



Sol Price School of Public Policy

## PPD 414-Community Health Policy and Planning

4 Units, Spring 2024

**Dates/Times/Location:** Tuesdays 6pm -9:20pm

**Instructor:** Mikaela Randolph, MPP

**Office Hours:** Virtually

**Contact Info:** Email [mjrandol@usc.edu](mailto:mjrandol@usc.edu)

### COURSE DESCRIPTION

This course focuses on the historical perspectives on and the contemporary practice of community health policy and planning; impact of culture, socioeconomics, and environment; policy dimensions; and urban planning's role in enhancing and sustaining health.

### COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Describe the historical perspectives on and the contemporary practice of community health planning and policy.
2. Describe the various stakeholder groups and organizations involved in community health planning and policy.
3. Explain the impact of culture, socioeconomic status, lifestyle, and the environment on the health of the community.
4. Analyze the policy dimensions of community health planning.
5. Understand the tools and techniques used by urban planners and public health practitioners involved in trying to enhance and/or sustain community health.

### TECHNOLOGICAL PROFICIENCY AND HARDWARE/SOFTWARE REQUIRED

Accessing our class blackboard:

1. Go to <https://blackboard.usc.edu/>
2. Additional reading, lecture slides, and assignments will be posted under PPD 414.

### REQUIRED READINGS

1. Greenberg, Michael and Schneider, Dona. ***Urban Planning and Public Health: A Critical Partnership***. Washington, DC: American Public Health Association; 2017.
2. Articles that are listed on the syllabus are available electronically on Blackboard.

### DESCRIPTION AND ASSESSMENT OF ASSIGNMENTS

***Individual and Group Participation (10%) - Ongoing***

The class will involve a mixture of lecture, class discussions, group presentations, informal group work and case studies. Students are expected to have done the appropriate readings and assignments before class and to participate fully in all class activities and discussions. Attendance will be taken throughout the semester. Students who miss more than one class, without an excuse, will have their participation grade reduced.

***Legislation or Regulation Brief (15%) –Tuesday, March 5, 2024***

Choose a state or local community health-planning topic of interest that is currently the subject of legislative (a new law is proposed or moving through the legislative process) or regulatory (administrative agency, i.e., MTA, City Planning, Department of Public Health) action. A good resource is the California Legislative Information site, <https://legiscan.com/CA>

For the federal government, check <https://congress.gov/>. You can also look at the websites of particular agencies to find issues currently up for review and/or scheduled for vote. Write a brief two-page (single-spaced) memorandum outlining the following: description of the legislative or regulatory action, the basis for the action, and the goal of the action. In addition, identify the relevant stakeholders and their associated stake in the issue. Argue for or against the proposed legislation or regulatory change and your analysis will be shared in class. Maximum Points awarded =20

***Healthy Living Assignment (25%) –Tuesday, March 26, 2024***

You are required to explore the potential constraints on developing a healthy lifestyle in an economically distressed community. You will be required to figure out how to cost-effectively provide for a family of four, living on a monthly household budget of \$2,966. You will have to plan for a diet that includes at least 2 servings of fruits and 3 servings of vegetables and at least 30 minutes of exercise every day. You will be required to submit at minimum, a five-page report (double-spaced) of your findings. Your bibliography and references should be appended to your report and are not considered part of the five-page minimum.

***Group Project and Presentation (35%) – Tuesday, April 23, 2024***

The class will be broken down into multiple groups depending on the number of client projects for this semester. The final group project serves as a practice application of the concepts and analytic tools learned in the course, applied to a concrete problem for your client. Project development guidelines and team assignments will be addressed during the third week of class when group assignments are finalized. The groups will be required to provide a formal 20-minute presentation on their work. Other students will evaluate these presentations, as these actions also become part of the grade. The written analysis is worth 20% of your grade and the group presentation is worth 15% of your grade.

***Reflective Essay (15%) – Tuesday, May 7, 2024***

This paper is to be a summary and reflective analysis of what you consider the most important and surprising aspects of what you have learned from your work in this course. It is essentially an identification of what you most want to remember and use from what you have learned in this class with attention to the relevant authors and concepts. This paper should be between 4-6 pages (double-spaced) in length and it accounts for 15% of your grade. Maximum Points awarded = 10.

