Winter Quarter 2018
University of Washington

EnvH 538: Public Health and Built Environment
Dept. of Environmental and Occupational Health Sciences, UW School of Public Health

UrbDP 538: Public Health and Built Environment / Healthy Community Design
Dept. of Urban Design and Planning, UW College of Built Environments

EnvH 538 and UrbDP 538 are taught concurrently.

Instructors
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Class sessions: Thursdays, 5:00pm – 6:50pm, January 4 to March 8, 2018
Location: UW College of Built Environments, Gould Hall, Room 435

Course Description
This interdisciplinary course focuses on the increasing recognition that the design of communities can impact human health, especially among vulnerable populations. Community designs that feature parks, sidewalks, trails, public transit, and connectivity among destinations can encourage physical activity, help prevent obesity and its associated health consequences, and reduce dependence on automobiles whose use contributes to air pollution, motor vehicle crashes, and pedestrian injuries. Increased attention to the health implications of the built environment has led to various innovative solutions, such as mixed-use Smart Growth developments, investments in bicycling and pedestrian infrastructure, incentives to reduce gentrification, and the use of health impact assessments to convey health information to community decision-makers.

Course Learning Objectives
At the conclusion of the course, students should be able to:

- Explain how the built environment impacts public health both positively and negatively
- Critique the literature regarding health and built environment including its strengths and weaknesses
- Describe the methods used to assess the built environment and its impact on health
- Describe the options available to promote healthy community design decisions
- Summarize the benefits of and barriers to working in an interdisciplinary environment
Student Evaluation

- Class participation 15%
- Written reflections on readings 30%
- Street and park audit 20%
- 3-5 page paper on research topic 20%
- Two-minute oral testimony 15%

Access and Accommodations

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to us at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructors and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Academic Integrity

Students at UW are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. UW is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the UW Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to UW regulations. For more information, see the UW Community Standards and Student Conduct website.

Class Schedule and Readings


Other readings are provided on Canvas Share Space (https://canvas.uw.edu/).

January 4: Introduction to public health and the built environment

- MHP Preface. Richard Jackson
- MHP Chapter 1. Introduction to healthy places. Howard Frumkin, Arthur Wendel, Robin Abrams, Emil Malizia
January 11: Physical activity, injuries

Guest speaker: Brian Saelens, PhD, Professor of Pediatrics and of Psychiatry and Behavioral Sciences, UW, brian.saelens@seattlechildrens.org; 5:00-6:00 pm

- MHP Chapter 2. Community design for physical activity. James Sallis, Rachel Millstein, Jordan Carlson
- MHP Chapter 5. Injuries and the built environment. David Sleet, Rebecca Naumann, Rose Anne Rudd

Optional activity: The Built Environment Assessment Training Institute offers two free online training courses on assessing the built environment for (a) Physical Activity, and (b) Nutrition. Time: ~ 4 hours. [http://www.med.upenn.edu/beat/online-courses.html](http://www.med.upenn.edu/beat/online-courses.html)

January 18: Healthy workplaces and healthcare settings, contact with nature, climate change

Guest speaker: Heather Burpee, Research Assistant Professor, UW Department of Architecture; Integrated Design Lab; burpeeh@uw.edu

Observational exercise in and around Gould Hall to be done in class

- MHP Chapter 13. Healthy health care settings. Craig Zimring, Jennifer DuBose
- MHP Chapter 15. Contact with nature. Howard Frumkin, Jared Fox

January 25: Mental health, social capital, resiliency

**READING REFLECTIONS FOR WEEKS 1 TO 4 DUE by 5:00pm**

**NAME OF PARK AUDIT PARTNER DUE 5:00pm**

Guest speaker: Ron Sher, Owner, Third Place Books. A developer’s view of healthy community design

