

Collaborating for Health



Anna Ricklin, AICP
Planning and Community Health Center
American Planning Association

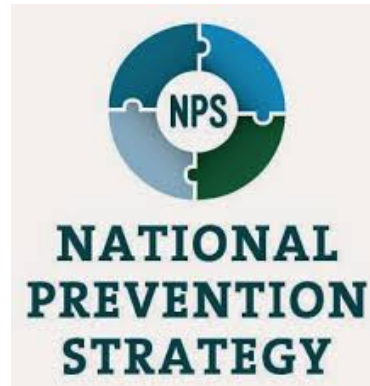


NATIONAL PREVENTION STRATEGY

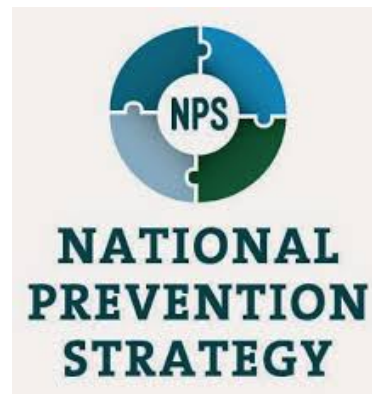


The **Building Bridges** project was created in 2012 to enhance multisectoral community design and public health approaches to promote population health and safety, prevent injuries, and to integrate health into decision-making through maintaining a skilled, cross-trained, and diverse prevention workforce.

The project was funded by the U.S. Centers for Disease Control and Prevention, the National Prevention Strategy, and the National Network of Public Health Institutes, and run by Georgia Tech under the leadership of Dr. Nisha Botchwey.



The partnership expanded to include the American Planning Association and the American Public Health Association.



The *Built Environment and Public Health Clearinghouse* (BEPHC) is a resource for training at the university and professional levels and a source for relevant news at this critical intersection of community design and health.



→ The U.S. Surgeon General's Office highlights the Built Environment and Public Health Clearinghouse in its Annual Status Report.

QUICK LINKS

> [Data and Assessment](#)

> [Funding Opportunities](#)

> [Professional Training](#)

Clearinghouse Blog



Upcoming Events

Jan 11

[Call for Abstracts: Journal of Transport and Health](#)

Jan 13

[Lecture: Tuesdays at APA-DC - Place Matters... and Why](#)

BEPHC features:

Academic Training

Professional Training

Glossary

News and Events

Explore resources by discipline

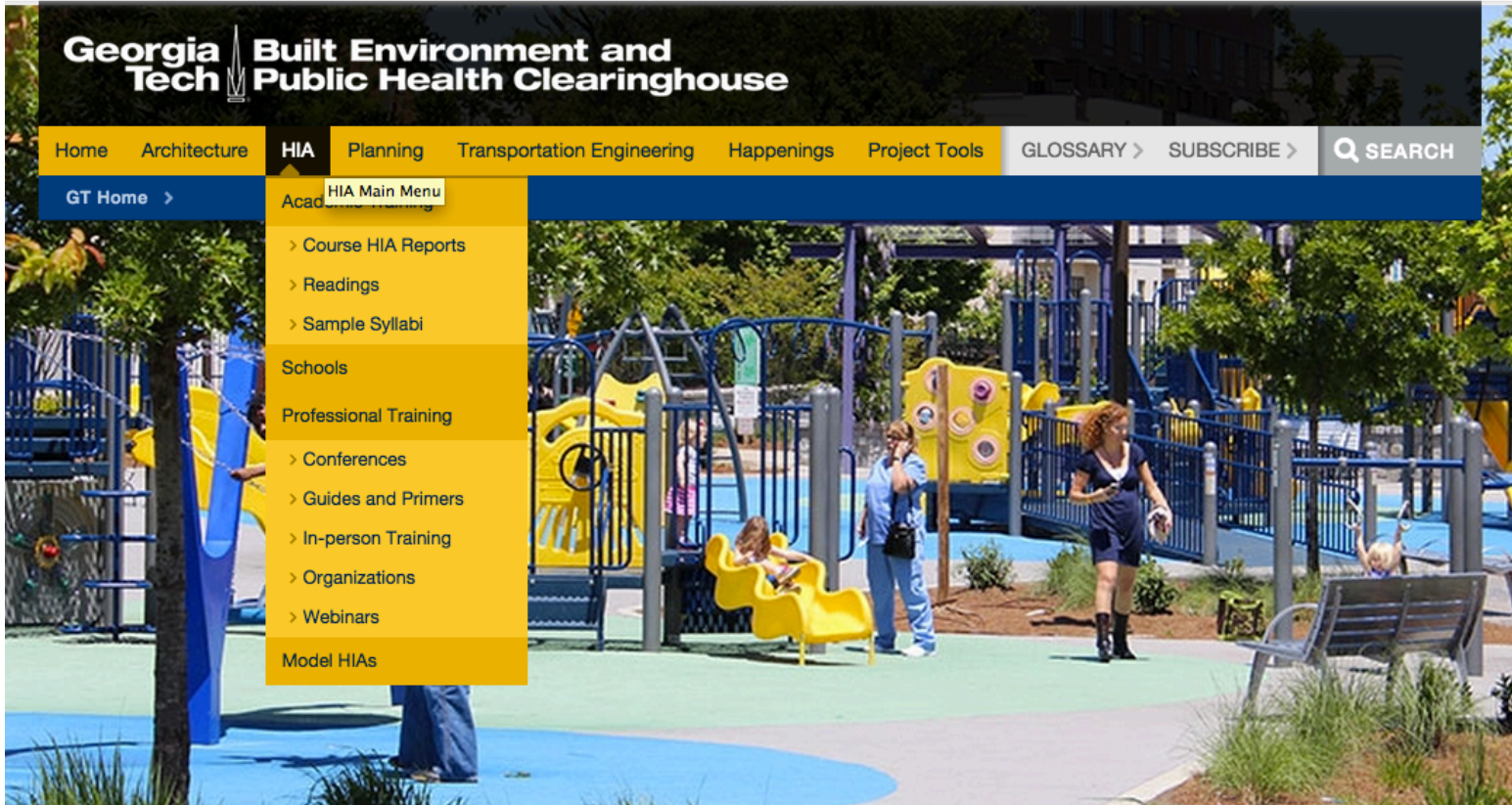
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Georgia Tech Built Environment and Public Health Clearinghouse

