Plan 432
Course Outline Winter 2014

School of Planning
Faculty of Environment
University of Waterloo

PLAN 432/639; GEOG 432; HLTH 420
Health, Environment & Planning
Tuesday 13:30-16:20 AL 211

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EV3 3221, W10-12; x39107

WINTER 2014
TA: Jocelyn Beatty

COURSE OUTLINE

Calendar Description
This course uses an environmental lens to study the concepts and determinants of human health, health care systems and services, as well as specific health conditions. There is a strong focus on the roles and responsibilities of urban and regional planners in creating a more healthful environment.

Prerequisite: Level 3A

Avoidance of Academic Offences

Students are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about rules for group work / collaboration should seek guidance from the course professor, TA, academic advisor, or the Undergraduate Associate Dean. For information on categories of offenses and types of penalties, students should refer to Policy #71, Student Academic Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.

Introduction
The link between public health and urban planning has a long and significant history. While the specifics of this relationship have evolved over time, the importance of various aspects of the environment to human health has remained constant. Future planners, public health specialists and/or policy-makers are better suited to positively shift population health with a deep understanding of how environments have historically shaped human health and how we can plan our communities to foster health in the future. This is a one-term course with credit weight 0.5.

Course Objectives:
The aim of this course is to provide students with:

- The ability to describe the various concepts of health including the development of public health and its connection to planning
- A detailed understanding of the complex relationship between environment and health
- Experience applying course concepts to the assessment of a local environment, analysis of case study, and design of a public health intervention
- The ability to effectively communicate knowledge of course concepts and issues in writing as well as the ability to work collaboratively with peers
Learning Modes:
Classes will be comprised of lectures covering conceptual and empirical examples of the environment and health relationship including case studies and discussions to highlight the role of planners in creating/modify environments for health. Guest speakers and media sources (video, news stories) will be used to highlight the application of course concepts. Reinforcement of course concepts will take place through assignments and the final exam.

The required readings for this course are available electronically through the course page on Learn. The weekly lecture and discussion expects students to study the and complete required readings ahead of attending class.

SCHEDULES

Class Meetings
The main lectures take place in Arts Lecture Hall (AL) room 211 from 13:30-16:20 on Tuesdays. Generally, the first two hours will be lecture and discussion with the final hour allocated for group work. Students will be notified via Learn of any changes to this schedule.

Scheduled Office Hours
Professor Dean’s office hours are Wednesdays from 10:00-12:00 in EV3 3221 or by appointment. Teaching Assistant Jocelyn Beatty’s office hours will be posted on Learn during the first week of classes.

SEQUENCE OF COURSE TOPICS

<table>
<thead>
<tr>
<th>Course Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 7/14</td>
<td>Introduction to course Conceptualizing and Measuring Health and Environment</td>
<td>Assignment 1- sign-up</td>
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<tr>
<td>2</td>
<td>Jan 14/14</td>
<td>History of Public Health &amp; Planning Population Health Intervention Research</td>
<td>Assignment 3- Team selection</td>
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<td>3</td>
<td>Jan. 21/14</td>
<td>Infectious Diseases and Injury</td>
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<td>4</td>
<td>Jan. 28/14</td>
<td>Chronic Diseases I- Move</td>
<td>Assignment 3- Part 1 due</td>
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<td>5</td>
<td>Feb. 4/14</td>
<td>Chronic Diseases II- Eat</td>
<td>Guest Lecture: Dr. Kate Mulligan-Toronto Public Health</td>
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<td>6</td>
<td>Feb. 11/14</td>
<td>Chronic Diseases III- Connect</td>
<td>In-class neighbourhood walk</td>
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<td>7</td>
<td>Feb. 18/14</td>
<td>Reading Week</td>
<td>Reading week</td>
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<td>8</td>
<td>Feb. 25/14</td>
<td>Social and Environmental Justice</td>
<td>Assignment 2 due</td>
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<td>Guest Lecture: Gayle Bursey- Peel Public Health</td>
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<td>9</td>
<td>Mar. 4/14</td>
<td>Graduate Lectures- Topics TBA</td>
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<td>10</td>
<td>Mar. 11/14</td>
<td>Health Care Services Spaces of Healing</td>
<td>Assignment 3- Part 2 due</td>
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<td>11</td>
<td>Mar. 18/14</td>
<td>Presentations</td>
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<tr>
<td>12</td>
<td>Mar. 25/14</td>
<td>Presentations</td>
<td></td>
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<td>13</td>
<td>Apr. 1/14</td>
<td>Presentations Course Review</td>
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**Please note that slight adjustments may be made to this schedule. Students will be notified via Learn of any changes.
Required Reading

**Week 1 – Introduction**

Macintyre S., Ellaway A. & Cummins S. (2002). Place effects on health: how can we conceptualise, operationalise and measure them? *Social Science & Medicine, 55*(1), 125-139.


