Winter Quarter 2015
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
Andrew L. Dannenberg, MD, MPH
Affiliate Professor, Dept. of Environmental and Occupational Health Sciences, UW School of Public Health, and Dept. of Urban Design and Planning, UW College of Built Environments
Former Team Lead, Healthy Community Design Initiative, National Center for Environmental Health, Centers for Disease Control and Prevention
Email adannen@uw.edu
Phone 404-272-3978 (cell)

Fritz Wagner, PhD
Dean Emeritus, University of New Orleans College of Urban and Public Affairs
Research Professor, Dept. of Urban Design and Planning, UW College of Built Environments
Managing Director, Northwest Center for Livable Communities
Email fwagner@uw.edu
Phone 206-543-7459 (Gould Hall office)

Class sessions: Thursdays, 5:00pm – 6:50pm, January 8 to March 12, 2014
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, 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%
Street and park audit 20%
3-5 page paper on research topic 20%
Two minute oral testimony 15%
Written reflections on readings 30%

Access and Accommodations

Your experience in this class is important to us, and it is the policy and practice of the University of Washington (UW) to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on a disability or temporary health condition, please seek a meeting with DRS (Disability Resources for Students) to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor so we can discuss your needs in this course. 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 instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can 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

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.

January 8: Introduction
MHP Preface Richard Jackson
MHP Chapter 1. Introduction to healthy places
January 15:  **Physical activity and food environment**  
**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 3.  Food environments  
Carolyn Cannuscio, Karen Glanz


Silberfarb LO, Savre S, Geber G. An approach to assessing multicity implementation of healthful food access policy, systems, and environmental changes. *Preventing Chronic Disease*. 2014;11:E64.  

Optional activity: The Built Environment Assessment Training Institute (BEAT) offers two free online training courses related to the built environment: (a) Assessing the Built Environment for Physical Activity, and (b) Assessing the Nutrition Environment. Total time: approximately 4 hours.  
http://www.med.upenn.edu/beat/online_training.shtml

January 22:  **Air quality, injuries, and water quality**

MHP Chapter 4.  Community design and air quality  
Jonathan Samet

MHP Chapter 5.  Injuries and the built environment  
David Sleet, Rebecca Naumann, Rose Anne Rudd

MHP Chapter 6.  Community design for water quantity and quality  
Lorraine Backer


January 29:  **Mental health, social capital, healthy workplaces, and behavioral choices**

**READING REFLECTIONS FOR WEEKS 1 TO 4 DUE**

**Guest speaker:** Judith Heerwagen, PhD, Environmental psychologist, Office of Federal High Performance Green Buildings, US General Services Administration; Judith.heerwagen@gsa.gov; 5:00-6:00 pm

MHP Chapter 7.  Mental health and the built environment  
William Sullivan, Chun-Yen Chang

MHP Chapter 8.  Social capital and community design  
Caitlin Eicher, Ichiro Kawachi

MHP Chapter 12.  Healthy workplaces  
Behavioral choices and the built environment
Margaret Schneider


February 5: Healthy homes and vulnerable populations
STREET AND PARK AUDIT DUE

**Guest speakers:** James Krieger, MD, MPH, Executive Director, Action for Healthy Food, jkrieger@actionforhealthyfood.org; and Nicole Thomsen, REHS, Environmental Public Health Planner, Public Health – Seattle & King County, Nicole.Thomsen@kingcounty.gov; 6:00-6:50 pm

MHP Chapter 9. Vulnerable populations and the built environment
Chris Kochtitzky

MHP Chapter 10. Transportation and land use
Reid Ewing, Gail Meakins, Grace Bjarnson, Holly Hilton


February 12: Land use and transportation

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

MHP Chapter 10. Transportation and land use
Reid Ewing, Gail Meakins, Grace Bjarnson, Holly Hilton


MHP Chapter 17. Behavioral choices and the built environment
Margaret Schneider


February 5: Healthy homes and vulnerable populations
STREET AND PARK AUDIT DUE

**Guest speakers:** James Krieger, MD, MPH, Executive Director, Action for Healthy Food, jkrieger@actionforhealthyfood.org; and Nicole Thomsen, REHS, Environmental Public Health Planner, Public Health – Seattle & King County, Nicole.Thomsen@kingcounty.gov; 6:00-6:50 pm

