Instructor: Nisha D. Botchwey, MCRP, PhD
Associate Professor
Department of Urban and Environmental Planning
Department of Public Health Sciences
Campbell Hall Room 319
434.924.6444
nbotchwey@virginia.edu

Office hours: By appointment and according to schedule on collab

Teaching Assistant: Rachel Falkenstein, rf6z@virginia.edu


Assigned articles will be available via the Built Environment and Public Health Curriculum Website, UVaCollab website, http://faculty.virginia.edu/nbotchwey/Readings.html

Prerequisites: Open to graduate students, and upper level undergraduate students with instructor approval. Preference is given to planning and public health students, but students from other disciplines are encouraged to enroll. No special disciplinary background or prior course work is required, but students are expected to think critically and to incorporate their unique perspectives into the classroom discussions and semester assignments.

Course Description: PLAN 5450/PHS 5621, the Healthy Communities Seminar is an elective planning and public health course that explores the interconnections between these fields and equips students with skills and experiences to plan healthy communities. The planning and public health disciplines emerged together with the common goal of preventing outbreaks of infectious disease. Since that time, the two disciplines diverged in their foci; public health following a clinical model and planning focusing on
urban design and physical form. However, as the intimate connections between the built environment and disease continue to be revealed, the planning and public health fields have begun to converge once again. This course is organized along four units: unit 1, planning and public health foundations; unit 2, natural and built environments; unit 3, vulnerable populations and health disparities; and unit 4, health policy and global impacts. The final assignment, a healthy communities portfolio, is intended to provide students with the opportunity to integrate current evidence regarding the impacts of the built environment on health as covered over the semester with information and perspectives from other courses and/or personal experiences.

Pedagogical Intentions: As a seminar, readings are assigned and engaged during class discussions and experiential learning exercises. The seminar involves academic and topical readings, mini-lectures, student presentations and both in-class and homework assignments. The course is designed to enhance students’ (1) awareness of how planning decisions impact health, and (2) their ability to plan healthy communities.

Assignments: Homework assignments and in-class, group assignments are required. No late homework assignments will be accepted, and in class assignments cannot be made up. Late or missed assignments will be given a score of zero; however, the lowest scores from these two categories will be dropped to compute these components of the semester grade. A Healthy Communities Portfolio will be required as a proxy for a final exam.

Submit all Homeworks and the Final, Healthy Communities Portfolio, through the PLAN 5450/PHS 5621 Collab portal found at [https://collab.itc.virginia.edu/portal](https://collab.itc.virginia.edu/portal)

Assessment:

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<th>Component</th>
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<tr>
<td>Homework Assignments</td>
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<tr>
<td>In-class Assignments</td>
<td>50%</td>
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<tr>
<td>Healthy Communities Portfolio</td>
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Grading Scale:

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<td>87 – 89</td>
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Honor Code Policy: The University Honor System is observed in this course. It is appropriate to utilize resources such as the textbook and notes for in-class and homework assignments as well as discuss assignments with the instructor and TA. For more information regarding the University Honor System, please consult the Honor Committee website (http://www.virginia.edu/honor/).

Course Goals: Unit 1 | Foundational Knowledge. Understand public health and planning history, evolution and significant movements to the present, and historical and current theories on the relationship between the built environment and public health. Unit 2 | Application. Identify contemporary features of the built environment such as patterns of development, parks, public works projects, houses, and transportation systems that reflect past efforts to influence health, and use methods developed by architects, urban planners, public health professionals, sociologists and anthropologists to address current health impacts of the built environment. Unit 3 | Human Dimensions. Learn about oneself and the context in which others operate to better integrate that understanding when evaluating differing built environments, socioeconomic positions, social and cultural backgrounds, and health status. Unit 3 | Caring. Adopt new feelings, interests or values based on issues addressed throughout the semester. Unit 4 | Learning How to Learn. Develop skills to identify studies and engage communities, critique methods and findings, and apply lessons from planning and public health research to current and future problems. Final | Integration. Integrate current evidence regarding the impacts of the built environment on health with information and perspectives from other courses and/or personal experiences.

Final Portfolio: At the end of the course students will create a healthy communities portfolio that reflects in-class and homework assignments to represent the evolution of your thinking regarding healthy communities. The following should be included in your portfolio: (1) a one-page executive summary commenting on what you learned in each unit referencing the course goals, and the effectiveness of the in-class and homework assignments, (2) a 2500-word essay outlining effective metrics for evaluating healthy communities nationally.
based on your independent research and the final class discussion, and (3) copies of your completed semester assignments organized by submission date.

The portfolio should be submitted as a pdf.

