

## PPDE 630: COMMUNITY HEALTH PLANNING

Tuesday, 2:00 to 5:20  
4 units, Fall 2022  
Professor David Sloane

### DESCRIPTION

Community health planning is that activity within urban planning in which planners work with community members, community advocacy groups, public health and health care professionals, and others to create a healthier, safer, more connected city. Concepts that are central to planning – design, resource environments, food, land use, mobility, disabilities, mental health, environmental hazards and sustainability – are central to community health planning. While planners have long engaged with these issues, they have become more prominent over the last forty years and are now viewed as a critical element of planning practice, especially for those interested in social justice. Concerns about tobacco and lead, food disparities and obesity, mental health and homelessness have reinforced theoretical concepts about the role of environment in sustaining individual and collective health.

This course examines the complicated development, conceptualization, and practice of community health planning. The course will explore community health planning from a variety of perspectives, including urban design, transportation, equity planning, and economic development. The course assignments reinforce the practical lessons by asking students to apply tools and concepts to real life concerns.

The class will be structured around five stages of community health planning. While these stages may seem linear, as we will discuss, they are usually anything but. For me, these stages represent Co-Creative Community Health Planning since my projects often integrate multiple modes of persuasion.

- a. Developing a community-based engagement strategy
- b. Identifying with the community a planning issue often related to policy gaps, social concerns, and physical issues
- c. Researching the dynamics of the issue, using quantitative and qualitative data and drawing upon local and expert knowledges
- d. Developing planning and policy interventions, keeping in mind possible unintended consequences
- e. Dissemination and persuasion strategies

### LEARNING OBJECTIVES

This course has the following objectives:

- Provide an overview of historical and contemporary perspectives on community health planning
- Employ the theories of and practical application of social justice issues, and propose interventions to combat current inequities
- Engage social, ethnic, racial, and gender realities as they relate to community health planning
- Require students to think critically about the public health and policy dimensions of community health planning
- Introduce students to the tools and experience in utilizing the tools and techniques applied by urban planners and others involved in community health

The course is a MUP elective course. The course can serve students in degrees related to community development, public health, and other degrees. The course has no prerequisites.

## READINGS

Jason Corburn, *Cities for Life* (2021) will serve as our introductory text over the first few weeks. The book lays out issues we will discuss and begins our discussion of solutions. Other course readings, videos and podcasts are uploaded to Blackboard or are links in the Class Schedule. If you have trouble accessing these readings, you need to tell me immediately.

## ACADEMIC ACCOMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 a.m. – 5:00 p.m., Monday - Friday. The DSP phone number is (213) 740-0776.

**INTEGRITY:** Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

**Discrimination, sexual assault, and harassment** are not tolerated by USC. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

## EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please activate your course in Blackboard. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at [blackboard.usc.edu](http://blackboard.usc.edu).

## Support Systems

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call [studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling) Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org) Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)* - (213) 740-9355(WELL), press “0” after hours – 24/7 on call [studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault) Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)* - (213) 740-5086 | *Title IX* – (213) 821-8298 [equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu) Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment* - (213) 740-5086 or (213) 821-8298 [usc-advocate.symplicity.com/care\\_report](https://advocate.symplicity.com/care_report) Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs* - (213) 740-0776 [dsp.usc.edu](https://dsp.usc.edu) Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention* - (213) 821-4710 [campussupport.usc.edu](https://campussupport.usc.edu) Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC* - (213) 740-2101 [diversity.usc.edu](https://diversity.usc.edu) Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC*: (213) 740-4321, *HSC*: (323) 442-1000 – 24/7 on call [dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu) Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC*: (213) 740-6000, *HSC*: (323) 442-120 – 24/7 on call [dps.usc.edu](https://dps.usc.edu) Non-emergency assistance or information.

## **COURSE FORMAT**

This course meets once a week. Attendance is mandatory. I understand that a student might miss one session, but the student is responsible to ensure they have kept up with the topics discussed. You should be prepared to discuss the readings and other material assigned for that day on the syllabus. The class is intended to be an interactive experience, where we all learn from each other. Lecture slides will be uploaded to Blackboard on the day of the lecture.