- MHP Chapter 7. Mental health and the built environment. William Sullivan, CY Chang
- MHP Chapter 8. Social capital and community design. Caitlin Eicher, Ichiro Kawachi
- MHP Chapter 16. Resiliency to disasters. Timothy Beatley
- Aboelata M. Evergreen Cemetery Jogging Path, Boyle Heights CA. From *Built Environment and Health: 11 Profiles of Neighborhood Transformation*. Prevention Institute, Oakland CA, 2004. [Note: Read 1 profile on Evergreen Cemetery Path, not
all 11 profiles]. http://www.preventioninstitute.org/component/jlibrary/article/id-114/127.html?tmpl=component&print=1

February 1: Healthy places research and metrics

STREET AND PARK AUDIT DUE by 5:00pm

Guest speaker: Arthur M. Wendel, MD, MPH, Medical Officer, Agency for Toxic Substances and Disease Registry, HHS Region 10, Division of Community Health Investigations, Seattle, wendel.arthur@epa.gov

- MHP Chapter 22. Healthy places research: emerging opportunities. Richard Jackson, Arthur Wendel, Andrew Dannenberg

February 8: Transportation and land use, air quality, water quality

Guest speaker: Mark Hallenbeck, MS, Director, Washington State Transportation Center; tracmark@uw.edu

- MHP Chapter 4. Community design and air quality. Jonathan Samet
- MHP Chapter 6. Community design for water quantity and quality. Lorraine Backer
- MHP Chapter 10. Transportation and land use. Reid Ewing, Gail Meakins, Grace Bjarnson, Holly Hilton

February 15: Policy, community engagement, healthy schools

RESEARCH PROJECT PAPERS DUE by 5:00pm

Guest speakers: Local health department panel on healthy community design

Keri Moore, MPH, Healthy Communities Specialist, Snohomish Health District, kmoore@snohd.org

Amy Shumann, MSW, Environmental Public Health Planner, Healthy Community Planning, Public Health - Seattle & King County, Amy.Shumann@kingcounty.gov

- MHP Chapter 14. Healthy schools. Howard Frumkin, Jared Fox
- MHP Chapter 18. Policy and legislation for healthy places. Lisa Feldstein
- MHP Chapter 19. Community engagement in design and planning. Manal Aboelata, Leah Ersoylu, Larry Cohen
- Salvesen D, Evenson KR, Rodriguez DA, Brown A. Factors influencing implementation of local policies to promote physical activity: a case study of
February 22:  Vulnerable populations, gentrification, healthy homes
Guest speaker: Sophia Lesesne, MPHc, Community Oriented Public Health Practice Program, UW School of Public Health, sophial1@uw.edu
- MHP Chapter 9. Vulnerable populations and the built environment. Chris Kochtitzky
- MHP Chapter 11. Healthy homes. James Krieger, David Jacobs
- McGee HW Jr. Gentrification, integration or displacement?: the Seattle story. 2007. http://www.blackpast.org/perspectives/gentrification-integration-or-displacement-seattle-story [This article is on website only, not on Canvas]

March 1:  Healthy food access, behavioral choices
Guest speaker: Jesse Jones-Smith, PhD, MPH, RD, Associate Professor, Dept. of Health Services & Nutrition Sciences Program, UW School of Public Health, jjoness@uw.edu
- MHP Chapter 3. Food environments. Carolyn Cannuscio, Karen Glanz
- MHP Chapter 17. Behavioral choices and the built environment. Margaret Schneider

March 8: Built environments in developing countries, future built environments
Student presentations in class: Two-minute testimony
READING REFLECTIONS FOR WEEKS 5 TO 10 DUE by 5:00pm
- MHP Chapter 23. Urban health in low- and middle-income countries. Jenna Johnson, Sandro Galea
- MHP Chapter 24. Built environments of the future. Tony Capon, Susan Thompson
Optional course readings
- MHP Chapter 21. Training the next generation to promote healthy places. Nisha Botchwey, Matthew Trowbridge (includes discussion of job opportunities in field)
- MHP Glossary

Class activities/requirements

Reading Reflections: **DUE DATES: January 25 and March 8**
For each assigned reading (chapters and articles), write one paragraph (typically ¼ to ½ page long, single spaced) responding to the following questions. “Considering the focus of the class on health and built environment issues,
- Should the reading be used in this course next year, using scale of 1 (definitely delete) to 10 (definitely keep)?
- What information in the reading was new to you,
- How does the information in the reading relate to your background and interests,
- How might the information in the reading be useful to you in your future work?”

