URPL 6300 PLANNING HEALTHY COMMUNITIES (3 UNITS)  
SPRING 2015

Class meets: Wednesdays, 2:00-4:45 p.m.  
CU Building Room 495

Instructor: Assistant Professor Carolyn McAndrews

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Office Hours: Wednesdays 12:00-2:00 p.m.  
or e-mail to schedule an appointment

Note: Revised 01/22 to reflect switching weeks 12 and 13 (chronic disease and mental health).  
Also revised 02/01 to reflect the shared framework and facilitation rubric.

1. Course Information

This is an interactive seminar about creating healthier places and reducing health disparities. 
The course contextualizes issues at the intersection of design, planning, and public health 
such as physical activity, food systems, housing affordability, and social inclusion. 
Throughout the semester, the course raises questions about how policy, planning, and design 
 socially construct and influence the distribution of hazardous and protective environments.

The first and second parts of the course focus on social determinants of health (e.g. 
conditions such as poverty, segregation, social networks) and how they relate to place. In These parts of the course we employ a multi-disciplinary set of ideas about place, risk, society, 
and technology to create building blocks for examining differences in health status across 
populations.

The third part of the course presents emerging ideas in policy and practice, including 
methods of community health assessment and health impact assessment, among other 
frameworks, that professionals use when developing interventions to improve population 
health and reduce health disparities.

The fourth part of the course focuses on the relationship between place and health outcomes, 
and considers both the methods for and the evidence linking built and social environments to 
chronic disease prevention, disability, violence prevention, and mental health.

This is a graduate-level seminar with no prerequisites. It is designed to include students from 
multiple disciplines. Students should be ready to engage with concepts and methods from 
public health, epidemiology, social work, city planning, urban design, architecture, political 
science, sociology, public policy, statistics, geography, and economics.
### Schedule, Planning Healthy Communities

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Application</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Part 1. Introduction</strong></td>
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<tr>
<td>1</td>
<td>Jan 21</td>
<td>Introduction and current state of practice</td>
<td>What is at stake in planning for healthy communities?</td>
</tr>
<tr>
<td>2</td>
<td>Jan 28</td>
<td>Facilitation and dialogue part I</td>
<td>Multi-disciplinary professional practice</td>
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<tr>
<td></td>
<td></td>
<td><strong>Part 2. People, Place, and Public Health</strong></td>
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<tr>
<td>3</td>
<td>Feb 4</td>
<td>Social determinants of health and the role of place among them</td>
<td>Neighborhoods and social capital</td>
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<tr>
<td>4</td>
<td>Feb 11</td>
<td>Geography of health risks and protective environments</td>
<td>Climate change</td>
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<tr>
<td>5</td>
<td>Feb 18</td>
<td>In-class presentations: images of community health</td>
<td>Hazardous and protective physical and social environments</td>
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<td><strong>Part 3. Multi-Level Frameworks for Intervention</strong></td>
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<tr>
<td>6</td>
<td>Feb 25</td>
<td>Policy I (Demand): Built environment and behavior</td>
<td>Transportation and physical activity</td>
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<tr>
<td>7</td>
<td>Mar 4</td>
<td>Policy II (Supply): Scale of intervention</td>
<td>Food systems and environmental justice</td>
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<tr>
<td>8</td>
<td>Mar 11</td>
<td>Health assessments and impact analysis</td>
<td>Community development</td>
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<tr>
<td>9</td>
<td>Mar 18</td>
<td>In-class presentations: voices of community health</td>
<td>Actor/policy communities</td>
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<td><strong>Part 4. Health Outcomes and the Future of Practice</strong></td>
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<td>10</td>
<td>Mar 25</td>
<td>No class – spring break</td>
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<tr>
<td>11</td>
<td>Apr  1</td>
<td>Violence prevention</td>
<td>Parks and open space</td>
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<td>12</td>
<td>Apr  8</td>
<td>Mental health, stress</td>
<td>Housing</td>
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<tr>
<td>13</td>
<td>Apr 15</td>
<td>Chronic disease prevention</td>
<td>Air quality and economic development</td>
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<tr>
<td>14</td>
<td>Apr 22</td>
<td>Disability</td>
<td>Design</td>
</tr>
<tr>
<td>15</td>
<td>Apr 29</td>
<td>Facilitation and dialogue part 2</td>
<td>Cultural competencies and reflective practice</td>
</tr>
<tr>
<td>16</td>
<td>May  6</td>
<td>In-class presentations: Insight into healthy communities and places</td>
<td>Final projects</td>
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Learning Objectives

After completing this course, students will be knowledgeable about the intersection of public health, people, place, design, and policy.

