

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

Fall Quarter 2017

Fridays (9:30 am to 12:20 pm) Location: SBSG 3240 and SBSG 3241 Instructors:

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(Office Hours: By appointment)

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.

- ❖ Harbor Boulevard Neighborhood
- ❖ Westside Neighborhood
- ❖ Newport Boulevard - Eastside 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 Friday, October 13th by 9:00 am.

(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. Teams will email a PDF copy of their Citywide Analysis by October 20th at 9:00 am.

- 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 (ohealthiertogether.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 Friday, October 13th by 9:00 am.
- **Stakeholder Interview:** Each team member will conduct at least one community-based participation activity in their neighborhood in the form of STAKEHOLDER INTERVIEW and/ or SMALL GROUP INTERVIEWS. Teams are expected to develop questions for the stakeholder interview, and groups must conduct at least six (6) stakeholder interviews, or one interview per team member. Responses to the questions should be recorded, and the team member assigned to the interview must write a paragraph summary of their response along with the questions and answers. 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 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, ohealthiertogether.com, and other available resources.
- Review of published data on history, local issues, and any planning documents
- Document direct observation of neighborhood environment & activities
- 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 Wednesday, December 13th, 12:00 pm. 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, December 8 by 9:00 am.

Individual Assignments

(6) **CLASS PARTICIPATION/ ATTENDANCE.** Students are expected to arrive and be ready to start class promptly at 9:30 am. Points will be deducted for tardiness and any unexcused absence. Please email Jenna and Susan if you will be absent from class.

(7) **CHAPTER REACTION/ UNDERSTANDING.** Each student will be assigned one chapter from the **Making Healthy Places - Designing and Building for Health, Well-being, and Sustainability** to read and respond to. Your analysis should be no more than 1–2 pages, single spaced. The response should summarize the chapter and include your overall reaction to the information 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 assignment is to be emailed on the date it is due by 9:00 am. The reaction should include, at a minimum:

- A brief summary or overview of the chapter (not more than a paragraph)
- Your reaction to the information (what interested you? Did anything shock or surprise you? Is there anything you disagree with?)
- How the information can inform the work in your neighborhood, including implications for health policy, community planning, or neighborhood revitalization)

(8) 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 December 13th, 12:00 pm.

Grading

Team Action /Management Plan	3 points
Citywide Context Report	10 points
Community participation – Stakeholder Analysis	3 points
Community Participation – Stakeholder Interview	6 points
Final Neighborhood Analysis Report	25 points
Final Presentation	25 points
Chapter Critique/ Understanding	7 points
Class participation/attendance	16 points
Peer evaluations	5 points

Extra credit (3 points)

Attend a Costa Mesa Planning Commission or City Council Meeting before November 3, 2017. Provide 1-page write-up on the event, any 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 Sept 29	Overview, Introduction to Healthy Communities Neighborhood Analysis	“Place, Not Race, May Better Explain America's Health Disparities” - CityLab “Defining Healthy Communities Report” - HRIA Planning to Stay (Pages 7-116)		Trav Ichinose, Epidemiologist, Orange County Health Care Agency
# 2 Oct 6	Neighborhoods	“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)		Neighborhood Visit

<p># 3</p> <p>Oct 13</p>	<p>Neighborhood Revitalization</p> <p>Social Determinants of Health</p>	<p>Chapter 1. An Introduction to Healthy Places</p> <p>Chapter 9. Vulnerable Populations and the Built Environment</p> <p>Chapter 20. Measuring, Assessing, and Certifying Healthy Places</p> <p>Resources:</p> <p>www.ochealthiertogether.com</p> <p>Health in All Policies Task Force Issue Briefs</p> <p>http://sgc.ca.gov/hiap/publications.html</p> <p>“Social Determinants of Health for Planners” (California Planning Roundtable) - 2015</p> <p>IAP2 Spectrum of Public Participation.</p> <p>https://www.iap2.org.au/sitebuilder/resources/knowledge/asset/files/36/iap2spectrum.pdf</p>	<p>Stakeholder Analysis</p> <p>Team Action Plan</p> <p>(PDF emailed by 9:30 am)</p>	<p>Amy Buch</p> <p>Health Promotion Division Manager</p> <p>Orange County Health Care Agency</p> <p>Place Matters:</p> <p>Unnatural Causes Video</p>
<p>#4</p> <p>Oct 20</p>	<p>Complete Streets – Bikes, Pedestrians, & Transit</p> <p>Safe Routes to Schools</p>	<p>Chapter 2. Community Design for Physical Activity</p> <p>Chapter 10. Transportation and Land Use</p> <p>Chapter 5 - Injuries and the Built Environment</p> <p>Review:</p> <p>www.saferoutespartnership.org – “Safe Routes 10</p>	<p>Citywide Context Analysis Due</p> <p>(PDF emailed by 9:30 am)</p>	<p>Paul Martin</p> <p>Active Transportation Coordinator</p> <p>OCTA</p> <p>Michelle Lieberman</p> <p>Technical Assistance Manager</p> <p>Safe Routes to School National Partnership</p>
<p>#5</p> <p>Oct 27</p>	<p>City of Costa Mesa Stakeholder Panel</p> <p>Social Cohesion &</p>	<p>Chapter 17. Behavioral Choices and the Built Environment</p> <p>Chapter 8: Social Capital and the Built</p>		<p>PANEL</p> <p>Keturah Kennedy, Executive Director,</p> <p>Mika CDC</p> <p>Minoo Ashbo, AICP</p>

	Community Engagement	Environment Chapter 19. Community Engagement In Design and Planning		Senior Planner, City of Costa Mesa Muriel Ullman Homeless Consultant Costa Mesa Affordable Housing Alliance
#6 Nov 3	Urban Design Crime & Safety	Chapter 7. Mental Health and the Built Environment Chapter 16. Resiliency to Disaster and the Built Environment Chapter 24. Built Environments of the Future Zelinka, Al and Dean Brennan. Safescape. Chapter 2: Defining SafeScape and part of Chapter 3: Livable Neighborhoods (pg16-46)		
Nov 10	NO CLASS - VETERANS DAY			
#7 Nov 17	Food Access, Food Planning Parks, Open Space, Sustainability	Chapter 3: Food Environment the Built Environment Chapter Chapter 4. Community Design and Air Quality Chapter 6 - Community Design for Water Quality and Quantity Chapter 15. Contact With Nature “Why Don't Convenience Stores Sell Better Food” - The Atlantic		Christina Hall OC Food Access Coalition
Nov 24	THANKSGIVING BREAK – NO CLASS	Catch up on readings & work on final projects		

#9 Dec 1	Course Review Crafting Professional Presentations & Papers	Reynolds, Garr, <i>Presentation Zen.</i> (Delivery, pages 185-215) Heath, Jim and Chip Heath, <i>Made to Stick</i> (Introduction, pages 3-24)	Interview Summaries (PDF emailed by 9:30 am)	
#10 Dec 8	Final Presentations	No readings	Presentation (PDF emailed by 9:00 am)	
#11 Wed, Dec 13	Final Reports	No readings	Final Report (PDF emailed by 12:00 pm) Peer Evaluations (PDF emailed by 12:00 pm)	