Students are required to seek peer feedback on the executive summary and 2500-word healthy community metrics essay before submission. In a separate paragraph at the end of the executive summary, please indicate which of your PLAN 5450/PHS 5621 classmates provided you with feedback on this assignment and how their contributions helped improve your submission.

**Student Accommodations:** All students with special needs requiring accommodations should present the appropriate paperwork from the Learning Needs and Evaluation Center (LNEC). It is the student’s responsibility to present this paperwork in a timely fashion and follow up with the instructor about the accommodations being offered. Students are urged to fulfill this responsibility within the first two weeks of the class. The LNEC is located in the Department of Student Health and can be contacted at 243-5180 or [http://www.virginia.edu/studenthealth/l nec.html](http://www.virginia.edu/studenthealth/l nec.html)

**Course Evaluations:** All students are expected to complete on-line course evaluations at the end of the semester.
## Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
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<tr>
<td></td>
<td><strong>Unit 1</strong> Planning and Public Health Foundations</td>
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<tr>
<td>01.26.2010</td>
<td>Introduction Planning and Public Health Histories</td>
<td>Homework #1 distributed</td>
</tr>
<tr>
<td>02.02.2010</td>
<td>Why we need an <em>Interdisciplinary Approach</em></td>
<td>In-class Group Assignment #1</td>
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<tr>
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<td><strong>Unit 2</strong> Natural and Built Environments</td>
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<tr>
<td>02.09.2010</td>
<td>Land Use and Transportation: Injury</td>
<td>Homework #1 DUE @ 2:00 PM</td>
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<tr>
<td>02.16.2010</td>
<td>Transportation + Planning Design Applications</td>
<td>Homework #2 distributed</td>
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<td>02.23.2010</td>
<td>Water Quality and Quantity, and Health</td>
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<td>03.02.2010</td>
<td>Health Impact Assessments (HIAs)</td>
<td>In-class Group Assignment #2</td>
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<td>03.16.2010</td>
<td>Walkability Assessment Presentation</td>
<td>Homework #2 DUE @ 2:00 PM</td>
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<td><strong>Unit 3</strong> Vulnerable Populations</td>
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<td>Vulnerable Populations Environmental Justice</td>
<td>Homework #3 distributed</td>
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<td>03.30.2010</td>
<td>Mental Health Social Capital</td>
<td>Two photos for HW#3</td>
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<td>04.06.2010</td>
<td>Healthy Communities Metrics Research</td>
<td>Homework #3 DUE @ 2:00 PM</td>
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<td><strong>Unit 4</strong> Health Policy and Global Impacts</td>
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<td>Planning Policy Sustainable Planning and Climate Change</td>
<td>Homework #4 distributed</td>
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<td>Health Policy Integrating Planning and Health Policy</td>
<td>In-class Group Assignment #4</td>
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<td>Healthy Housing Healthy Communities Metrics</td>
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<td>05.04.2010</td>
<td>Healthy Communities Metrics Presentation</td>
<td>Homework #4 DUE @ 2:00 PM</td>
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<tr>
<td>05.13.2010</td>
<td>Final</td>
<td>Healthy Communities Portfolio</td>
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Session One – 01.26.2010

Topic – Unit 1. Introduction, and Planning and Public Health Histories

Class format
- Lecture
- New towns 1948 video from you-tube
- Small groups

Reading assignments
- Frumkin: Chapters 1, 2 and 3

Assignment
- Homework #1 distributed

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Session Two – 02.02.2010

Topic – Unit 1. Why we need an *Interdisciplinary Approach*

Class format
- Lecture
- Article Discussion Guide

Reading assignments
  - Environmental health
  - Food safety
  - Physical activity
- Morris: Chapters 1, 2, 3, 5

Assignments
- In-class Group Assignment #1
Session Three – 02.09.2010

Topic – Unit 2. Land Use and Transportation: Injury

Class format

• Guest lecture, Matthew Trowbridge, MD, School of Medicine

Reading assignments

• Frumkin: Chapter 6
• Morris: Chapter 7

Assignments

• Homework #1 DUE @ 2:00 PM
• Homework #2 distributed, read Frumkin: Chapter 5

Session Four – 02.16.2010

Topic – Unit 2. Design, Air Quality + Transportation Planning

Class format

• Lecture
• In-class design exercise
• Guest lecture, Andrew D’huyvetter, AICP, MUEP 2007 | Ft. Bragg Transportation Planning (Reschedule)

Reading assignments

• Frumkin: Chapter 4
• Anderson L. Planning the Built Environment: Chapter 8 (on collab)
• Barnett J. Redesigning Cities: Chapter 12 (on collab)
• http://fayobserver.com/Articles/2009/12/08/958697
Session Five – 02.23.2010

