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

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 to understand opportunities for proactively integrating health into planning, policies, and practices that improve local built environments and enhance the wellbeing of neighborhoods. Through presentations, readings, guest lectures, neighborhood reconnaissance, case studies, and class dialogue, students 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 (the final plans will be produced in the Winter Quarter). Students will collaborate with our partner, the Orange County Health Care Agency (OCHCA), and will consult with local residents and stakeholder organizations.

Students will:
- Develop understanding of community health & relationship to neighborhood planning
- Develop skills in neighborhood planning & 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 in the City of Costa Mesa with the overall goal of helping to facilitate community revitalization strategies that enhance health and quality of life. Students will be asked to develop a *clear understanding of neighborhood conditions* based on research, observation, and dialogue with stakeholders. Based on that understanding, students will analyze and present the existing conditions, including the neighborhood's assets and challenges.

- ❖ Westside Neighborhood

- ❖ Eastside Neighborhood

- ❖ Baker 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 ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

(2) UNDERSTANDING THE CONTEXT – CITYWIDE ANALYSIS. Prior to focusing in on a specific neighborhood, it is essential to fully understand the local context. Each team will research and prepare a one to two page summary for each of the following areas. It is expected that the information will be folded into the larger neighborhood profile report and will assist with the neighborhood understanding.

- Citywide planning (General Plan, overlays, area plans)
- Power analysis (community groups, city council, city government, etc.)
- Current citywide issues/trends (review articles, blogs, etc.)
- Key health indicators (ochealthiertogether.com and other data sources from data menu)

(3) 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. Stakeholders and resources (organizations, etc.) at the neighborhood level and citywide level should be considered. Teams will compile the stakeholders into a matrix and identify available contact information and a brief statement about what they currently (or potentially could) contribute to the neighborhood. Teams will email a PDF copy of their Stakeholder Analysis by ▮▮▮▮▮▮▮▮▮▮▮▮▮

▪ *Participation activity*: Each team member will participate in at least one community-based participation activity in their neighborhood in the form of FOCUS GROUPS and/ or SMALL GROUP INTERVIEWS. Students are expected to 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.

(4) NEIGHBORHOOD MAP. Each team will prepare a neighborhood map with boundaries identified for the core planning area and the larger neighborhood boundary if applicable. The boundaries should be based upon initial research, findings, and direct observations. DUE ▮▮▮▮▮▮▮▮▮▮▮

(4) NEIGHBORHOOD PROFILE REPORT. Throughout the quarter, each team will research existing conditions and opportunities and constraints. The final report will include summaries of the assignments above as well as a well-researched and structured report on baseline conditions in your assigned neighborhood.

Each group Collect baseline information at the neighborhood level on the following topics.
- Demographics
- Health
- Mobility
- Land Use
- Housing
- Parks & Recreation
- Social Conditions
- Aesthetics
- Economics

Research should include both qualitative and quantitative data, along with both secondary and primary data. Use of app for block conditions, site specific observations, and mobility conditions.
- ✓ 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 documents findings with text, maps, images and other graphics

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

Submit one PDF copy of the report via email by ▐▐▐▐▐▐▐▐▐▐▐▐▐▐▐▐▐. 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

(5) FINAL 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. 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 Friday, ▐▐▐▐▐▐▐▐▐▐▐▐▐▐

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 ▐▐▐▐▐▐▐▐▐▐▐. 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 each of their team members. Evaluation forms will be emailed to you and will be due to the instructor by ▆▆▆▆▆▆▆▆▆▆ .

Grading

• Class participation/attendance	16 points
• Team action /management plan	3 points
• Citywide Context Report	10 points
• Community participation – stakeholder analysis	5 points
• Community participation – activity	3 points
• Neighborhood Map	3 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 a Costa Mesa First meeting, City Council Candidate Forum, or other grassroots organization meeting before ▆▆▆▆▆▆▆▆▆ . Provide 1-page write-up on the event, its relevance to neighborhood revitalization, and your reaction.