Below you can see a grading rubric that will help you to understand how your written assignments are evaluated. It is based on a 10-point scale, but it is relevant for assignments that range from 10 points to 20 points.

Aspects	Total Points	A	B	C	D
	10	2	1.5	1	0.5
Understanding of the Problem	2	Demonstrates a sophisticated understanding of the problem.	Demonstrates an accomplished understanding of the problem.	Demonstrates an acceptable understanding of the problem.	Demonstrates and inadequate understanding of the problem
Use of appropriate terminologies, concepts, and tools	2	Correctly uses the terminology and tools learned	Shows general understanding of terminology and tools.	Only a few uses and/or applications of key concepts and tools learned.	Frequently incorrect application of concepts in paper.
Powerful and logical alignment among sections	2	Makes powerful connections between sections and shows strong reasoning.	Makes appropriate connections between sections with adequate reasoning.	Makes appropriate but sometimes vague connections between sections.	Sections are disjointed, fall apart and in-general lack sound reasoning.
Clarification and Readability	2	Writing shows clarity and is concise; extremely well-organized.	Writing is accomplished in terms of clarity and is concise and well-organized.	Writing lacks clarity, organization; and contains numerous errors.	Writing is unfocused, or contains serious errors; poorly organized.
Follows the required format	2	Follows listed guidelines, meets page limits, cites references	Fails to meet one requirement	Fails two requirements	Fails all requirements

**Grade is determined as follows:**

**Assignment % of Grade**

**Due Date**

Individual and Group Participation - 10%

Ongoing

Legislation or Regulation Memorandum - 15%

Tuesday 3/5

Healthy Living Assignment - 25%

Tuesday 3/26

Group Presentation - 15%

Tuesday 4/23

Group Paper - 20%

Tuesday 4/23

Reflective Essay - 15%

Tuesday 5/7

**TOTAL 100%**

**Grading Policy**

USC policies for grades are as follows:

<b>Grade</b>	<b>Criteria</b>
<b>A</b>	Work of excellent quality
<b>B</b>	Work of good quality
<b>C</b>	Minimum passing for graduate credit
<b>C-</b>	Failing grade for graduate credit
<b>D-</b>	Minimum passing for undergraduate credit
<b>F</b>	Failed

***Assignment Submission Policy***

Assignments listed on the syllabus must be emailed or handed to the professor by the beginning of the relevant class session to be considered an on time submission.

***Additional Policies***

**IN Incomplete** is assigned when work is not completed because of documented illness or other “emergency” occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

Registrar’s Note: Recommended definition of emergency: “A situation or event which could not be foreseen and which is beyond the student’s control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also note that as defined above, a student may not request an IN before the end of the twelfth week (or twelfth week equivalent for any course scheduled for less than 15 weeks); the rationale is that the student still has the option to drop the course until the end of the twelfth week (or twelfth week equivalent). The grade of IN exists so there is a remedy for illness or emergency that occurs after the drop deadline.

Marks of IN must be completed within one year from the date of the assignment of the IN. If not completed within the specified time limit, marks of IN automatically become marks of IX (expired incomplete) with the exception of thesis, dissertation, and non- letter-graded courses, and are computed in the GPA as a grade of F (zero grade points). A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete. Extensions beyond the specified time limit are rarely approved, particularly if the student has enrolled in subsequent semesters, since the completion of the incomplete should be the student’s first priority.

DATE	TOPIC	READINGS
1/9	Course Overview, Introductions, Assessments and Rules of Engagement	
<b>SECTION I. SETTING THE CONTEXT</b>		
1/16	Understanding the Professions	Greenberg and Schneider - Chapter 1-3
1/23	Tools and Case Examples Pt. 1	Greenberg and Schneider - Chapters 4-7
1/30	Tools and Case Examples Pt. 2	Greenberg and Schneider-Chapters 8-11
<b>SECTION II. EXPLORING HEALTHY COMMUNITIES</b>		
2/6	Assessing Communities	<p>LB Lewis, DC Sloane, LM Nascimento, AL Diamant, AK Yancey, JJ Guinyard, G. Flynn, and M Boykin. "Assessing Healthy Food Options In South Los Angeles Restaurants." <i>American Journal Of Public Health</i>. (April 2005): 668-673</p> <p>Sloane, DC, Nascimento, L., Flynn, G. et al, "Assessing Resource Environments to Target Prevention Interventions in Community Chronic Disease Control," <i>Journal of Health Care for the Poor and Underserved</i> 17/2S (May 2006): 146-158.</p> <p>Greene KJ, Burke, KJ, and McKenna, M, "A Review of Research Connecting Digital Storytelling, Photovoice, and Civic Engagement" <i>Review of Educational Research</i> 2018</p>
2/13		