Deliverables: Set of reading reflections accumulated into a file (Part 1 and Part 2) uploaded to Canvas. Within each set of readings, use MHP chapter number/title or article author’s name as subheadings to clearly identify the reading to which the reflection belongs.

**DUE January 25:** Reflections Part 1 covering weeks 1 to 4 of readings
**DUE March 8:** Reflections Part 2 covering weeks 5 to 10 of readings

Field exercise: **Street and park audit  ** **DUE DATE: February 1**
1. Review combined street and park audit tool posted on Canvas.
2. Provide instructor with student names in working pairs no later than January 25.
3. Work in pairs with a classmate from another college or school (such as CBE and SPH) to conduct an audit of one local park and an adjacent street that leads to the park.
4. Deliverables to be uploaded to Canvas, clearly labeled to indicate who worked in your group:
   a) Map of park and adjacent street with key features noted.
   b) Completed audit tool for that park and street, including recommendations for how that park and street could be improved.
   c) Up to 10 digital photographs highlighting important features – please use low resolution photos. Include brief captions with each photograph.

Research project paper: **DUE DATE: February 15**
1. Review research methods and topics listed in Making Healthy Places Chapter 22. Healthy places research: emerging opportunities.
2. Select a topic of interest from this chapter and write a 3-5 page single-spaced paper first describing briefly why the topic is important, and then describing in more detail how you would design a research project to add to our knowledge about this topic. Paper should include:
   - Proposed study design
   - Types of skills research team would need
   - Characteristics of a study population (and of comparison group if needed)
   - Data sources
• Methods such as surveys, informant interviews, use of existing datasets
• Types of analyses
• Ethics concerns (if any)
• Types of results that might be found in such a study
• Possible implications of such results.

Deliverable: 3-5 page single spaced paper uploaded to Canvas.

Two-minute testimony: **DUE DATE: March 8**
1. Pick a current topic related to a proposed change in the built environment (locally or elsewhere) that has health implications.
2. Prepare a two-minute oral testimony that might be delivered to a city council, legislature, zoning board, or other decision-making group conveying the health concerns about the project and how it might be improved to promote health or mitigate adverse health impacts.

Deliverable: Upload topic of testimony to Canvas (one sentence or less), and give a 2 minute (timed) oral presentation during March 8 class. You do not need to submit a written version of what you present to the class.

The topic you pick may be a real or fictional, and may be Seattle-based or from your hometown or elsewhere. You may find a topic in the local newspaper. The proposed project may be favorable to health that you want to support, or could be bad for health that you want to discourage. Your task is to convey to the decision-makers in 2 minutes the impact of the proposal on health and urge them to consider health as part of their decision. Feel free to be creative on your topic. Some examples of possible topics –
• A bill to close three nearby community schools and build one large new school on cheap land farther from the students it serves
• A bond issue to provide more funding for new parks and for maintaining existing parks
• A bill to build a new sports stadium and demolish homes of 1000 low income persons
• A bill requiring 10% of city transportation funds be used to improve bike and pedestrian infrastructure in the city
• A zoning proposal to require that houses be built on large lots and to forbid mixed use developments
• A bill to set aside land for more community gardens (P patches) in the city
• A proposal to allow apodments (tiny apartments) to be built in Capitol Hill

The format of your 2 minute testimony should be as follows:
• First introduce yourself: “I am [your real name] representing XYZ organization (real or fictional) or speaking as a public health professional or as a concerned citizen”
• The location today is Seattle City Council or wherever.
• The topic today is the proposed bill to do …… (one sentence maximum)
• Then provide succinctly how the proposed bill affects health and the built environment and how you are urging the decision-maker to vote or to improve the proposal.