Per the Planning Accreditation Board’s educational outcomes criteria, the course has the following learning objectives:

1. Governance and Participation: Appreciation of the roles of officials, stakeholders, and community members in planned change – particularly the interdisciplinary nature of healthy communities planning.

2. Quantitative and Qualitative Methods: Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans – particularly the data needs and analytical techniques for population health/community health analysis.


4. Plan Creation and Implementation: Integrative tools useful for sound plan formulation, adoption, implementation, and enforcement – particularly with respect to public health components.

5. Leadership: Tools for strategic decision-making, team building, and organizational/community motivation – particularly leadership in bringing public health to planning- and design-related policy agendas.

Readings and Attendance

Students are expected to attend every class and to complete all reading assignments before class. Most course materials will be available electronically. Occasionally, additional materials will be handed out in class.

Most readings are intended to familiarize students with a range of current topics at the intersection of public health, design, planning, and policy. Students who want deeper training in any specific aspect of this course should discuss this with the instructor early in the semester. There is ample opportunity in this course to pursue one’s own professional development goals.

Course Format, Requirements, and Expectations

The course is not organized around lectures, although sometimes they may be used. Generally, class time is spent in discussion and exercises, which review and extend the material covered in the readings. Students are expected to be active participants and leaders
in these discussions and exercises, and to integrate information from lectures, readings, discussions, and exercises into their assignments.

Participation is a key ingredient for a successful class. Participation should be professional at all times. Our class sessions are equivalent to a professional meeting. This means that each student should attend every class, arrive on time, be prepared to engage the topic and other members of the class, have agency within the group, respect fellow members of the class, and use professional and inclusive language.

Most students will be more expert in certain areas than in others because of disciplinary backgrounds and prior experience, but everyone has a lot to learn from one another. Students should prepare to share both their questions and their knowledge with the class to facilitate peer instruction. Additional readings, meetings with subject-matter experts, or meetings with the instructor during office hours may also help students become more proficient in topics outside of their home discipline.

Communication

Unless otherwise noted, we will use Canvas for all official course communication and it is the responsibility of each student to use Canvas settings that enable reliable communication. For example, this may mean selecting a personal e-mail address as the default in Canvas. Canvas may be used for making course announcements, changing the schedule, returning graded assignments, personal communication, or other course-related business.

Student Work on the College and Department Websites

The Department of Planning and Design has developed a new website with the purpose of showcasing student work. Several of the assignments for this class would be good material for the website. We ask for students’ permission to publish their work online in a release form filled in during the first week of class.

Grading Policy

Grades will be based on the following (see the descriptions and rubrics below):

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Each class</td>
<td>Attendance and engagement</td>
<td>30</td>
</tr>
<tr>
<td>One time</td>
<td>Design and facilitate one class session</td>
<td>30</td>
</tr>
<tr>
<td>January 28</td>
<td>Paragon Learning Style Inventory assessment</td>
<td>0</td>
</tr>
<tr>
<td>February 18</td>
<td>Images of community health + presentation</td>
<td>30</td>
</tr>
<tr>
<td>March 18</td>
<td>Voices of community health + presentation</td>
<td>30</td>
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</table>
Final grades will be based on the total number of points earned:

150-135 points = A/A-
134-120 points = B-/B/B+
119-105 points = C-/C/C+
≤ 104 points = D or below

All assignments, unless otherwise noted, must be submitted in PDF format on Canvas by 14:00 on the due date. Please compile multiple pieces of an assignment into a single PDF. Each student should be familiar with Canvas’s assignment submission procedures.

Grading will be based primarily on the quality and depth of the work presented, but organization, composition, presentation, and copy editing will also be taken into account.

Students are expected to turn in both graded and ungraded assignments on time (see schedule). Out of respect and fairness for all members of the class, extensions will be granted only in the case of an actual emergency. Late assignments (those for which an extension has not been granted) lose up to five points per day.

Academic Honesty

Education at the University of Colorado Denver and in the College of Architecture and Planning (CAP) depends on honesty and integrity, as well as appropriate conduct. CAP students are required to follow the Student Code of Conduct and the Honor Code. Please refer to the following link for details.


