilitate reflection and collaborative "brainstorming" to address challenges and ensure the continued progress of each teams 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. The <u>first pin-up</u> will focus on the team's preliminary understanding of the neighborhood landscape. The <u>second pin-up</u> will focus on the team's preliminary ideas of key neighborhood opportunities and constraints.

(4) NEIGHBORHOOD ANALYSIS REPORT. Each team will prepare a report summarizing existing conditions, opportunities and constraints, and case/studies and resources.   Each team will receive a pre-loaded copy card for $100 to help defer costs associated with the reproduction of the final report. Submit two hard copies and one PDF electronically. In addition to the sections below, all reports must also include an introduction (purpose of report, planning process description, planning area boundary, community outreach process, etc.)

- **A)** ***RESEARCH & INVESTIGATION – UNDERSTANDING***
  - o Collect and analyze baseline data (health, mobility, land use, demographics, social conditions, aesthetics, economics, etc.)
  - o Research history, local issues, existing planning documents
  - o Observe neighborhood environment & activity
  - o Document findings with text, maps, images and other graphics

- **B)** ***ANALYSIS OF OPPORTUNITIES & CONSTRAINTS***
  - o Establish planning area boundary (core & context)

- o Prepare an opportunities & constraints analysis based on community input and research & investigation (health, mobility, land use, demographics, social conditions, aesthetics, economics, etc.)
- o Document analysis with text, maps, images & other graphics

   C)   *POTENTIAL RESOURCES*
- o Investigate examples of success stories - ideas that support the group's opportunities and constraints analysis (minimum of three case studies – approximately 2 pages each)
- o Generate list of organizations and funding sources related to opportunities

(5) FINAL PRESENTATION. Each student team will present a summary of their final Report to classmates, instructors, and invited guests. Presentations will be limited to 25 minutes and should offer a summary of project goals, project design, highlight key findings, and describe lessons learned. Teams should utilize multiple presentation methods (e.g. exhibit boards, PowerPoint presentation, video, handouts, etc.) that consider and recognize the diverse learning styles prevalent in communities.

(6) 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.

Individual Assignment

(7) ARTICLE CRITIQUE. Each student will be assigned an article (see list on last page) to analyze that is relevant to lecture topics. 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. Students are encouraged to incorporate outside knowledge and ideas into the response.   A summary of the article is not sufficient.   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. The review should include:

- 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)*

Grading

- Team action /management plan   10 points
- Community Participation   8 points
- "Pin-up" #1 - Neighborhood Understanding   5 points
- "Pin-up" #2 – Prelim Opps & Cons   5 points
- Final Neighborhood Analysis Report
  - Research & Investigation   7 points
  - Opportunities & Constraints   7 points
  - Potential Resources   6 points
  - Overall report quality/organization   6 points
- Final presentation   18 points
- Class participation/attendance   14 points
- Peer evaluations   8 points
- Individual article critique   6 points

                                             100 points

Extra credit:
Attend educational event focused on health/planning and write a one-page summary of the experience (2 points).

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*. (NOTE: Some books will be available for purchase in class)*

Brown, William and Catherine Morrish. **Planning to Stay: Learning to See the Physical Features of Your Neighborhood** (1993).

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

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	SPEAKER (invited)
# 1 Sept 28	**Overview, Introduction, and Team Assignment**	Chapter 1. An Introduction to Healthy Places Stair P, et. al. How to Create and Implement Healthy General Plans. ChangeLab (formerly Public Health Law & Policy) and Raimi + Associates. 2008. http://changelabsolutions.org/toolkit-how-create-and-implement-healthy-general-plans *Additional Readings/Resources* Feldstein LM. General Plans and Zoning: A Toolkit on Land Use and Health. ChangeLab (formerly Public Health Law & Policy) and Raimi + Associates. 2006. http://changelabsolutions.org/publications/toolkit-general-plans-and-zoning		PBS Video: Unnatural Causes, (Place Matters segment)
# 2 Oct 5	**Health & Planning: Data and Resources**	Planning to Stay (Pages 7-116) HealthyCity. http://www.healthycity.org/ Healthy People 2020. http://www.healthypeople.gov Healthy Development Measurement Tool. http://www.thehdmt.org/ Hillemeier M, et. al. Data Set Directory of Social Determinants of Health at the Local Level. Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention; 2004. http://www.cdc.gov/dhdsp/docs/data_set_directory.pdf Chapter 18. Policy And Legislation For Healthy Places *Additional Readings/Resources* Health in All Policies Task Force Issue Briefs http://sgc.ca.gov/hiap/publications.html	**Draft Mngmt Plan**	Trav Ichinose, OCHCA

