

Course Data

Number:	PHMS-761
Title:	Public Health and the Built Environment
Credit hours:	3
Department:	Department of Health Management and Systems Science
School/College:	School of Public Health and Information Sciences
Type:	Lecture
Meets:	Tuesdays and Thursdays, 3:00-4:30

Catalog Description

This seminar examines the relationship between the built environment and public health, covering a broad range of topics for students to gain a thorough understanding of the relationship.

Course Description

This course explores the relationship between the built environment and its influence on a community's health. It is thus interdisciplinary in its approach, touching especially on the fields of public health and urban planning. Historically the two fields were considered one, but today they are practiced in near-total exclusivity. This seminar examines such issues as theories and concepts of behavior and design, health disparities, social capital, physical activity, air, water and transportation.

Course Objectives

At the end of the course, the successful student is able to:

- Discuss and analyze ways in which the built environment influences health
- Discuss and analyze benefits and challenges of cross-disciplinary collaboration in identifying problems with and developing solutions for influences on health of the built environment
- Present and analyze promising and best practices within urban and regional planning that promote healthy communities
- Utilize health data for influencing urban planning decisions
- Develop strategies for integrating health considerations into local planning and policy-making and for identifying and recruiting local resources to contribute to and participate in the process

Prerequisites

Enrolled in public health sciences Ph.D. program with a concentration in health management, enrolled in Ph.D. program in urban and public affairs, or permission of instructor.

Course Instructor

<i>Name</i>	<i>Office</i>	<i>Phone</i>	<i>Email</i>
Susan Olson Allen, Ph.D. Course Director	SPHIS 111	852-1824	smolso01@louisville.edu

The course instructor welcomes conversations with students outside of class. Students may correspond with the instructor by email or set up appointments by contacting Dr. Allen at 852-1824, or by e-mail at smolso01@louisville.edu.

Students should also contact Dr. Allen with questions they might have regarding the mechanics or operation of the course.

Course Topics and Schedule

IMPORTANT NOTE: The schedule and topics may change as the course unfolds. Changes are posted on Blackboard.

<i>Class</i>	<i>Topic(s)</i>
January 7	Introduction and Course Overview, Expectations and Requirements
January 12	<p>History of Connections between Urban Planning and Public Health</p> <p><u>Readings:</u></p> <p>Frumkin, et al, Chapter 3 (Frumkin, H., Frank, L., and Jackson, R., <u>Urban Sprawl and Public Health: Designing, Planning and Building for Healthy Communities</u>, Washington, DC: Island Press, 2004).</p> <p>Coburn, J. (2004). Confronting the challenges in reconnecting urban planning and public health. <i>American Journal of Public Health</i>, 94(4): 541-546.</p> <p>Northridge, ME, Sclar, ED, Biswas, P. (2003). Sorting out the connections between the built environment and health: a conceptual framework for navigating pathways and planning healthy cities. <i>Journal of Urban Health</i>, 80(4): 556-68.</p> <p>Freudenberg, N., Galea, S., and Vlahov, D. (2005). Beyond urban penalty and urban sprawl: back to living conditions as the focus of urban health. <i>Journal of Community Health</i>, 30(1): 1-11.</p>
January 14	Studio

<i>Class</i>	<i>Topic(s)</i>
January 19	<p>Contextual Variables</p> <p><u>Readings:</u></p> <p>Frumkin, et al, Chapters 1 & 2.</p>
January 21	<p>Studio</p>
January 26	<p>Concepts and Strategies of Behavior and Design</p> <ul style="list-style-type: none"> • Defensible Space/CPTED (Crime Prevention Through Environmental Design) • Active Living by Design <p><u>Readings:</u></p> <p>Atlas, R. (1999). Designing Safe Communities and Neighborhoods. <i>Proceedings of the 1999 National Planning Conference</i>. Accessed January 5, 2010 at http://design.asu.edu/apa/proceedings99/ATLAS/ATLAS.HTM</p> <p>Casteel, C., and Peek-Asa, C. (2000). Effectiveness of Crime Prevention Through Environmental Design (CPTED) in Reducing Robberies. <i>American Journal of Preventive Medicine</i>, 18(45): 99-115.</p> <p>Cervero, R., et al. (February 2007). Models for Change: Lessons for Creating Active Living Communities. <i>Planning Magazine</i>, A1-A12.</p>
January 28	<p>Studio</p>
February 2	<p>Smart Growth/New Urbanism</p> <p><u>Readings:</u></p> <p>Rodriguez, D.A, Khattak, A.J., and Evanson, K.R. (2006). Can New Urbanism Encourage Physical Activity?. <i>Journal of the American Planning Association</i>, 72(1): 43-54.</p> <p>Burchell, R.W., and Mukherji, S. (2003). Conventional Development Versus Managed Growth: The Costs of Sprawl. <i>American Journal of Public Health</i>, 93(9): 1534-1540.</p> <p>Boer, R., Zheng, Y., Overton, A., Ridgeway, G.K., and Cohen, D.A. (2007). Neighborhood Design and Walking Trips in Ten U.S. Metropolitan Areas. <i>American Journal of Preventive Medicine</i>, 32(4): 298-304.</p>