This class is scheduled for 3 hours and 20 minutes. We will be taking periodic breaks during each session. I typically in the past have gone past 5 pm regularly.

I do not require any specific software or other technical skill. Students regularly will be asked to access the Internet and work with materials found there. Assignments are framed to emphasize analytical arguments related to planning and policy

## **SYLLABUS REVISION**

The instructor will regularly assess progress and solicit student feedback regarding the course. If necessary the syllabus will be revised to make it more suitable.

## **OFFICE HOURS**

Office hour will be on Monday 3-4, but I am available for in-person or zoom appointments throughout the week. Best way to reach me is email, [dsloane@usc.edu](mailto:dsloane@usc.edu). If in need, phone is 213-440-3075 – best to text as I rarely pick up calls.

## **GRADING**

Your grade will be determined by your timely completion of written and oral assignments. A person who does not attend class regularly will fail notwithstanding the delivery of written assignments. Grades will be determined using the following numerical guide (a C grade is failing for graduate students):

Minimum	Maximum	Grade
951	1000	A
901	950	A-
851	900	B+
801	850	B
751	800	B-
701	750	C+
651	700	C

## ASSIGNMENTS

The assignments have been crafted to ask you to apply critical tools in community health planning. However, please don't consider these assignments simply the mechanical application of the tools. You should be striving to consider the usefulness, limitations, and benefits of the tools you utilize, and your products should reflect that thinking.

A detailed description of each assignment is included after the Class Schedule.

Assignments	Points	Due Date
1. Neighborhood Assessment	100	Sept. 13
2. Food Resource Map and Analysis	50	Sept. 27
3. Recreation Resource Map and Analysis	50	November 1
4. CHP Plan	400	Oct. 18/Oct. 25/Nov. 17
	100 for draft; 50 for draft critique; 50 for presentation; 200 for final submittal	
5. Infographic/Video	200	Nov. 22/Dec. 8
	50 for draft	
6. Participation (including in class groups)	200	Throughout

**Grading Rubric:** I have traditionally not had a fixed grading rubric since most of the work you will do in this class is subjective in nature, qualitative in form, and often relies on different skill levels. My primary grading philosophy is that I want you to do your best, don't fear experimenting, and make sure what you present is based on serious research. Given that caveat, I am willing to state that for most assignments the grade will be based on the following percentages: 30% research, 30% form, 10% style (grammar, etc.), 30% persuasiveness of the analysis/argument/position. Please note that I have given 30% to form. I believe that all professional products (memos, briefs, analyses, etc.) should have visual as well as textual elements. I believe 21<sup>st</sup> century documents cannot simply make textual arguments. So, all assignments will be evaluated by how the student researches the issue, articulates an argument or position related to the issue raised, and presents their argument/position in a persuasive, accessible form. Last note: yes, a student who is a graphic designer has an advantage, but some of the best work I have received over the years was from economically inclined students fearful of anything but charts and text. Any of you can make things more accessible to readers!

---

**CLASS SCHEDULE: Readings and Assignments are Due on the Class Date**

Readings are pdfs on Blackboard or access them through links in Readings (after Class Schedule).

**1. CHP in the Time of Pandemic and Historical Confrontations****August 23**

The first night we consider the relationship of urban planning and public health, especially the fraught relations between the two professions during a time of pandemic. What is the role of planning in healthy communities?

1. Vazquez, Miguel Angel. 2019. 3 guidelines for prioritizing healthy communities in urban planning. *Meeting of the Minds*, at <https://meetingoftheminds.org/3-guidelines-for-prioritizing-healthy-communities-in-urban-planning-30347>.
2. Schweitzer, Lisa. 2016. Restorative planning ethics: The therapeutic imagination and planning in public institutions. *Planning Theory* 15/2, 130-144.
3. Corburn, *Cities for Life*, 1-31.

Recommended: Cooper, Brittney. 2018. The Racial Politics of Race. *TED Talks*, at [https://www.youtube.com/watch?v=kTz52RW\\_bD0](https://www.youtube.com/watch?v=kTz52RW_bD0).