All University and College policy, as well as common sense, regarding academic honesty applies in this course. Plagiarism and cheating are not tolerated and will be handled through the University’s official process. When working in a group, it is the responsibility of everyone in the group to maintain the norms of academic integrity.

Students may do joint work with other courses only with the permission of all instructors and when the work is suitable for the topic and the course.

Accommodations

Any student who needs or may need accommodations should speak with the instructors as soon as possible, and should also contact the Disability Resources and Services Office on campus to arrange accommodations.
See: http://www.ucdenver.edu/student-services/resources/disability-resources-services/accommodations/Pages/accommodations.aspx

2. Assignments

The assignments are designed to give students experience analyzing various aspects of healthy communities planning, and to prepare students to participate in a cross-disciplinary practice environment.

ASSIGNMENT 1: Participation

Due: At each class meeting

Student grades for participation are based on two elements:

(1) Attendance; and

(2) Active participation (see description).

Elements of active participation

This course offers introductory training in discussion facilitation to support each student’s full participation. In addition to training in facilitating discussions, we will also practice strategies for active participation that are appropriate for each individual’s own intentions and learning styles. Participating in and leading group discussion is a skill that one develops over time.

One example of guidance for group participants is included below, adapted from: Lathrop A. 2006. Teaching How to Question: Participation Rubrics. The Teaching Professor, 20(2):4-5.

- Preparation: Demonstrate being prepared for seminar by taking notes, bringing notes and copies of the readings to class, researching unfamiliar or interesting topics found in the readings, and setting an intention for the meeting.

- Engagement: Actively engage with other members of the class in respectful and inclusive discussion.

- Initiative: Ask questions during discussion that focus, clarify, and summarize what the group is talking about. Be brave, and ask even the questions you feel nervous asking!

- Response: Respond to questions and discussion points in ways that build knowledge and comprehension, even if that means making discussion points that are not perfectly formulated at the moment. The group can work together to assemble disparate ideas. Try to apply ideas from the readings, experience, outside reading, or other material that makes a topic “real” to you.
• Discussion: Active participation is based in compassionate and respectful discussion with peers, and reflects higher order thinking/feeling skills (analysis, synthesis, compassion, etc.).

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<thead>
<tr>
<th>Grading Rubric: Participation</th>
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<tr>
<td></td>
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<tr>
<td>Excellent</td>
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<tr>
<td>Attending and demonstrating engagement during class sessions, 15 total, 2 points each</td>
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<tr>
<td>Total</td>
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**ASSIGNMENT 2: Design and lead a class session**

To gain experience in facilitation, and to practice the training carried out through readings and in class, each student will design and lead a class session. Students will sign up for the session they want to lead during the first week of class.

In addition, an ungraded assignment (due in the second week) is to complete the Paragon Learning Style Inventory (PLSI) assessment. Students should bring their results with them to the second week of class, January 28th. This assessment, which is similar to the Meyers Briggs assessment, gives insight into how individuals participate in groups, including how we participate in class.

Link to Paragon Learning Style Inventory:
http://web.calstatela.edu/faculty/jshindl/plsi/taketest.htm

During the second week of class, we will also complete a group exercise in which we co-create an “ideal seminar” framework, as well as a list of strategies for leading class. We will translate this “ideal seminar” framework into the rubric below, which is intentionally empty. After co-creating a strategy for leading seminar, the instructor will revise the syllabus with the new information, and will demonstrate the framework during the third week of class. If the framework needs any revision during the semester, then we will revise it together as a group.

In addition to receiving training in facilitation, and practicing facilitation skills in class, at the end of each class session each member of the class will provide constructive feedback to the discussion leader about how class went, what they learned, what worked, and what could be improved in the next week.

A few logistical concerns are:
Prepare for a two-hour discussion, leaving about 15 minutes at the beginning of the class for housekeeping, 15 minutes at the end of class for filling in the feedback form, and a 10- to 15-minute break.

Some class sessions will be unique, such as when we have a guest speaker or when we discuss assignments, and others will be more traditional sessions that focus on readings and pre-assigned topics. Each kind of session provides equally good experience for the facilitator.