**Week 2- History of Public Health & PHIR**


**Week 3- Infectious Disease & Injury**


**Week 4- Chronic Diseases I- Move**


**Week 5- Chronic Diseases II- Eat**


Week 6- Chronic Diseases III- Connect


Week 7- Reading Week

No readings.

Week 8- Social and Environmental Justice


Week 9- Special Topics

TBA

Week 10- Health Care Systems and Spaces for Healing


Examinations and/or Major Projects or Essays

Final Examination:
There is a compulsory final examination in this course. Students are required to be present to write the examination. The date time and location of the examination is not known at the time this course outline is printed. The examination is scheduled by the registrar and is within the University’s normal examination period. Students should not make travel arrangements until they have consulted the examination timetable. The University examination schedule is published by the Registrar during the Fall term.

ASSIGNMENTS

Student success in the course will be evaluated through three assignments and one final examination. Brief descriptions of these are provided below. Detailed guidelines and grading schemes for assignments will be posted on Learn during the first week of classes.

The professor determines the content and establishes the grading rules for all assignments and final examination. The TA assists the instructor with grading course work. Unclaimed assignments will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

Student Evaluation
Assignment 1 – Case Study Critique (due weeks 2-10) 10%
A one-page critique of a case study relevant to weekly topic.
Students sign-up for the topic/week in which they would like to write their critique (on the first day of class).

Assignment 2 – Environmental Assessment (due week 8) 20%
An evaluation of the healthfulness of a local neighbourhood environment.
Students will use evaluation tools piloted in week 6.

Assignment 3 – Population Health Intervention (due weeks 10-13) 40%
A collaborative, interdisciplinary team assignment to design a health Intervention for an Ontario city.
  Part 1- Approval of city and population (week 4) 5%
  Part 2- Final Report (due week 10) 15%
  Part 3- Presentation (due week 11-13) 10%
  Part 4- Reviewer Participation (due week 11-13) 10%

Final (cumulative) Exam (TBA) 30%
**Additional Requirements for Graduate Students**

Referencing / Citation
The School of Planning has adopted a single standard referencing system for all papers and assignments submitted in Planning courses. The format is the APA (American Psychological Association) style. The complete style outline can be found in the Publication Manual of the American Psychological Association, located in the reference section in Dana Porter Library, call number BF76.7.P83 1994, or on sale in the Book Store for $32.95. A brief summary of the citation style can also be found in Section VII of The Ready Reference Handbook. On the web you can find some other quick references at the following URLs.
APSA Essentials - http://www.vanguard.edu/psychology/apa.html
Format - http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apamenu.htm
APA Crib Sheet - http://www.wooster.edu/psychology/apa-crib.html
Citing Electronic References - http://www.apa.org/journals/webref.html#Email
Frequently asked Questions - http://www.apa.org/journals/faq.html
Requirement, Grade Penalties and Special Considerations:
Readability and Clarity: Students are expected to present well organized, and properly written work. Penalties of up to 25% may be applied in cases where readability and/or clarity are inadequate.

Computer Use: Assignments must be completed on a computer. Assignments may not be accepted or penalties assessed if a computer is not used.

Lateness penalty: all assignments are due on the date set by the professor. Teaching assistants are NOT allowed to change the due dates. The first day an assignment is late brings about a 5% penalty. An additional 5% penalty is assessed for each additional late day. A student's assignment more than 4 days business days late will not be accepted and a grade of zero will be recorded for that assignment.

Examinations and tests: students are expected to be present at the time examinations and tests are scheduled. There is a required final examination in the normal examination period as scheduled and administered by the Office of the University Registrar. Students should consult the final examination timetable before making any travel plans. No “make up” examinations are provided.

Requests for exemptions or compassionate considerations: are to be discussed with the professor in advance or as soon as possible.

IMPORTANT INFORMATION

◆ Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

◆ Research Ethics: Please also note that the ‘University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office’s Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see http://www.research.uwaterloo.ca/ethics/human/

◆ Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term. Once registered with OPD, please meet with the professor, in confidence, during my office hours to discuss your needs

◆ Religious Observances: Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

◆ Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/policies/policy70.html

◆ Discipline (as noted above under 2a): A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.html
Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.html