**2. Engagement (PROBLEM IDENTIFICATION)****August 30**

We consider how to systematically integrate assessments into the planning process. The Health Impact Assessment originated in Europe but has spread over the last decade to the US. We discuss its uses, and limitations. Then, how do we change the issues raised by the assessment? Do we depend on governments? Do we organize communities? Can communities truly create and sustain change?

4. Design for Health. 2010. Rapid HIA Assessment Workbook. At: <http://designforhealth.net/hia/hia-rapid-assessment/>.
5. Minkler M & Garcia A. 2012. CBPR: A strategy for building healthy communities and promoting health through policy change. PolicyLink and California Endowment.
6. D Diaz Payan, DC Sloane, J Illum, R Vargas, D Lee, L Galloway-Gilliam, & LB Lewis. 2017. [Catalyzing Implementation of Evidence-Based Interventions in Safety Net Settings: A Clinical-Community Partnership in South Los Angeles](#), *Health Promotion Practice*, 18(4): 586-597.
- 7.

Guest: LaVonna Lewis

Question: Is the HIA an important addition to planning evaluation of developments?

**3. Environmental Hazards (ASSESSMENT)****September 9**

Planning emerged in the early 20<sup>th</sup> century due at least partly due to the environmental crisis of the era created by toxins and hazards. Smoke was an especially challenging reality for cities, but so was lead, which remains a continuing problem. Depressingly, we are still working on similar issues.

8. Communities for a Better Environment (CBE) 2009. *Cumulative impacts: Changing regulatory culture to address environmental injustice & environmental racism*.
9. Sadd, James L., Pastor, Manuel, Rachele Morello-Forsch, Justin Scroggins, & Bill Jesdale, [“Playing It Safe: Assessing Cumulative Impact and Social Vulnerability through an Environmental Justice Screening Method in the South Coast Air Basin, California”](#), <https://dornsife.usc.edu/perc/playingitsafe/>

Question: How do we assess community vulnerability?

**Due: Draft Engagement Process**

**4. Pandemic and the City (ASSESSMENT)****September 13**

The COVID pandemic has produced change and resistance that may shift how we imagine the future of the city and community health planning. Is COVID becoming just another flu, killing thousands quietly, or is it forcing more systemic change?

10. Corburn, *Cities for Life*, 31-62 + 95-124.

11. Jevtic, Marija, Vlatka Matkovic, Milica Paut Kusturica, & Catherine Bouland. 2022. Build Healthier: Post-COVID-19 urban requirements for healthy and sustainable living. *Sustainability* 14.

**Due: Neighborhood Assessment**

**5. Healthy and Equitable Food Systems (RESEARCH) September 20**

Planners have evinced a rising interest in food systems, especially around the disparities in resource environments. Community gardens and farmer's markets are viewed by many as critical components of an alternative to the industrialized food system. Tonight's guests have tried to change planning processes and policies, as well as, in Sharma's case, provide food for residents.

12. Raja S, Picard D, Baek, S, & Delgado C. 2014. Rustbelt radicalism: A decade of food systems planning in Buffalo, New York (USA). *Journal of Agriculture, Food Systems and Community Development*.

13. EFOD (Equitable Food-Oriented Development), <https://efod.org/>.

14. Sharma, N. 2020. Digging into equitable food oriented development, <https://wfpc.sanford.duke.edu/podcasts/digging-equitable-food-oriented-development/>

Guests: LaVonna Lewis, USC Price, and Neelam Sharma, Community Services United

Question: How do we evaluate the success or failure of food interventions?

**6. Safe Communities for Everyone (RESEARCH) September 27**

We are currently in a crisis regarding the ways we create safety and policing in our cities. The Black Lives Matter movement has revealed deep divides around how to keep communities safe.

15. Southers, E. 2020. Police Reform After George Floyd, at <https://sci.usc.edu/2020/06/11/a-time-for-change-police-reform-after-george-floyd/>.

16. Castillo, LM. 2020. BLM Organizer La Mikia Castillo on Systemic Change and Dismantling Racism, *Early Link Podcast*, at <https://childinst.org/podcast-blm-organizer-la-mikia-castillo-on-systemic-change-and-dismantling-racism/>.

