

School of Planning
Faculty of Environment
University of Waterloo

PLAN 432/639; GEOG 432; HLTH 420

Health, Environment and Planning

Winter, 2017

Instructor:

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COURSE OUTLINE

Calendar Description

This course examines the relationship between the environment (built/physical, economic, social, political and natural aspects) and population health. It focuses on conceptual and empirical links between current environment-health issues such as air quality, active transportation, injury prevention, climate change, and mental well-being. Emphasis is placed on the role of urban planners in collaboration with allied professionals (e.g., public health, engineering, law enforcement, architecture) in creating and maintaining healthy built environments to improve population health with a focus on key health issues.

Prerequisite: *One of PLAN 233, HLTH 260, ERS 253, GEOG 325*

Recommended: This senior level course assumes basic knowledge of the link between the built environment and health. Students who are unfamiliar with this relationship are strongly encouraged to complete the recommended readings prior to the start of the course.

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 of 0.5.

Course Objectives:

Upon successful completion of this course, students will possess:

- The ability to describe the evolving relationship between public health and urban planning professions
- A detailed understanding of the complex relationship between built environment and health

- Experience applying course concepts to the assessment of a local environment 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/case studies of the environment and health relationship. Guest speakers, media sources (videos, news stories), and in-class exercises will be used to highlight the application of course concepts to practice. Reinforcement of course concepts will take place through assignments and the exam.

Students will be responsible for completing the required readings ahead of attending class, and for keeping informed about course information through LEARN. When questions arise outside of class time, Teaching Assistants should be emailed first to clarify course concepts and content. If students' issues cannot be resolved through conversation with a Teaching Assistant, they can then email the instructor to seek clarity.

Required readings may be directly referenced in examinations or assignments even if not discussed in class.

This course will use Learn to disseminate course material, as a communication tool, and post grades. Users can login to LEARN using your WatIAM/Quest username and password via:

<http://learn.uwaterloo.ca/>

SCHEDULES

Class Meetings

The main lectures take place in EV3 1408 between 11:30am and 2:30pm on Wednesdays starting January 4th and ending March 29th, 2017. Students will be notified at least 12 hours in advance via LEARN of any changes to class schedule.

Scheduled Office Hours

Teaching Assistants' office hours will take place by appointment. Office hours will also be scheduled during times of high demand (e.g., before assignments are due).

Professor Minaker's office hours are 9:30am-10:30 am on Tuesdays and Wednesdays or by appointment in EV3 3239.

SEQUENCE OF COURSE TOPICS

Students are responsible for all of the topics listed below. Sections in the text or readings that are not included in this list are not covered in the course classes are not required for examinations or assignments. Of note, there may be minor adjustments from time to time in sequence and date. Students will be notified via LEARN of any changes.

Course Week	Week Begins	Readings or Text Sections	Topics
1	Jan. 4/16	Chap. 1&17	Course Outline Assignment description Understanding healthy built environments
2	Jan. 11/16	Chapters 9, 18 Giles Corti et al, 2016	Vulnerable Populations Policy and Legislation for Healthy Places
3	Jan. 18/16	Chapters 19-20	Community Engagement in Design and Planning Measuring, Assessing, and Certifying Healthy Places
4	Jan. 25/16	Chapters 2-3	Issues: Eating and Exercise in the built environment
5	Feb. 1/16	Chapters 4, 6	Issues: Air, water and the built environment <i>Guest Speaker: Carrie Mitchell, School of Planning</i>
6	Feb. 8/16	Chapters 5, 7, 8	Issues: Injury, mental health, social capital and the built environment <i>Guest Speaker: Andrea Solda, School of Planning</i>
7	Feb. 15/16	Hawe, Di Ruggiero & Cohen, 2012	Planning & Population Health Interventions MIDTERM
8	Feb. 22/16		NO CLASS: Reading week
9	March 1/16	Chapters 21-24	Healthy Environments in the Future Looking Outward, Looking Ahead
10	March 8/16		Class Presentations
11	March 15/16		Class Presentations
12	March 22/16		Class Presentations
13	March 29/16		Course Review FINAL EXAM

Examinations and Major Projects (Undergraduate Students)

Major Project:

PLEASE NOTE: *Detailed assignment instructions can be found on LEARN*

A major course component is the opportunity to work in a multidisciplinary group to create a “planning solution” to an important public health problem. Successful teams will integrate various skills (e.g., presentation and writing skills) and bodies of knowledge (e.g., land-use expertise, health evidence) that each member brings in order to create a mock report to Regional Council. Collaboration in decision-making, project design and concisely synthesizing the appropriate literature will be important components of your grade in this assignment. Teams are required to

submit a group contract outlining expectations and the consequences of breaking them. In extenuating circumstances, the penalty is up to the professor and may include removal from the group assignment. Individual participation will be monitored by group mentors and evaluated at the end of the assignment by peers. Group contracts and individual disclosures must be submitted prior to grading the group assignment.