**CLASS SCHEDULE – READING ASSIGNMENTS AND COURSE DUE DATES  
(SUBJECT TO CHANGE)**

2/20	<b>Building a Healthy Community</b>	<p>MacArthur Foundation. <i>Reaching for a Healthier Life</i>.</p> <p>Davarian L. Baldwin, "The "800-Pound Gargoyle": The Long History of Higher Education and Urban Development on Chicago's South Side" <i>American Quarterly</i> 2015</p> <p>Eitler, TW, McMahon, and Thoerig, TC, "<i>Ten Principles for Building Healthy Places</i>. Washington, DC: Urban Land Institute, 2013</p>
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DATE	TOPIC	READINGS
2/27	<b>Priority Populations</b>	<p>Jones, CP, "Systems of Power, Axes of Inequity. Parallels, Intersections, Braiding the Strands." <i>Medical Care</i> 2014; 52:S71- S75.</p> <p>Ramos, NJ, "Poor Influences and Criminal Locations: Los Angeles's Skid Row, Multicultural Identities, and Normal Homosexuality." <i>American Quarterly</i> 2019; 71:(2):541-567</p> <p>Borrell LN and Lancet, EA. "Race/Ethnicity and All-Cause Mortality in US Adults: Revisiting the Hispanic Paradox." <i>AJPH</i>. 2012; 102:836- 843.</p> <p>Sue, DW et al. "Racial Microaggressions and the Asian American Experience." <i>Cultural Diversity and Ethnic Minority Psychology</i> 2007. 13(1): 72-81</p> <p><b>Legislation or Regulation Brief Due (3/5/2024)</b></p>
3/5	<b>Pollutions and Other Toxins</b>	<p>"The Lancet Commission on Pollution and Health." <i>Lancet</i> 2018:462- 512</p>
<b>3/10/24 -3/17/24 No Class! Spring Recess</b>		

3/19	<b>Physical Activity</b>	<p>Brownson RC, Hoehner CM, Day K, Forsyth A, Sallis JF. "Measuring the Built Environment for Physical Activity: State of the Science". <i>American Journal of Preventive Medicine</i>. 2009 36(4S):S99-123.</p> <p>Boarnet MG, Day, K., Anderson C, McMillan T, and Alfonzo M. "California's Safe Routes to School Program: Impacts on Walking, Bicycling, and Pedestrian Safety". <i>Journal of the American Planning Association</i>, 2005 71 (3), 301–317.</p> <p>Webb Jamme HT, Bahl, D and Banerjee. "Between 'Broken Windows' and the 'Eyes on the Street'" Walking to School in Inner City San Diego." <i>Journal of Environmental Psychology</i>. 2018 55:121- 138.</p> <p><b>Healthy Living Assignment Due (3/28/2022)</b></p>
3/26	<b>Nutrition and Food Systems</b>	<p>Pothukuchi, K. and Kaufman, J. "The Food System: A Stranger to the Planning Field," <i>Journal of the American Planning Association</i> 66/2 (2000): 113-124.</p> <p>Glanz K, Sallis JF, Saelens BE, Frank LD. "Healthy Nutrition Environments: Concepts and Measures. <i>American Journal of Health Promotion</i> 2005;19:330-333</p> <p>Lowery, B, Sloane, DC, Payan, D, Illum, J, Lewis, LB. "Do Farmers' Markets Increase Access to Healthy Foods for All Communities? Comparing Markets in 244 Neighborhoods in Los Angeles." <i>JAPA</i> 82(3):252-266</p>