17. Corburn, *Cities for Life*, 63-94.

Guest: La Mikia Castillo

Question: Should we defund the police?

Recommended: Southers, E. 2020. Defund the Police, at <https://sci.usc.edu/2020/07/06/defunding-the-police-would-it-work/>.

**Due Food Resource Environment Map/Analysis**

**7. Resilience in a World of Climate Change (RESEARCH) October 4**

Environmental issues remain essential to planning conversations and actions primarily due to climate change. As a result, resilience has become an important roof for gathering many planning rooms.

18. City of Houston. 2019. Resilient Houston, at <https://www.houstontx.gov/mayor/Resilient-Houston-20200518-double-page.pdf>.

19. Bonds, Anne. 2018. Refusing resilience: The racialization of risk and resilience. *Urban Geography* 39/8, 1285-1291.

20. Corburn, *Cities for Life*, 161-190.

Recommended: Agyeman, J, Schlosber, D, Craven, L, & Matthews, C. 2016. Trends and directons: From inequity to everyday life, community, and just sustainabilities. *Annual Review of Environmental Resources* 41, 321-40.

Question: Is the concept of resilience an effective approach to change?

**8. Healthy Home (INTERVENTIONS) October 11**

Prior to COVID-19, the most pressing issue for most planners was housing, especially in coastal metropolitan areas like LA. Tonight guest, Rosten Woo, is working with the Los Angeles Poverty Department to explore the politics of development, and the financing issues related to housing.

21. UCLA Luskin School, Beth Shinn. 2016 podcast. What to do about homelessness. <https://www.lewis.ucla.edu/2022/03/02/episode-21-what-to-do-about-homelessness-with-beth-shinn/>.

22. Woo, Rosten, and LAPD. 2020. Housing 7000 People on Skid Row, at <https://www.lapovertydept.org/how-to-house-7000-people-in-skid-row/>.

Question: Do we really want to house the homeless?

### 9. Designing Mobility (INTERVENTIONS)

October 18

Designing the city for alternative transportation modes is a critical way to improve community life and limit the adverse impacts of cars. How do we keep the city a mobile place?

23. Butler, T. 2020. Why we must talk about race when we talk about bikes. *Bicycling*, at <https://www.bicycling.com/culture/a32783551/cycling-talk-fight-racism/>.

Guest: Sara Daleiden

Question: How can we remake cities so that students can walk to school again?

Recommended: Adonia Lugo, *Bicycle/Race: Transportation, Culture & Resistance* (Portland: Microcosm Publishing, 2018)

### 10. Healthy Public Spaces (EVALUATION)

October 25

What is the role of public space in healthy planning, especially in creating spaces for the development of social capital, physical activity, and democracy? How do we make sure that public spaces are open to all, and feel safe for the vulnerable?

24. Newmark, GL, & Kaplowitz, WL. 2020. Defining TOD: Learning from California Law. *Transportation, Land Use, and Environmental Planning*, 419-438.

25. Liotta, Charolotte, Yann Kervinio, Harold Levrel, & Lea Tardieu, Planning for environmental justice – reducing well-being inequalities through urban greening. 2020. *Environmental Science and Policy* 112, 47-60.

Guest: Sara Daleiden

Question: Are new public spaces good for communities of color, or do they propel gentrification?

Due: **Draft Community Healthy Neighborhood Plan**

### 11. Presentations

November 1

Due: **Plan Presentations and Critiques**

### 12. Plans for a Healthy City

November 8

Let's talk about ways that planners implement issues of CHP. They do it through practice (development of specific or community plans), regulation (the implementation of specific regulatory aims) and policy (the advocacy for or legislation of policies related to health concerns).

26. Plan for a Healthy Los Angeles 2014, at: <http://healthyplan.la/the-plan/>.

27. Sloane, DC, Hawkins, B, Illum, J, Lewis, LB. 2019. Can We Be Partners? *Journal of American Planning Association*

Question: How can communities affect the planning process in ways that improve health?