<i>Class</i>	<i>Topic(s)</i>
	Geller, A.L. (2003). Smart Growth: A Prescription for Livable Cities. <i>American Journal of Public Health</i> , 93(9): 1410-1415.
February 4	Studio
February 9	Social Capital <u>Readings:</u> Frumkin, et al, Chapter 9. Leyden, K. M. (2003). Social capital and the built environment: the importance of walkable neighborhoods. <i>American Journal of Public Health</i> , 93(9): 1546-1551.
February 11	Studio
February 16	Mental Health <u>Readings:</u> Frumkin, et al, Chapter 8. Evans, G. (2003). The built environment and mental health. <i>Journal of Urban Health</i> , 80(4): 536-555. Leventhal, T., and Brooks-Gunn, J. (2003). Moving to opportunity: an experimental study of neighborhood effects on mental health. <i>American Journal of Public Health</i> , 93(9): 1576-1582.
February 18	Studio
Friday, February 19	Midterm paper due by noon
February 23	Health Disparities and Vulnerable Populations <u>Readings:</u> Frumkin, et al, Chapter 10. Taylor, WC, Baronowski, T., and Young, DR. (1998). Physical activity interventions in low income, ethnic minority, and populations with disability. <i>Journal of Preventive Medicine</i> , 15(4): 334-43.

<i>Class</i>	<i>Topic(s)</i>
	International City/County Management Association. (2005). Active living and social equity: creating healthy communities for all residents. Report No. E-43306.
February 25	Studio
March 2	<p>Accessibility</p> <p><u>Readings:</u></p> <p>Clarke, P., Ailshire, J. and Lantz, P. (2009). Urban built environments and trajectories of mobility disability: findings from a national sample of community-dwelling American adults (1986–2001). <i>Social Science & Medicine</i>. 69: 964-970.</p> <p>Bromley, R., Matthews, D., and Thomas, C. (2007). City centre accessibility for wheelchair users: The consumer perspective and the planning implications. <i>Cities</i>, 24(3): 229–241.</p> <p>Clarke, P. and George, L. The Role of the Built Environment in the Disablement Process. (2005). <i>American Journal of Public Health</i>, 95(11): 1933-1999.</p>
March 4	Studio
March 9	<p>Air and Water Quality</p> <p><u>Readings:</u></p> <p>Frumkin, et al, Chapters 4 & 7.</p>
March 11	Studio
	SPRING BREAK
March 23	<p>Transportation and Traffic Safety</p> <p><u>Readings:</u></p> <p>Frumkin, et al, Chapter 6.</p> <p>Retting, R.A., Ferguson, S.A., and McCartt, A.T. (2003). A review of evidence-based traffic engineering measures designed to reduce</p>

<i>Class</i>	<i>Topic(s)</i>
	<p>pedestrian-motor vehicle crashes. <i>American Journal of Public Health</i>, 93(9): 1456-1462.</p> <p>Killingsworth, R.E., A. de Nazelle, and R.H. Bell. (2003). A New Role for Public Health in Transportation: Creating and Supporting Community Models for Active Transportation. Presented at the ITE 2003 Technical Conference and Exhibit, March 23-26, 2003.</p>
March 25	Studio
March 30	<p>Politics, Zoning, and Civic Participation</p> <p><u>Readings:</u></p> <p>Schilling, J. and Linton, L. S. (2005). The public health roots of zoning. <i>American Journal of Preventive Medicine</i>, 28(2S2): 96-104.</p> <p>Sclar, E. and Northridge, M.E. (2001). Property, politics, and public health. <i>American Journal of Public Health</i>, (91)7: 1013-1015.</p> <p>Omishakin, A., Carlat, J., Hornsby, S., and Buck, T. (2009). Achieving built-environment and active living goals through music city moves. <i>American Journal of Preventive Medicine</i>, 37(6S2): S412-S419.</p>
April 1	Studio
April 6	<p>Assessing Streets, Neighborhoods, Towns and Regions</p> <ul style="list-style-type: none"> • Health Impact Assessment <p><u>Readings:</u></p> <p>Frumkin, et al, Chapter 11.</p> <p>Krieger, N., Northridge, M.E., Gruskin, S., Quinn, M., Kriebel, D., Davey-Smith, G., Bassett, M., Rehkopf, D., Miller, K., and the HIA “promise and pitfalls” conference group. (2003). Assessing health impact assessment: multidisciplinary and international perspectives. <i>Journal of Epidemiology and Community Health</i>, 57:659-662.</p> <p>Dannenberg, A.L., Bhatia, R., Cole, B.L., Heaton, S.K., Feldman, J.D., and Rutt, C.D. (2008). Use of health impact assessment in the U.S. – 27 case studies, 1999-2007. <i>American Journal of Preventive Medicine</i>, 34(3): 241-256.</p>