Midterm Examination:

There is a compulsory midterm examination in this course. Students are required to be present to write the examination. The exam will be 1.5 hours at the end of the seventh class (February 15, 2016) in EV3 1408, and will include information up to and including information presented in the sixth class (February 8, 2016).

Final Examination:

There is a compulsory final examination in this course. Students are required to be present to write the examination. The exam will be 1.5 hours at the end of the final class (March 29, 2016) in EV3 1408.

ASSIGNMENTS

Schedule

Assignment No.	DUE DATE	Topic	Worth
1	Jan. 25	Outline of mock report to Regional Council	10%
2	March 8	Final mock report to Regional Council due	20%
3	March 8-22	Group Presentations	10%
4	March 22	Group Evaluation (feedback on group members' performance)	10%

STUDENT EVALUATION – UNDERGRADUATE STUDENTS

The professor determines the content and establishes the grading rules for all assignments, mid term and final examinations, and any essays or projects. The teaching assistants grade participation and they assist the instructor with grading course work.

The distribution that makes up the final grade is:

<i>Course Component</i>	<i>Percentage</i>
<i>4 assignment components (see above)</i>	<i>50%</i>
<i>Participation</i>	<i>5%</i>
<i>Mid term examination</i>	<i>20%</i>
<i>Final examination</i>	<i>25%</i>

Examinations and Major Projects (Graduate Students)

Major Project:

PLEASE NOTE: *Detailed assignment instructions can be found on LEARN*

For this assignment, you will complete a scoping review of a health and planning issue of interest. Scoping reviews are a rapid gathering of literature in a given academic area that aim to accumulate and synthesize the current state of the evidence. The assignment will be broken down into various sub-components (listed below) and will comprise 65% of your overall mark. You will also be responsible for providing reflections on the undergraduate students' reports and presentations.

ASSIGNMENTS

Schedule

Assignment No.	DUE DATE	Topic	Worth
1	Jan. 18	PRISMA-P Completed	15%
2	Feb 15	Scoping review figure due	15%
3	March 15-29	Reflections on undergraduate presentations	30%
4	March 29	Final Scoping Review due	40%

STUDENT EVALUATION –GRADUATE STUDENTS

The professor determines the content and establishes the grading rules for all assignments, mid term and final examinations, and any essays or projects. TAs will not be involved in grading graduate students' work.

Requirements, 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.
- 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. **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.

Texts

Required Reference Texts

Available at the UofW book store and used extensively in this course:

Dannenberg, A. L., Frumkin, H., & Jackson, R. J. (2011). *Making Healthy Places*. Washington, D.C., Island Press.

Articles:

Available on Learn and used in this course:

Hawe, P., Di Ruggiero, E., & Cohen, E. (2012). Frequently Asked Questions About Population Health Intervention Research. *Can J Public Health*, 103(6), e468-e471.

Giles Corti, B., Vernez-Moudon, A., Reis, R., Turrell, G., Dannenberg, A.L., Badland, H., Foster, S., Lowe, M., Sallis, J.F., Stevenson, M., Owen, N. (2016). City planning and population health: a global challenge. *The Lancet*, 388, 2912-2924.

◆ **Unclaimed assignments:**

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](#).

◆ **Academic Integrity:**

Consequences of Academic Offences:

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. The University's guiding principles on academic integrity can be found here:

<http://uwaterloo.ca/academicintegrity/>

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students:

<http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student 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, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage:

<https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

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,

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance:

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

◆ **Note for students with disabilities:** AccessAbility Services, located in Needles Hall, Room 1401, 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 AccessAbility Services at the beginning of each academic term.

◆ **Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may face

health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

◆ **Religious Observances:** Student needs to 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, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

◆ **Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

◆ **LEARN:** Users can login to LEARN via:
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use your WatIAM/Quest username and password