Due: **Final Community Healthy Neighborhood Plan**

### 13. Physical and Mental Health (PERSUASION)

November 15

In our final class, we will both try to summarize and synthesize what we have learned and consider how the many physical elements of the healthy city are inextricably linked to a healthy psychology.

28. McCay, L. 2019. Urban design and mental health. In, eds., D. Bhugra, A Ventriglio, J Castaldelli-Maia, & L. McCay, *Urban Mental Health*, 32-49.

29. Musa, Drew & Ashley Stewart, Mental Health and Identity, 2022 podcast, <https://www.listennotes.com/podcasts/changing-the/mental-health-and-identity--7qXr8RGhDY/>

Question: How do the physical and mental conflict and complement depending on design and implementation?

#### 14. Equitable Health Care (PERSUASION)

November 22

Access to care is an essential element of a robust resource environment, yet we know that health care resources are not equitably located throughout society. Tonight we consider health care accessibility, during which we will discuss both health care access and the broader meaning of accessibility.

30. Betancourt, JR, Green, AR, Carillo, JE, & Ananeh-Firempong, O. 2003. Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Reports* 118, 293-302.
31. Wasserman, J, Palmer, RC, Gomez, MM, Berzon, R, Ibrahim, SA, and Ayanian, JZ. 2019. Advancing health services research to eliminate health care disparities. *American Journal of Public Health* 1019/51, 564-569.

Question: How do the inequities shaping the American health care system affect communities?

**Due** Draft Dissemination Infographic/Video

#### 15. Thanksgiving

November 28

**Due:** Final Dissemination Infographic/Video

December 8

#### Guests

Public Matters is a creative studio for social change. For more on these activists/artists, go to <https://publicmattersgroup.com/>

LaMikia Castillo is USC Price MPL alum who has worked extensively with foster youth. She and her husband Daniel Castillo are now operators of their own consulting firm focusing on DEI issues and youth. For more on her, <https://www.castilloconsultingpartners.com/about-us.html>.

LaVonna Lewis Associate Dean for Equity, Diversity and Inclusion at USC Price, and a notable researcher in the field of food studies. For more on her, go to <https://priceschool.usc.edu/people/lavonna-b-lewis/>

Sara Daleiden is an artist and facilitator who works on projects in Los Angeles and Milwaukee. For more on Sara, go to <http://mke-lax.org/about/>

<b>PPDE 63022</b>	<b>Fall 2022</b>	<b>Sloane</b>	<b>Tues 2-5:20</b>			
	<b>8 23</b>	<b>8 30</b>	<b>9 6</b>	<b>9 13</b>	<b>9 20</b>	<b>9 27</b>
<b>Structure</b>	Introduction	Problem ID	Assessment	Assessment	Research	Research
<b>Topics</b>	<i>PH/UP</i>	<i>Engagement</i>	<i>Environment</i>	<i>Pandemic</i>	<i>Food</i>	<i>Safety</i>
<b>Guest</b>		LB Lewis				Castillo
<b>In-Class Skills</b>	Get to Know	Groups	Vulnerability		Disparity Ind	Index
<b>Assignments</b>			Draft Process	Neigh. Assess.		Food Res Map
	<b>10 4</b>	<b>10 11</b>	<b>10 18</b>	<b>10 25</b>	<b>11 1</b>	
<b>Structure</b>	Research	Interventions	Interventions	Evaluate	Presentation	
<b>Topics</b>	<i>Resilience</i>	<i>Healthy Home</i>	<i>Mobility</i>	<i>Public Space</i>		
<b>Guest</b>			Daleiden			
<b>In-Class Skills</b>	Equity Disparity	Housing Afford		Measuring	Presentation	
<b>Assignments</b>	Rec Res Map			Draft Plan	Critique	
	<b>11 8</b>	<b>11 15</b>	<b>11 22</b>	<b>11 28</b>	<b>12 8</b>	
<b>Structure</b>	Evaluate	Persuade	Dissemination	Thanksgiving	Final	
<b>Topics</b>	<i>Plans</i>	<i>Mental Health</i>	<i>Health Care</i>	<i>Holiday</i>	<i>Present</i>	
<b>In-Class Skills</b>		Disparity index	Disparity Index			
<b>Assignments</b>	Final Plan		Draft Project		Final Project	

Here is a table representation of the structure of the class. Each week we will take up a topic – Engagement, food, resilience, etc. – but we will also consider a structural element – problem identification, assessment, research, interventions, evaluation, and dissemination. The two streams will interact without being completely integrated allowing us to look at the specifics of a topic while considering as well the structure you will be using to develop your community healthy neighborhood plan.