<i>Class</i>	<i>Topic(s)</i>
April 8	Studio
April 13	Wrap Up
April 15	Studio
April 20	Studio – Student Presentations

Course Materials

Blackboard

The primary mechanism for communication in this course, other than class meetings, is UofL's Blackboard system at <http://ulink.louisville.edu/> or <http://blackboard.louisville.edu/>. Instructors use Blackboard to make assignments, provide materials, communicate changes or additions to the course materials or course schedule, and to communicate with students other aspects of the course. It is imperative that students familiarize themselves with Blackboard, check Blackboard frequently for possible announcements, and make sure that their e-mail account in Blackboard is correct, active, and checked frequently.

Required Texts

Frumkin, H., Frank, L., and Jackson, R., *Urban Sprawl and Public Health: Designing, Planning and Building for Healthy Communities*, Washington, DC: Island Press, 2004.

Other Required Reading

Other required readings are posted on Blackboard.

Prepared Materials Used by Instructors

Materials used by instructors in class are available to students via Blackboard. There is no assurance that the materials include everything discussed in the class.

Course Policies

Attendance and Class Participation

Class participation is expected. Students are expected to prepare for class by reading all assignments prior to class and to actively participate in class. Class participation is defined as expressing a command of the course material and contributing the class discussions. Because this is a seminar, most if not all of each class period comprises discussion and participation of the

students. Students are expected to supplement the required readings for the class by looking for current articles in trade journals that relate to public health management and bring them to class for discussion.

Student Evaluation

The components of student evaluation are:

1. Class participation. The following rubric is used to evaluate class participation. Class participation will be evaluated on a weekly basis. (20% of final grade)

Rubric for Class Participation				
Criterion	Exceeds expectations	Meets expectations	Below expectations	Not acceptable
Integration of reading and exercises into classroom discussions (42.5%)	<ul style="list-style-type: none"> • Often cites reading • Uses reading to support points • Often articulates fit of reading with topic at hand Points: 85	<ul style="list-style-type: none"> • Occasionally cites reading • Sometimes uses reading to support points • Occasionally articulates fit of reading with topic at hand Points: 63.75	<ul style="list-style-type: none"> • Rarely able to cite reading • Rarely uses readings to support points • Rarely articulates fit of readings with topic at hand Points: 42.5	<ul style="list-style-type: none"> • Unable to cite readings • Unable to use reading to support points • Unable to articulate fit of readings with topic at hand Points: 21.25
Interaction and participation in classroom discussions (42.5%)	<ul style="list-style-type: none"> • Always a willing participant • Responds frequently to questions • Routinely volunteers point of view Points: 85	<ul style="list-style-type: none"> • Often a willing participant • Responds occasionally to questions • Occasionally volunteers point of view Points: 63.75	<ul style="list-style-type: none"> • Rarely a willing participant • Rarely able to respond to questions • Rarely volunteers point of view Points: 42.5	<ul style="list-style-type: none"> • Never a willing participant • Never able to respond to questions • Never volunteers point of view Points: 21.25
Demonstration of professional attitude and demeanor (15%)	<ul style="list-style-type: none"> • Always demonstrates commitment through thorough preparation • Always arrives on time • Often solicits instructors' perspectives outside class Points: 30	<ul style="list-style-type: none"> • Rarely unprepared • Rarely arrives late • Occasionally solicits instructors' perspectives outside class Points: 22.5	<ul style="list-style-type: none"> • Often unprepared • Occasionally arrives late • Rarely solicits instructors' perspectives outside class Points: 15	<ul style="list-style-type: none"> • Rarely prepared • Often arrives late • Never solicits instructors' perspectives outside class Points: 7.5
Maximum of 200 points				