MHP Chapter 9. Vulnerable populations and the built environment
Chris Kochtitzky

MHP Chapter 11. Healthy homes
James Krieger, David Jacobs


February 12: Land use and transportation

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

MHP Chapter 10. Transportation and land use
Reid Ewing, Gail Meakins, Grace Bjarnson, Holly Hilton


February 19: Healthy schools and health care settings, and community resilience
Guest speakers: Special local health department panel on healthy community design
Amy Pow, MCIP, Principal Planner, Built Environment Program, Tacoma-Pierce County Health Department, apow@tpchd.org
Danielle Schaefnner, MPH, Environmental Health Specialist, Healthy Communities/Chronic Disease Prevention, Kitsap Public Health District, Bremerton, Danielle.Schaefnner@kitsappublichealth.org
Julie West, MPH, Program Manager, Healthy Community Planning, Environmental Health Services Division, Public Health – Seattle & King County, Julie.West@kingcounty.gov
MHP Chapter 13. Healthy health care settings
Craig Zimring, Jennifer DuBose
MHP Chapter 14. Healthy schools
Howard Frumkin, Jared Fox
MHP Chapter 16. Resiliency to disasters
Timothy Beatley

February 26: Policy, community engagement, and developing countries
RESEARCH PROJECT PAPERS DUE
Guest speakers: Dan Burden, Director of Innovation & Inspiration, and Samantha Thomas, Built Environment Manager, Blue Zones, LLC; dan.burden@bluezones.com; samantha@bluezones.com
MHP Chapter 18. Policy and legislation for healthy places
Lisa Feldstein
MHP Chapter 19. Community engagement in design and planning
Manal Aboelata, Leah Ersyolu, Larry Cohen
MHP Chapter 23. Urban health in low- and middle-income countries
Jenna Johnson, Sandro Galea

March 5: Nature contact, healthy places tools, and the future
READING REFLECTIONS FOR WEEKS 5 TO 9 DUE
Guest speaker: Howard Frumkin, MD, DrPH, Dean, UW School of Public Health
MHP Chapter 15. Contact with nature
Howard Frumkin, Jared Fox
March 12: Student presentations: Two minute testimony

Optional course readings
MHP Chapter 21. Training the next generation to promote healthy places
Nisha Botchwey, Matthew Trowbridge
MHP Chapter 22. Healthy places research: emerging opportunities
Richard Jackson, Arthur Wendel, Andrew Dannenberg
MHP Glossary

Class activities/requirements

Reading Reflections: For each assigned reading, write one paragraph (typically ¼ to ½ page long, single spaced) responding to the following question. “Considering your own background and interests, and considering the focus of the class on health and built environment issues, what information in the reading was new to you, and how might the information in the reading be useful to you in your future work?” Also, on a scale of 1 (definitely delete) to 10 (definitely keep), should this reading be used in this class in the future?

Deliverable: Set of reading reflections accumulated into one file. DUE January 29 (first 4 weeks of readings) and March 5 (last 5 weeks of readings) and uploaded to Canvas

Field exercise: Street and park audit DUE DATE February 5
1. Review combined street and park audit tool.
2. 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.
3. Deliverables to be uploaded to Canvas, clearly labeled to indicate who worked in your group:
   1. Map of park and adjacent street with key features noted.
   2. Completed audit tool for that park and street, including recommendations for how that park and street could be improved.
   3. Up to 10 digital photographs highlighting important features – please use low resolution photos so report can be emailed.
Research methods project:
1. Review 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. 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 and informant interviews, types of analyses, and ethics concerns if any. The paper should also discuss what types of results might be found in such a study and the possible implications of such results.
   Deliverable: 3-5 page paper. **DUE DATE February 26**

Two minute testimony:
1. Pick a current topic related to a proposed change in the built environment (locally or elsewhere) that has health implications. Instructors will provide some possible projects.
2. Prepare a two minute oral testimony that might be delivered to a city council, zoning board, legislature, 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: 2 minute (timed) oral presentation in **March 12** class.