<b>Assignments</b>	<b>Points</b>	<b>Due Date</b>
1. Neighborhood Assessment Outline	100	Sept. 13
2. Food Resource Map and Analysis	50	Sept. 27
3. Recreation Resource Map and Analysis	50	November 1
4. CHP Plan	400	Oct. 18/Oct. 25/Nov. 17
100 for draft; 50 for draft critique; 50 for presentation; 200 for final submittal		
5. Infographic/Video	200	Nov. 22/Dec. 8
50 for draft		
6. Participation (including in class groups)	200	Throughout

### **Community Healthy Neighborhood Plan (CHNP)**

The primary assignment of this class is a group project to create a healthy neighborhood plan for a neighborhood of your choice (with my okay). This plan will examine the multiple elements of a healthy community that are arrayed throughout the class. You will use the structures, as outlined in the table on the last page, to plot the plan. You will move from problem identification, engagement and assessment to research, best practice research, and finally evaluation and dissemination. Two parts of the plan, the Food and Recreation Resource Environment Assessments, are individual assignments that will be done on other neighborhoods but will give you the material to build assessments for the CHNP.

### **Community Healthy Neighborhood Assessment Outline**

This assignment is the first step of your group project. Choose a neighborhood acceptable to me. Outline how you would assess that neighborhood: health care, food, physical activity, safety, environmental justice resources and challenges.

Assessing the conditions of a neighborhood plays a critical part in many forms of urban planning, and community health planning is no different. Knowing about the place one is going to study is essential to the development of equitable and effective interventions. In this assignment, I ask that you pick a familiar neighborhood, such as where you grew up or where you currently live, and assess its strengths and weaknesses, challenges and opportunities. I encourage you to start two resources: the first is an amazing effort to map all the census districts in the US, providing a small set of data along with the map (warning: not all tracts have been mapped. Hopefully yours has!). You can find this resource at <https://density.website/#55025001606>. The second if your neighborhood is in LA, is a USC Price Center for Social Innovation project on neighborhood data, which can be found at <https://socialinnovation.usc.edu/special-initiatives/neighborhood-data-for-social-change/>. Other researchers and organizations nationwide (worldwide) have developed similar efforts, so look around for one near your neighborhood).

However, even though data is wonderful stuff, such is only the beginning of an assessment. One reason I have sent you to the density website is I want you to look at the physical reality of the census tract. What is the street pattern? Are the parcels really big? Does housing sit adjacent to other uses, such as commercial or industrial? Is that a good thing (we can walk to Starbucks or we live with oil fumes)? I recognize that many members of class will not have the skills of some members of class when they attempt to do this. That's okay. I am asking you to use the skills you have to create what you imagine as the place.

Finally, if you pick an underserved neighborhood, the immediate assessment may seem full of negatives. Try to start finding or imagining the positives. As study after study has shown, even the most challenged neighborhoods have positives – a great chicken shack, a home dance studio, etc. – that could change a policymaker's or planner's perception of the place.

Once again, use illustrations (charts, graphs, photographs, etc.) to augment your text/assessment. I would imagine you would have trouble completing the task in fewer than 5 pages, and some might stretch to 10. I am not worried about the length. I am looking for you to experiment with databases, approaches, and forms.

This assignment is just the start of the larger one, you will be finishing the assessment as part of the plan you will be developing throughout the semester.