Readings are useful because they reveal some of the professional conversations happening around planning for healthy communities, but discussion of readings alone is likely insufficient for covering a topic thoroughly. Thus, prepare to design a class that offers additional content and in-class exercises for learning this content. Consult with the instructor, as needed, to develop this additional content.

Feel free to talk with Dr. McAndrews about your ideas for leading the class, and any questions that you may have about creating an agenda, in-class exercises, working with guest speakers, or any other topics.

<table>
<thead>
<tr>
<th>Grading Rubric: Designing and leading class discussion</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class is organized</td>
<td>The class leader was prepared to lead the session, the session had both flow and structure, and it was easy to follow along (10 points)</td>
<td>The class was enjoyable, but the class leader could have contributed more preparation – there is a difference between flow and simply winging it because of a lack of structure (8-9 points)</td>
<td>The class deserved to have more thought put into its organization beforehand (≤ 7 points)</td>
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<tr>
<td>Class members are engaged</td>
<td>The class leader effectively engaged everyone in the class through multiple modalities of learning (e.g., visual, verbal) and through inclusive facilitation (10 points)</td>
<td>The class made its best attempt to have inclusivity and engagement, but we needed more support to do our best thinking together (8-9 points)</td>
<td>The class deserved to have more thought put into engagement and inclusivity (≤ 7 points)</td>
</tr>
<tr>
<td>The result of class is that we are informed and inspired</td>
<td>The class was an intervention: we are more informed and more inspired as a result of this material, good facilitation, and good preparation (10 points)</td>
<td>The class encountered new information and ideas, but not all of them really “stuck” (8-9 points)</td>
<td>The class didn’t really need to happen because it didn’t change us (≤ 7 points)</td>
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<tr>
<td>Total</td>
<td>30 points</td>
<td>24-29 points</td>
<td>≤ 23 points</td>
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ASSIGNMENT 3: Images of Community Health + Presentation

Due: February 18

Assignments three, four and five are linked, and each successive assignment builds on the previous assignment(s).

Select a topic at the intersection of public health and place that matters to you, and that you will investigate throughout the semester. Examples of topics include the health impacts of racial segregation of housing in the US (these impacts are likely different for different racial and ethnic groups, so be specific), the effects of brownfields or brownfield redevelopment on neighboring communities, worksite design and physical activity, community policing and law enforcement policies, etc.

The purpose of this first assignment is to represent your topic graphically through images (of any kind) that respond to the following questions:

1. What are the important social factors that must be considered to understand your topic?
2. What are the important environmental factors that must be considered to understand your topic?
3. How do you think these social and environmental factors might be connected in the case of your topic?
4. What is at stake, i.e., why is this topic important?

This assignment has two deliverables. The first is a well-designed poster (no larger than 24”x36”) that accomplishes the following things:

1. Responds to the questions posed above using photographs, drawings, graphic archival materials, etc. Successful documentation will “show” the audience how people are place related to public health rather than “tell” them.

2. Communicate the significance of your topic. The goal here is to be analytical and insightful, not simply descriptive.

The second deliverable is a presentation of the poster. Students will present their work in a pin-up session in class on February 18th and we will discuss the work as a group.

Note: You should investigate options for using the printers/plotters in the CAP computer lab in advance of the deadline.

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<tr>
<th>Grading Rubric: Images of Community Health</th>
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<tr>
<td><strong>Respond to the questions</strong></td>
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<tr>
<td><strong>Excellent</strong></td>
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<tr>
<td>Powerful images that focus in on one issue (15 points)</td>
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<tr>
<td><strong>Fair</strong></td>
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<tr>
<td>Images are ok but they are not aligning clearly with the questions</td>
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<tr>
<td><strong>Poor</strong></td>
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<tr>
<td>Images do not respond to the questions (≤ 13)</td>
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ASSIGNMENT 4: Voices of Community Health (Interview) + Presentation

Due: March 18

Build on Assignment Three to complete this assignment. Now that you have knowledge of the social and environmental factors that are important for your topic, it is time to learn about the actors, agencies, policies, and other “institutional” factors that are important.

The assignment is to conduct an interview with an expert practitioner or community member involved in healthy communities planning and/or design. The interviewee may work in any institutional context: government, consulting or private sector, nonprofit, community, academia, etc. This person is an expert because he or she has a deep and rich understanding of the issues at stake when linking people, place, public health, and policy.