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 ▇	**Overview, Introduction to Healthy Communities** **Neighborhood Revitalization** **Neighborhood Analysis**	Chapter 1. An Introduction to Healthy Places "Place, Not Race, May Better Explain America's Health Disparities" - CityLab "Defining Healthy Communities Report" - HRIA Planning to Stay (Pages 7-116)		*Diggs Town Video (American Institute of Architects)*
#2 ▇	**Neighborhoods**	Chapter 9. Vulnerable Populations and the Built Environment "How Neighborhoods Affect Health, Well-being, and Young People's Futures" – MacArthur Foundation (2014) "Where We Live Matters for Our Health: Neighborhoods & Health" Robert Wood Johnson (September 2008) Cohen R. The Positive Impacts of Affordable Housing on Health: A Research Summary. Center for Housing Policy and Enterprise Community Partners. 2007		**NEIGHBORHOOD VISIT**
# 3 ▇	**Neighborhood Revitalization** **Public Engagement**	"New L.A. city guidelines take aim at sharp health disparities" - LA Times "Social Determinants of Health for Planners" (California Planning Roundtable) - 2015 Resources: www.ochealthiertogether.com Health in All Policies Task Force Issue Briefs http://sgc.ca.gov/hiap/publications.html Chapter 8: Social Capital and the Built Environment Chapter 19. Community Engagement In Design and Planning	**Stakeholder Analysis** **Management Plan** *(PDF emailed by 9:30 a.m.)*	**Trav Ichinose,** Epidemiologist, Orange County Health Care Agency **Place Matters:** Unnatural Causes Video

WEEK	TOPIC	READING	ASSIGNMENT DUE	SPEAKER (invited)
		IAP2 Spectrum of Public Participation. https://www.iap2.org.au/sitebuilder/resources/knowledge/asset/files/36/iap2spectrum.pdf		
#5 ▮	**Complete Streets – Bikes, Pedestrians, & Transit** **Safe Routes to Schools**	Chapter 2. Community Design for Physical Activity Chapter 10. Transportation and Land Use Review: www.saferoutespartnership.org – "Safe Routes 101"	**Citywide Context Analysis Due**	**Alliance for a Healthy Orange County** Regional Active Transportation Forum
#4 ▮	**City of Costa Mesa Stakeholder Panel** **Social Cohesion & Community Engagement**		**Community Map Due**	**PANEL** Keturah Kennedy, Executive Director, Mika CDC Minoo Ashbo, AICP Senior Planner, City of Costa Mesa SOS LAB Holding
#7 ▮	**Urban Design** **Crime & Safety**	Chapter 7. Mental Health and the Built Environment Chapter 24. Built Environments of the Future Zelinka, Al and Dean Brennan. <u>Safescape.</u> Chapter 2: Defining SafeScape and part of Chapter 3: Livable Neighborhoods (pg16- 46)		
#6 ▮	**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	**Article Critique Due**	**Breanna Morrison,** Research Fellow, Los Angeles Food Policy Council

WEEK	TOPIC	READING	ASSIGNMENT DUE	SPEAKER (invited)
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#8 ▉	**Course Review** **Crafting Professional Presentations & Papers**	Reynolds, Garr, *Presentation Zen*. (Delivery, pages 185- 215) Heath, Jim and Chip Heath, *Made to Stick* (Introduction, pages 3-24)		
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#9 ▉	**Final Presentations**	No readings	**Presentation** *(PDF emailed by 9:00 am)*	
#10 ▉	**Final Reports**	No readings	**Final Report** *(PDF emailed by 12:00 pm)* **Peer Evaluations** *(PDF emailed by 12:00 pm)*	

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.

18. Rose, K. and Kỳ-Nam Miller, T. Healthy Communities of Opportunity: An Equity Blueprint to Address America's Housing Challenges. http://www.policylink.org/sites/default/files/HCO_Web_Only.pdf. Accessed September 16, 2016.