#3 Oct 12	**Public Involvement**	Chapter 19. Community Engagement In Design and Planning Department of Health and Human Services. Principles of Community Engagement. Washington DC. US Department of Health and Human Services; 2011. http://www.atsdr.cdc.gov/communityengagement/ IAP2 Spectrum of Public Participation. https://www.iap2.org.au/sitebuilder/resources/knowledge/asset/files/36/iap2spectrum.pdf IAP2 Core Core Values. http://www.iap2.org.au/resources/core-values	**Individual article critiques: #1, #2, #3, and #4**	
#4 Oct 19	**Food Access, Food Planning**	Lee H. The role of local food availability in explaining obesity risk among young school-aged children. Social Science & Medicine 74 (2012) 1193-1203 Gittelsohn J, et. al. Interventions in small food stores to change the food environment, improve diet, and reduce risk of chronic disease. Prev Chronic Dis 2012; 9:110015. Boone-Heinonen J, et. al. Fast Food Restaurants and Food Stores; Longitudinal Associations With Diet in Young to Middle-aged Adults: The CARDIA Study Arch Intern Med. 2011;171(13):1162-1170 ChangeLab. Getting to Grocery; Tools for Attracting Healthy Food Retail to Underserved Neighborhoods. ChangeLab (formerly Public Health Law and Policy) 2012. http://changelabsolutions.org/publications/getting-grocery *Additional Readings/Resources* Centers for Disease Control and Prevention. Strategies to Prevent Obesity and Other Chronic Diseases: The CDC Guide to Strategies to Increase the Consumption of Fruits and Vegetables. Atlanta: U.S. Department of Health and Human Services; 2011. http://www.cdc.gov/obesity/downloads/FandV_2011_WEB_TAG508.pdf Unger S, et. al. Green for Greens; Finding Funding for Healthy Food Retail. ChangeLab and National Policy and Legal Analysis Network	**Pin Up #1** **Items #1-3 from Community Participation due** **Individual article critiques: #5, #6, and #7**	Orange County Health Care Agency

		to Prevent Childhood Obesity. 2012. http://changelabsolutions.org/publications/green-for-greens		
#5 Oct 26 *We will meet in class at 9:00 for a brief check-in and walk to the Forum together.*	**Pedestrians/ Bicycling/ Urban Design**	Chapter 10. Transportation and Land Use Chapter 2. Community Design for Physical Activity "How Land Use and Transportation Systems Impact Public Health" (Pages 46-71) *Additional Readings/Resources* Davison KK, et. al. Children's active commuting to school: current knowledge and future directions. Prev Chronic Dis 2008;5(3). http://www.cdc.gov/pcd/issues/2008/jul/07_0075.htm. Giles-Corti B, et. al. Encouraging Walking for Transport and Physical Activity in Children and Adolescents: How Important is the Built Environment? Sports Med 2009; 39 (12): 995-1009 Sandt L, et. al. A Resident's Guide for Creating Safe and Walkable Communities. Federal Highway Administration Office of Safety. Washington, D.C. February 2008 Arizona Department of Transportation. Active School Neighborhood Checklist. August 2010	**Individual article critiques: #8, #9, #10, and #11**	**Attend the Active Transportation Forum at UCI University Center from 10:00 am to 1:30pm** http://www.ochealthalliance.org/wp-content/uploads/2012/09/ACTIVE-TRANSIT-2012.pubfin.pd2012f.pdf
#6 Nov 2	**Parks, Open Space, Sustainability**	Chapter 15. Contact With Nature Chapter 4. Community Design and Air Quality Chapter 24. Built Environments of the Future *Additional Readings/Resources:* Centers for Disease Control and Prevention. Strategies to Prevent Obesity and Other Chronic Diseases: The CDC Guide to Strategies to Increase Physical Activity in the Community. Atlanta: U.S. Department of Health and Human Services; 2011. http://www.cdc.gov/obesity/downloads/PA_2011_WEB.pdf Bedimo-Rung AL, et. al. The Significance of Parks to Physical Activity and Public Health. Am J Prev Med 2005;28(2S2):159 –168 Cohen D, et. al. Parks and physical activity: Why are some parks used more than others? Prev Med. 2010 January ; 50(Suppl 1): S9	**Individual article critiques: #12, #13, and #14**	Irvine Parks & Rec Director Santa Ana Parks & Rec Director