The interviews should provide insight into the topic you have chosen to investigate this semester, specifically, about how people practice planning, policy, design, and public health.

Background Research and Draft Questions

The assignment has two parts. In coordination with identifying an interview subject and arranging an interview (about 30-60 minutes, depending on the interviewee’s availability), each student will carry out background research about the interviewee and his or her area of expertise to help prepare a set of interview questions. To guide the development of interview questions, state what you want to learn from this expert. This “interview theme” should be stated in 50 words or fewer.

The brief background memo (no more than 1,000 words), the 50-word interview theme, and a set of interview questions (three main open-ended questions with probes, for example) are part of the final deliverable.

Please seek out information about qualitative interviewing in preparation. For example:
Conducting the Interview

To arrange the interview, contact your interviewee and explain who you are, your request for and interview, and the purpose of the interview.

Be on time to the interview, and before beginning, explain to the interviewee (again) the purpose of the interview and what to expect. Also, tell the interviewee that he or she can refuse to answer any question and can stop the interview at any time.

Please ask your interviewee if you may contact him or her at a later date for any follow up questions. The Department of Planning and Design is improving its website, and is looking for examples of student work to include online. These interviews would be good material for the website. If your interview is selected to include online, we would like to ask your permission, and the interviewee’s permission, to use it online.

You may record the interview if you would like to. Be sure to ask for permission from the interviewee if you elect to do this.

Interview Write-Up and Presentation

The final deliverable is a transcript (or notes) of the interview, including the interview questions and the interviewee’s responses. This is an example of an interview transcript from The New York Times:

http://www.nytimes.com/2013/08/18/magazine/snowden-maass-transcript.html?_r=0

Include in the final submission the background research, interview guide, 50-word interview theme, and a reflection on what you learned from the interview (no more than one page, single-spaced).

During class, each student will present his or her interview and the class will have a group discussion about what was learned, collectively, from these various voices of community health practice.

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<tr>
<th>Grading Rubric: Voices of Community Health</th>
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<tr>
<td></td>
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<tr>
<td><strong>Excellent</strong></td>
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<td>----------------</td>
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<tr>
<td>Interview focus and preparation</td>
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</tbody>
</table>
Effectiveness of interview

<table>
<thead>
<tr>
<th>Reflection teaches us specific things about practice that relate to the class (15 points)</th>
<th>Reflection is vague and not clearly linked to class, but it is reflective (12-14 points)</th>
<th>Reflection is not effective (≤ 11 points)</th>
</tr>
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</table>

Demonstration of professionalism

<table>
<thead>
<tr>
<th>Approach to the interview process is clear, complete, and responsible (5 points)</th>
<th>Approach to the interview process needed more care (3-4 points)</th>
<th>Approach to the interview process could lead to professional embarrassment (≤ 2 points)</th>
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Total

<table>
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<tr>
<th>30 points</th>
<th>26-29 points</th>
<th>≤ 25 points</th>
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ASSIGNMENT 5: Insight into Healthy Communities and Places

The final assignment builds on previous assignments, and asks: For the topic under consideration, what is a health outcome that should be used as an indicator of progress toward healthier communities and places? Why is this a “good” outcome or indicator to use for the purpose of policy, planning, and design? In addition, how would you design a program for ongoing monitoring of this outcome/indicator? Give examples of this indicator from “real life,” and discuss who would participate in the ongoing monitoring, what organizational roles would exist, and how the insight would be used to improve community health and reduce health disparities. Be sure to integrate what you learned from assignments three and four.

The purpose of the assignment is to synthesize your knowledge of the social, environmental, and public health aspects of your topic into an insightful capstone for the course.

The prompt is intentionally open-ended, and the final deliverable may be in any style of research or creative work that you think will develop your skills and be appropriate for developing the program under consideration. Each student will present his or her final project in class on May 6th.