2. Midterm paper. Topics for the midterm paper are based upon assigned readings and materials covered in class. The paper has the following requirements:
- Topic discussed with and approved by the course director
 - 12-15 pages in length excluding references and bibliography
 - Double-spaced in 12-point Arial or Times New Roman font
 - Submitted using Safe Assign (plagiarism prevention software) through Blackboard
 - Due by Friday, February 19 by noon

The following rubric is used to evaluate the midterm paper. A 10% score deduction is imposed on papers submitted after the due date and time. (30% of final grade)

<i>Rubric for Mid-Term Paper</i>				
<i>Criterion</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Below Expectations</i>	<i>Not Acceptable</i>
Demonstrated Knowledge (50%)	<ul style="list-style-type: none"> • Shows complete understanding of the exercise • Demonstrates full knowledge of the subject with explanations and elaboration Points: 150	<ul style="list-style-type: none"> • Shows substantial understanding of the exercise • At ease with subject content • Able to elaborate and explain to some degree Points: 112.5	<ul style="list-style-type: none"> • Response shows some understanding of the exercise • Uncomfortable with content • Only basic concepts are demonstrated and interpreted Points: 75	<ul style="list-style-type: none"> • Response shows a lack of understanding for the exercise • No grasp of information • No clear knowledge of subject matter Points: 37.5
Requirements (30%)	<ul style="list-style-type: none"> • Goes beyond requirements of the exercise Points: 90	<ul style="list-style-type: none"> • Meets requirements of the exercise Points: 67.5	<ul style="list-style-type: none"> • Does not meet requirements of the exercise Points: 45	<ul style="list-style-type: none"> • Fails to complete the exercise Points: 22.5
Report Format (10%)	<ul style="list-style-type: none"> • Format is consistent throughout, including heading styles and captions • Figures and tables are presented logically and reinforce the text Points: 30	<ul style="list-style-type: none"> • Format is generally consistent, including heading styles and captions • Figures and tables are neatly done and provide intended information Points: 22.5	<ul style="list-style-type: none"> • Mostly consistent format • Figures and tables are legible, but not convincing Points: 15	<ul style="list-style-type: none"> • Work is illegible, format changes throughout, e.g., font type, size, etc. • Figures and tables are sloppy and fail to provide intended information Points: 7.5

<i>Rubric for Mid-Term Paper</i>				
<i>Criterion</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Below Expectations</i>	<i>Not Acceptable</i>
Spelling and Grammar (5%)	<ul style="list-style-type: none"> Negligible misspellings and grammatical errors Points: 15	<ul style="list-style-type: none"> Minor misspellings and grammatical errors Points: 11.25	<ul style="list-style-type: none"> Several spelling and grammatical errors Points: 7.5	<ul style="list-style-type: none"> Numerous spelling and grammatical errors Points: 3.75
References (5%)	<ul style="list-style-type: none"> Reference section complete and comprehensive Consistent and logical referencing system Points: 15	<ul style="list-style-type: none"> Minor inadequacies in references Consistent referencing system Points: 11.25	<ul style="list-style-type: none"> Inadequate list of references or references in text Inconsistent or illogical referencing system Points: 7.5	<ul style="list-style-type: none"> No referencing system used Points: 3.75
<i>Maximum of 300 points</i>				

3. Class Project. For the Class Project, students meet once a week at the Urban Design Studio, 507 South Third Street, where they redesign an actual city block or corridor in Louisville to facilitate a healthier environment. Student teams will present their new designs to the instructor for their final grade.
 - a. General. Based upon what is learned in this course, what community and architectural design elements promote physical activity? What elements discourage activity? What makes a place feel safe and inviting? What makes a place feel unsafe and hostile? What elements make a good public area?
 - b. Get a Real-Life Sense of your Project Area. Walk the project area to get a real sense of how it feels and what it's about. Think about your personal reaction to being in that space. Do you feel content? Safe? Stressed? Would you feel comfortable walking regularly through the area? If you took a walk, would there be a destination, and if so, what would it be? What happens when you turn a corner? Does it make a difference in how you feel and what you feel comfortable doing? Gertrude Stein once said about Oakland, CA, "There is no there there." Does your project area have a "there"?
 - c. Apply Some of the Concepts of the Course to the Project Area. Based upon class sessions, address the area in terms of how it might impact such concepts as social capital, mental health, and vulnerable populations (or use concepts from other class sessions in the analysis).