---

### **Food Resource Environment Map and Analysis**

Each of lives in a series of resource environments – for health, physical activity, health care, social interactions, food, etc. These resource environments are different depending on each place we grow up and are a reason that different population groups have different health outcomes. So, understanding these environments is important to us as planners. In simple words, if a person is diagnosed with diabetes, and told to eat a healthier diet, can they do so in the resource environment in which they live? If a child is diagnosed with asthma, what can parents do to limit the severity of that disease given the resource environment within which the child lives? We immediately realize the limitations in each case, but we want to understand the differences so as planners we don't presume each of those we are working with has the same resource environments.

In this assignment, you will construct your food resource environment in your home neighborhood to test out procedures the group can then use for the group project. First, complete the food diary I send you. This form will give you a “map” of the types of places you use regularly. Don't treat it slavishly. If you use something regularly, but just not this week, that should go on your map. Try to be honest about your healthy and not so healthy food decisions – none of us are perfect, and knowing what you eat will help you think about the environment you live in.

Second, map out your food sources. These sources include grocery stores, farmers' markets, convenience stores, restaurants, and wherever else you bought or consumed food (friends' houses are not necessary unless you use them routinely, like a sorority or club). You can do this task on a printed Google map or digitally using Google Maps or any program good for you. I am worried less about the technology than I am you trying to figure out where those sources are.

Third, note next to each food source on your map the travel mode you use to get there, how far the source is from your home, and how long your trip usually takes to and from the source.

Fourth, write one page analyzing your food resource environment. Is it better than Buffalo's? How would you improve it? Some of you will live in very rich food environments where everything is available at very close proximity. Others will not. Package it all together, and send it to me as an email. Make sure you hang on a copy of it because we will be talking about it in class.

---

### **Recreation Resource Environment Map and Analysis**

In this assignment, you will construct your recreation resource environment for the same neighborhood as in food resource environment. First, create a monthly calendar of your recreational activities. Don't worry if the list is short! This form will give you a “map” of the types of places you use regularly. Don't treat it slavishly. If you use something regularly, but just not this week, that should go on your map.

Second, map out your potential recreational resources. These sources include local gyms, parks, and other spaces where one might recreate.. You can do this task on a printed Google map or digitally

using Google Maps or any program good for you. I am worried less about the technology than I am you trying to figure out where those sources are.

Third, note next to each recreational source on your map the travel mode you use or would use to get there, how far the source is from your home, and how long your trip usually takes to and from the source.

Fourth, write one page analyzing your recreational resource environment. How would you improve it? Some of you will live in very rich recreational environments where everything is available at very close proximity. Others will not. Package it all together and upload it to Turnitin (or if you find you can't figure out how to make it one file, send the various files to me as an email). Make sure you hang on a copy of it because we will be talking about it in class.

---

### **Infographic or Video Dissemination and Persuasion Project**

After you complete your neighborhood plan, you will have a fast turnaround to try to figure out how you would persuade policymakers and planners to implement your plan. Creating a video or an infographic would be one way to try to use text and images to effect change. We will talk more about this assignment as the class proceeds.

---

### **Participation**

Actively participating in a class is crucial to its success. Participation is not solely about discussing a reading or answering a lecture question. Participation is about providing insights that help your classmates learn. The reality is that each of you have had life experiences that allow you to see the material we will discuss differently than me or other people in class. Your comments can clarify points, reveal hidden issues, and complete ideas.

The best participant is rarely the person who speaks most (although that does happen). More typically, the student is someone who participates regularly and who makes their points succinctly and efficiently. They may ask a question that opens up new ways of looking at the material. Or, they may work with their group mates to critically assess a reading or project we are discussing in class.

### **Sloane's Suggestions for Writing Better Papers:**

---

Below are some ideas on how to improve your papers. Make sure you reread them after you have written the paper but before you hand it in.

1. The most important element of any paper is your ideas. Remember, I have read many of the articles and books upon which you are basing your research; don't simply summarize them. I am looking for how you interpret those reading, how you relate them to the topic, and how you create a new idea out of the ideas of others. **Critical thinking** is the basis of your paper. Don't accept your sources uncritically. Examine both sides of the issue you have researched. Then, conclude with your decision about the issue. Making a decision is difficult, but everyday you do it. Do it in your writing as well as your life.
2. **Citations** are essential because they represent the work that you have done to prepare the paper, and the way that you are integrating other ideas into your argument. **Sources need to be provided for every direct quote, non-public information, or idea.** Note that the citation comes after the sentence's period. Some students worry that they will overcite; don't. Any doubts about how to cite a source or whether a citation, feel free to ask. In the body of the paper, provide the author's name, year and page number (Sloane 1991, p. 191).