Grading Rubric: Insight into Healthy Communities and Places

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>The link between the outcome/indicator and the social/physical determinants is strong</td>
<td>The outcome/indicator illuminates the system of people and place under consideration, and provides clear insight for practical measures to improve public health (15 points)</td>
<td>The outcome is reasonably good, but it needs to be more tightly linked to the system under consideration in theory (illumination) in practice (clarity) (12-14 points)</td>
<td>The idea of outcome/indicator and the leverage gained from that was missing from this project (≤ 11 points)</td>
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<tr>
<td>The programmatic vision is both creative and realistic</td>
<td>The vision of how society can use information about healthy places and communities is</td>
<td>The vision is good, but either too timid or too idealized (9 points)</td>
<td>The project does not offer a way to use this insight in practice (≤ 8 points)</td>
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<td>compelling, creative, and grounded in reality (10 points)</td>
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<tr>
<td>Communication and style</td>
<td>Professional (5 points)</td>
<td>A good draft ($\leq$ 4 points)</td>
<td>Needs serious revision ($\leq$ 3 points)</td>
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<tr>
<td>Total</td>
<td>30 points</td>
<td>26-29 points</td>
<td>$\leq$ 25 points</td>
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4. Readings

**Week 1. January 21: Introduction, current state of practice, and what is at stake**

*Questions to focus reading: What drew you to these topics and to this course? How do you envision the issues presented in these articles as part of your own practice and leadership in your field? To you, what is the most important/compelling thing in these readings?*


Optional readings:


**Week 2. January 28: Facilitation and dialogue part 1: Multi-disciplinary practice**

*Select one or two of these background readings covering information that is not already familiar to you. In class, we will talk about facilitation and dialogue in the context of working “in unfamiliar territory.” The goal of the session will be to introduce techniques for building confidence in one’s communications skills in a mixed-discipline setting.*


All: read these chapters about facilitation and group process.


Week 3. February 4: Social determinants of health and the role of place among them

Questions to focus reading: Think about how places—what we often associate with built and natural environments—manifest and operate through social relationships. What are examples from your own experience of how place influences, or brings meaning to our lives through social relationships (e.g., families)? How might social relationships play a role in individual and community health?


Optional readings:

Week 4. February 11: Geography of health risks and protective environments

Questions to focus reading: Last week, we considered how places operate through social relationships. This week, we work in the opposite direction and think about how social relationships are part of space and place. What norms and values shape the “landscapes of vulnerability” where we carry out our lives? Who makes decisions about making places safer and healthier—through development decisions, design decisions, etc.? Once decisions such as these are made, how can they change? What do we need to know about vulnerability and risk to make smart decisions about environmental risk and safety?


Optional readings:


Week 5. February 18: In-Class Presentations: Images of Community Health

Week 6. February 25: Policy I (Demand): Built environment and behavior

Questions to focus reading: In your professional experience, what are examples of “theories of behavior” that guide decision-making and design? Are these examples usually tacit or explicit in practice? If they are tacit, how can we recognize them? Why is important to have a theory (a working theory, not necessarily a capital-T theory) of behavior when we work at the intersection of health, place, and policy? (Note: the Handy et al. article uses economic theory as its theory of behavior.)


Optional readings:


**Week 7. March 4: Policy II (Supply): Scale of intervention and intergovernmental policy**

*Questions to focus reading: What strategies might individuals have to access sites of decision-making at multiple scales? What concrete, tractable things can people do to operate at multiple scales?*


Optional readings:


**Week 8. March 11: Health assessments and impact analysis**

*Questions to focus readings: What styles of assessment, evaluation, and impact analysis are you most comfortable with, and what styles are you least comfortable with? Why?*


Optional readings:


Week 9. March 18: In-class presentations: Voices of community health

Week 10. March 25: No class, spring break

Week 11. April 1: Violence prevention

Questions to focus reading: Think about the ways in which violence is a private or personal problem, and how it is a social or public problem. If violence is a social or public problem, who is responsible for preventing it and what are the politics of preventing violence?


Week 12. April 8: Mental health and stress

Questions to focus reading: What in these readings stands out to you? What are some examples of the linkages between everyday stress, mental health, and design?


Optional readings:


Week 13. April 15: Chronic disease prevention

Questions to focus reading: Conversations about sustainability often highlight the tensions between social equity, economic development, and environmental protection. How do these tensions play out in the field of healthy communities planning? How do they play out in the context of goods movement?

Week 14. April 22: Disability

Questions to focus reading: What would a world of Universal Design be like? What are the parallels between women’s and gender studies and disability studies?


Optional readings:


Week 15. April 29: Facilitation and dialogue part 2: Cultural competencies and reflective practice

Questions to focus readings: Explore your motivations for being part of your profession. What do you appreciate about practice in your home discipline, and what would you like to change if you could?


Week 16. May 6: In-class presentations: Insights into Healthy Communities and Places