Topic – Unit 2. Water Quality and Quantity, and Health

Class format
- Guest lecture, Rebecca Dillingham, SOM | *water and health in Limpopo, SA*
- Lecture | *Photovoice: perceptions, innovations and health*

Reading
- Frumkin: Chapter 7
- World Health Organization (WHO) recommendations and guidelines for water quantity | [http://www.who.int/water_sanitation_health/rtw2.pdf](http://www.who.int/water_sanitation_health/rtw2.pdf)

Session Six – 03.02.2010

Topic – Unit 2. Health Impact Assessments (HIAs)

Class format
- Lecture
- Article discussion guide

Reading
- Morris: Chapter 6
- HIA tutorial on APA’s website | [http://professional.captus.com/Planning/hia/default.aspx](http://professional.captus.com/Planning/hia/default.aspx)

Assignments
- **In-class Group Assignment #2**
Session Seven – 03.16.2010

Topic – Unit 2. Walkability Assessment Presentation

Class format
• Student presentations

Assignments
• Homework #2 DUE @ 2:00 PM

Session Eight – 03.23.2010

Topic – Unit 3. Vulnerable Populations, and Environmental Justice

Class format
• Lecture
• Video (California Newsreel)
• Student debate
  http://www.publichealthgrandrounds.unc.edu/places/index.htm

Reading assignments
• Frumkin: Chapter 10
• Morris: Chapter 4, Appendix A
• WHO Social Determinants of Health Background
• WHO Social Determinants of Health, Closing the Gap Executive Summary
  http://www.who.int/social_determinants/thecommission/finalreport/en/

Assignments
• Homework #3 distributed
Session Nine – 03.30.2010

Topic – Unit 3. Mental Health, and Social Capital

Class format
- Photovoice Workshop
- Guests: UVA mental health and student services experts

Reading assignments
- Frumkin: Chapters 8 and 9

Assignments
- Bring two photos to class per instructions given on Homework #3

Session Ten – 04.06.2010

Topic – Unit 3. Healthy Communities Metrics Research

MEET IN CAM 130

Class format
- Library Reference Session – Healthy Communities Metrics
  - Facilitated by Rebecca Cooper (Fine Arts Librarian) and Kelly Near (Health Sciences Librarian)

Resources
- APHA 1948 document (metric example)
- Complete Streets (metric example)
- Smart Growth
- New Urbansim
- Healthy Cities designation
- EPA
- LEED – ND
- Morris: Appendix D

Assignments
- Homework #3 DUE @ 2:00 PM
- In-class Assignment #3, summary of RefWorks Bibliography results organized by topic based on a review of the abstract
Session Eleven – 04.13.2010

Topic – Unit 4. Healthy Housing, and Healthy Communities Metrics

Class format
- Guest lecture, Anselmo Canfora, Prof Arch, SOA | Shelter, Housing and Health
- Video: Highpoint
  http://www.epa.gov/smartgrowth/awards/sg_awards_publication_2009.htm
- Discussion | Healthy Communities Metrics

Reading assignments
- Frumkin: Chapter 11

Assignments
- Homework #4 distributed

Session Twelve – 04.20.2010

Topic – Unit 4. Health Policy, and Integrating Planning and Health Policy

Class format
- Lecture
- Video: Typhoid Mary
- Guest lecture, Carolyn Engelhard, PhD, Prof PHS, SOM | Health Care Reform, Obesity and Public Policy

Reading assignments
- Code of Ordinances, City of Charlottesville, VA
  http://library1.municode.com/default-test/home.htm?infobase=12078&doc_action=whatsnew (familiarize yourself with the structure and components)
  http://www.politiquessociales.net/IMG/pdf/411926_reducing_obesity.pdf
- Policy Link

Assignments
- In-class Group Assignment #4
Session Thirteen – 04.27.2010

Topic – Unit 4. Planning Policy, and Sustainable Planning and Climate Change

Class format
• Lecture
• Article discussion guide
• Guest lecture, Timothy Beatley, PhD, Prof UEP, SOA | Sustainable Planning and Climate Change

Reading assignments
• Climate Change, Health and the Environmental Effects, EPA http://www.epa.gov/climatechange/effects/health.html

Session Fourteen – 05.04.2010

Topic – Unit 4. Healthy Communities Metrics

Class format
• Student presentations | Healthy Communities Metrics

Assignments
• Homework #4 DUE @ 2:00 PM
• Final | Healthy Communities Portfolio distributed

Final – 05.13.2010

Assignments
• Final | Healthy Communities Portfolio DUE @ 9:00 AM