At the end of the paper, provide a bibliography in alphabetical order with a full citation for each source, including author's name, full book title, publishing information, and the page number. In the bibliography, the author's last name comes first, followed by the first name, and publication information.

3. Many students feel that **long quotes** prove they did the research, and the author must say it better than they could. Actually, most long quotes suggest that the student has only collected information, and not thought through the issues. The better you understand things, The more likely you are to use your own words, inserting small phrases from the quoted sources.

4. Papers and exams are evaluated for **organization** and **clarity**. A great topic supported by great sources will still fail to be a good paper if the paper wanders from idea to idea and sets ideas in unclear language. A well-organized exam flows from idea to idea with transitions tying the ideas together and to the central theme.

5. The **opening paragraph** can be dramatic or didactic, but it should not be a summary of events that will occur in the paper. The **conclusion** is more of a summary, but should extend the argument to a final, concluding point (which is why it is called a conclusion!).

6. **Paragraphs** are critical. They provide the reader with guideposts to your ideas. Poorly paragraphed papers confuse the reader because they suggest a poorly thought out paper. First sentences are particularly important since they introduce the new idea while tying that idea to previous paragraphs (creating a transition). Try to make them powerful stylistically.

7. "**There were**" and "**because**" are weak ways to begin a paragraph (or any sentence). At times there are no obvious alternatives, but try to recognize the phrase and not use it too often. For instance, a more effective, powerful way to phrase that last sentence is: No alternative may be obvious, but recognizing the phrase will help you use it less.

8. For similar reasons, "**in order that,**" "**in fact,**" and "**on the other hand**" (without first stating, "on the one hand") are expressly forbidden because they are the result of sloppy sentence structure and unclear conceptualization.

9. Sentences using the passive voice, such as, "**It was necessary** for the animals to be moved," are also forbidden. Make your sentences declarative, and give them agency. The more direct the language, typically the clearer the ideas.

10. Many students overuse **indefinite pronouns**. Indefinite pronouns are a quick, efficient manner of moving through an idea without constantly repeating a long phrase. **They** must be clearly connected to what has come before. If the indefinite pronoun is not clearly connected, **it** will confuse the reader and lessen the impact of the author's paper.

11. "The decade of the 1970s **witnessed** a significant change in the status of the human rights movement." I know that this style is quite common, but a decade (an inanimate object) cannot see or witness anything. Objects don't see, feel, hear, emote, or do any of the other crazy things humans and animals do, so let's not blame them.

12. Some of the scribbling you will find on virtually all papers:

- page #s: Never turn in a paper that (1) does not have its pages numbered, (2) does not cite its sources, (3) has not been spell checked, and (4) you have not reread at least once after printing the final draft.
- ≠: Elements of the sentence do not have parallel construction; one is singular and one is plural.
- ¶: Somewhere around here the paper requires a new paragraph. Long paragraphs are often a symptom of loose organization and faulty thinking.
- Style: Signifies a place where the sentence does not flow smoothly, the grammar is incorrect, or the idea does not follow logically.
- sp?: I am not a great speller (thank heaven for spell checkers). If I can use a spell checker, anybody can, and all of you should.
- yikes: I have read something that confuses me, confounds me, or surprises me. Reread the paragraph and tell me what you think.
- word: Signifies a word I feel is used inappropriately.
- timing: The historical timing of the topic is unclear; usually means that I worry that the sentence is using data from one period to provide evidence in another.
- tense: The paper has not set a consistent tense or is using the incorrect tense.
- good: Yes, actually sometimes I tell students when they have done something well. I don't write enough positive remarks because I focus on improving your faults. However, most students are good writers, let me say that for all to read.

13. **REREAD** your paper prior to handing it in. You would rather find the mistakes than have us find them, right?