DATE	TOPIC	READINGS
4/2	<b>Community Safety</b>	<p>Roussell, A. &amp; Dunbar, J. (2016). "Paradise Lost: White Flight, Broken Windows, And The Construction Of A Criminogenic Origin Myth." In Deflem, M. (Ed.), <i>The Politics Of Policing: Between Force And Legitimacy, Sociology Of Crime, Law, And Deviance</i>, Volume 21, Pp. 219-236. Bingley, UK: Emerald.</p> <p>T Lorenc, S Clayton, D Neary, M Whitehead, M Petticrew, H Thomson, S Cummins, A Sowden, and A Renton. "Crime, Fear Of Crime, Environment, And Mental Health And Wellbeing: Mapping A Review Of Theories And Causal Pathways." <i>Health And Place</i> 18 (2012): 757-765</p> <p>A Geller, J Fagan, T Tyler and BG Link. "Aggressive Policing And The Mental Health Of Young Urban Men." <i>AJPH</i> 2014;104:2321–2327</p>

4/9	<b>Community Coalitions and Leadership</b>	<p>Robert Wood Johnson Foundation. <i>Leadership for Healthy</i> Papachristos, AV and Wildeman, C. "Network Exposure and Communities: Advancing Policies to Support Healthy Eating and Homicide Victimization in an African American Community." <i>AJPH</i>.</p> <p><i>Active Living. Action Strategies Toolkit: A Guide for Local and State</i> 2014;104:143-150.</p> <p><i>Leaders Working to Create Healthy Communities and Prevent</i> <b>Case 3 (4/2)</b> <i>Childhood Obesity</i>. 2009.</p> <p>LB Lewis, L Galloway-Gilliam, G Flynn, J Nomachi, L Chavis Keener and DC Sloane. 2011 "Transforming the Urban Food Desert from the Grassroots Up: A Model for Community Change." <i>Family and Community Health</i>. 34(1S):S92-S101.</p> <p>Umble, K, Baker EL, Diehl, SJ, Haws, S, Steffen, D, Frederick, S and Woltring. "An Evaluation of the National Public Health Leadership Institute-199102006:; Part II. Strengthening Public Health Leadership Networks, Systems, and Infrastructure." <i>Journal of Public Health Management Practice</i>, 2011 17(3):214-224.</p>

DATE	TOPIC	READINGS
	<b>SECTION III. GOING FORWARD: THE RESEARCH AGENDA AND INTERNATIONAL PERSPECTIVES</b>	

4/16	<b>Strategies for Research and Action</b>	<p>Dannenber, AL, Jackson, RJ, Frumkin, H, Schieber, RA, Pratt, M. Kochtitzky, C. and Tilson, HH. "The Impact of Community Design and Land-Use Choices on Public Health: A Scientific Research Agenda." <i>AJPH</i> 2003;93:1500–1508</p> <p>McKinnon RA, Reedy J, Handy SL, Rodgers AB. Measuring the Food and Physical Activity Environments Shaping the Research Agenda. <i>American Journal of Preventive Medicine</i> 2009; 36(suppl 4) S81-S85.</p> <p>Sallas JF, Story M, Lou D. "Study Designs and Analytic Strategies for Environmental and Policy Research on Obesity, Physical Activity, and Diet: Recommendations from a Meeting of Experts." <i>American Journal of Preventive Medicine</i> 2009; 36 (suppl 1) S72- S77.</p>
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4/23	<b>International Perspectives</b>	<p>Ontario Ministry of Municipal Affairs and Housing and Ontario Professional Planners Institute. <i>Planning By Design: A Healthy Communities Handbook</i>. 2009.</p> <p>Multiple Authors. "Sharing Good NEWS Across The World: Developing Comparable Scores Across 12 Countries For The Neighborhood Environment Walkability Scale (NEWS)." BMC Public Health 2013, 13:309</p>
4/25	<p><b>Group Presentations due April 23,2024</b>  <b>Group Paper due Friday, April 26,2024</b></p>	
5/7	<p><b>Reflective Papers Due</b></p>	

## Statement on Academic Conduct and Support Systems

### Academic Conduct:

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 Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### 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.symlicity.com/care\\_report](http://usc-advocate.symlicity.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](http://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](http://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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://dps.usc.edu)

Non-emergency assistance or information.

*Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)*

[ombuds.usc.edu](http://ombuds.usc.edu)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.