#7 Nov 9	**Crime, Safety, Prevention**	Chapter 5. Injuries and the Built Environment Chapter 7. Mental Health and the Built Environment Zahm D. Using Crime Prevention Through Environmental Design in Problem-Solving. Office of Community Oriented Policing Services, US Department of Justice. Washington, D.C. August 2007 Zelinka, Al and Dean Brennan. Safescape. Chapter 2: Defining SafeScape and part of Chapter 3: Livable Neighborhoods (pg16- 46)	**Individual article critiques: #15 and #16**	Al Zelinka, Community Development Director – City of Riverside Diggstown VA Video (Block by Block: Reclaiming Neighborhoods By Design. 2001. The American Architectural Foundation.)
#8 Nov 16	**Housing**	Chapter 9. Vulnerable Populations and the Built Environment Cohen R. The Positive Impacts of Affordable Housing on Health: A Research Summary. Center for Housing Policy and Enterprise Community Partners. 2007 *Additional Readings/Resources* Centers for Disease Control and Prevention and U.S. Department of Housing and Urban Development. Healthy housing reference manual. Atlanta: US Department of Health and Human Services; 2006. American Planning Association. Policy Guide on Housing. http://www.planning.org/policy/guides/adopted/housing.htm	**Pin-Up #2** **Individual article critiques: #17 and #18**	TBD
#9 Nov 23		**THANKSGIVING BREAK – NO CLASS** **Catch up on readings!**		
#10 Nov 30	**Workforce, Economic Development**	Feldstein LM, et. al. Economic Development and Redevelopment: A Toolkit on Land Use and Health. ChangeLab (formerly Public Health Law & Policy) and Raimi + Associates. 2006. http://changelabsolutions.org/publications/toolkit-economic-development-and-redevelopment Chapter 12. Healthy Workplaces		Dana Smith, former City Manager of Newport Beach

#11 **Dec 6**	**Tour of Neighborhoods**	Reynolds, Garr, *Presentation Zen*. (Delivery, pages 185- 215) Heath, Jim and Chip Heath, *Made to Stick* (Introduction, pages 3-24)	**Workshop Summary**	
#12 **MONDAY** **Dec 8** **6-8 pm**	**Final Presentations**		**Final Report** **Presentation** **Peer Evaluation** **Final Mngmt Plan**	

ARTICLE ASSIGNMENTS FOR INDIVIDUAL CRITIQUES

WEEK	TOPIC	INDIVIDUAL ASSIGNMENT ARTICLE
# 1 Sept 28	Overview, Introduction, and Team Assignment	
# 2 Oct 5	Health & Planning: Data and Resources	
#3 Oct 12	Public Involvement	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.*
#4 Oct 19	Food Access, Food Planning	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. Pothukuchi, K. and Kaufman, J. (1999). Placing the food system on the urban agenda: The role of municipal institutions in food systems planning. *Agriculture and Human Values.*
#5 Oct 26	Pedestrians/ Bicycling/ Urban Design	8. Davison KK, et al. (2008). Children's active commuting to school: current knowledge and future directions. *Prev Chronic Dis.* 9. 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*. 10. Forsyth, A, et al. (2007). Does residential density increase walking and other physical activity? *Urban Studies*. 11. Saelens, B, et al. (2003). Environmental correlates of walking and cycling: Findings from the transportation, urban design, and planning literatures. *Annals of Beh Med.*
#6 Nov 2	Parks, Open Space, Sustainability	12. Bedimo-Rung, A.L., et al. (2005).The Significance of Parks to Physical Activity and Public Health. *Am J Prev Med* 13. Wolch, J., et al. (2011). Childhood Obesity and Proximity to Urban Parks and Recreational Resources: A Longitudinal Cohort Study. *Health & Place*. 14. Greenberg, M., et al. (2003). Reestablishing public health and land use planning to protect public water supplies. *American Journal of Public Health*.

#7 Nov 9	Crime, Safety, Prevention	15. Evans, G. (2003). The built environment and mental health. *Journal ofUrban Health,* 16. Leventhal, T. and Brooks-Gunn, J. (2003). Moving to opportunity: an experimental study of neighborhood effects on mental health. *American Journal of Public Health*.
#8 Nov 16	Housing	17. 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*. 18. Miles, R. and Jacobs, D. (2008) Future Directions in Housing and Public Health. *Journal of the American Planning Association*.
#9 Nov 23	Thanksgiving Break	
#10 Nov 30	Workforce, Economic Development	
#11 Dec 6	Tour of Neighborhoods	
#12 MONDAY Dec 8 6-8 pm	Final Presentations	