The following rubric is used to evaluate the class project. (50% of final grade)

<i>Rubric for Studio Project</i>				
<i>Criterion</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Below Expectations</i>	<i>Not Acceptable</i>
Command of Material (30%)	<ul style="list-style-type: none"> Shows complete understanding of the exercise Demonstrates full knowledge of the subject with explanations and elaboration Points: 150	<ul style="list-style-type: none"> Shows substantial understanding of the exercise At ease with subject content Able to elaborate and explain to some degree Points: 112.5	<ul style="list-style-type: none"> Response shows some understanding of the exercise Uncomfortable with content Only basic concepts are demonstrated and interpreted Points: 75	<ul style="list-style-type: none"> Response shows a lack of understanding for the exercise No grasp of information No clear knowledge of subject matter Points: 37.5
Artistic Achievement/ Overall Impact (30%)	<ul style="list-style-type: none"> Project shows a large amount of original thought and creativity Points: 150	<ul style="list-style-type: none"> Project shows some original thought and creativity Points: 112.5	<ul style="list-style-type: none"> Project shows little evidence of original thought and creativity Points: 75	<ul style="list-style-type: none"> Project lacks original thought and creativity entirely Points: 37.5
Application of Concepts (30%)	<ul style="list-style-type: none"> Consistently applies concepts learned in class to the project Points: 150	<ul style="list-style-type: none"> Substantially applies concepts learned in class to the project Points: 112.5	<ul style="list-style-type: none"> Applies concepts learned in class in a basic manner Points: 75	<ul style="list-style-type: none"> Fails to apply concepts learned in class Points: 37.5
Teamwork (10%)	<ul style="list-style-type: none"> Project is obviously a team effort Students can tell what they contributed Agreed-upon deadlines were met Team members are all knowledgeable about the subject Points: 50	<ul style="list-style-type: none"> Individual did an appropriate share of the work in a quality manner Individual met deadlines Individual is knowledgeable about the subject Points: 37.5	<ul style="list-style-type: none"> Individual did his/her share of the work Individual missed agreed-upon deadlines and/or work lacked quality Individual is somewhat knowledgeable about the subject Points: 25	<ul style="list-style-type: none"> Individual did not do his/her share of the work Individual missed agreed-upon deadlines and/or work was sloppy and poorly prepared Individual not knowledgeable about the subject Points: 12.5
Maximum of 500 points				

Grading

The components of student evaluation are weighted as follows:

1. Class participation 20%
2. Midterm paper 30%
3. Class Project 50%

Grading is on an A-B-C-F basis.

<i>Final Grade</i>	<i>Final Percent</i>
A	90-100%
B	80-89%
C	70-79%
F	<70%

Other Policies

Syllabus Revision

The course director reserves the right to modify any portion of this syllabus. A best effort is made to provide an opportunity for students to comment on a proposed change before the change takes place.

Inclement Weather

This course adheres to the University's policy and decisions regarding cancellation or delayed class schedules. Adjustments are made to the class schedule as necessary to take into account any delays or cancellations of this class. Local television and radio stations broadcast University delays or closings. The UofL web site (www.louisville.edu) and telephone information line (502-852-5555) also broadcast delays or closings.

Grievances

Students who have grievances regarding the course should contact the course director. Until a satisfactory resolution is reached, the matter is referred, in succession, to the chair of the course's department, the Associate Dean for Students, and the School's Student Academic Grievance Committee, and the University's Student Academic Grievance Committee.

Disabilities

In accordance with the Americans with Disabilities Act, students with bona fide disabilities are afforded reasonable accommodation. The Disability Resource Center certifies a disability and advises faculty members of reasonable accommodations. More information is located at <http://www.louisville.edu/student/dev/drc/>

Academic Honesty

Students are required to comply with the academic honesty policies of the university and School of Public Health and Information Sciences. These policies prohibit plagiarism, cheating, and

other violations of academic honesty. More information is located at <https://docushare.louisville.edu/dsweb/Get/Document-10846/SPHIS+Policy+on+Student+Academic+Honesty+Rev+3.pdf>.

Course instructors use a range of strategies (including plagiarism-prevention software provided by the university) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works require students to submit electronic copies of their final works to the plagiarism-prevention service. The service delivers the works to instructors along with originality reports detailing the presence or lack of possible problems. The service retains copies of final works and may request students' permission to share copies with other universities for the sole and limited purpose of plagiarism prevention and detection.

In addition instructors provide the opportunity for students to submit preliminary drafts of their works to the service to receive reports of possible problems. Such reports are available only to the submitting student. Copies of preliminary drafts are not retained by the service.

Additional Policy Information

Consult the UofL Graduate Student Handbook for more about UofL policies. (http://graduate.louisville.edu/prog_pubs/handbook.pdf)

Course History

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History: v2009.11.16: Submitted xx/xx/09. Approved 12/xx/09.
Data updated: 11/23/09