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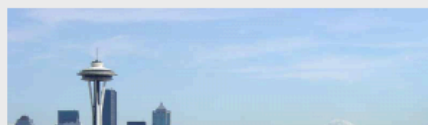
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Promoting Healthy Places

The Built Environment and Public Health Clearinghouse (BEPHC) provides training resources at the university and professional

Clearinghouse Blog



Upcoming Events

Oct 30
to
Nov 2

**Conference: 2014
ACSP 54th Annual
Conference - Big
Ideas, Global**

Curriculum resources for academic training

The screenshot shows the Georgia Tech Built Environment and Public Health Clearinghouse website. The main navigation bar includes Home, Architecture, HIA, Planning, Transportation Engineering, Happenings, Project Tools, GLOSSARY, SUBSCRIBE, and a search icon. A secondary navigation bar shows the breadcrumb path: GT Home > Home > Planning > Academic Training. The page title is "Academic Curriculum for Planning Education". A dropdown menu is open under "Academic Training", listing: Assignments, Course Design, Readings, Sample Syllabi, Schools, Professional Training, Conferences, Organizations, Webinars, and Other Resources. The main content area describes a 3-credit course organized into four units over a 15-week semester. The units are: Unit 1: Planning and Public Health History (2 weeks); Unit 2: Natural and Built Environment (6 weeks); Unit 3: Vulnerable Populations (3 weeks); and Unit 4: Health Policy and Sustainable Planning (3 weeks). A "Learning Goals" section follows, listing five objectives for students. The page footer contains the URL "m-planning-education".

Georgia Tech Built Environment and Public Health Clearinghouse

Home Architecture HIA Planning Transportation Engineering Happenings Project Tools GLOSSARY > SUBSCRIBE > Q SEARCH

GT Home > Home > Planning > **Academic Training**

Academic Curriculum for Planning Education

A model course is provided for a 3-credit course and is organized into four broad units over a fifteen-week semester:

- [Unit 1: Planning and Public Health History](#) (Planning History, Public Health History, Interdisciplinary Applications) (2 weeks)
- [Unit 2: Natural and Built Environment](#) (Outdoor Air Quality, Water Quality, Food Security, Land Use and Transportation, Planning Design Approaches, Environmental Justice, Health Impact Assessments) (6 weeks)
- [Unit 3: Vulnerable Populations](#) (Vulnerable Populations and Health Disparities, Mental Health, Social Capital, Environmental Justice) (3 weeks)
- [Unit 4: Health Policy and Sustainable Planning](#) (Health Policy, Sustainable Planning and Global Warming, Healthy Housing) (3 weeks)
- Final Learning and Reflection

Learning Goals

The aim of the course is to provide understanding of the interactions between the built environment and health, and skills to engage these issues as professional planners, public health practitioners and other related professionals. More specifically, the learning goals are for students to:

1. Understand public health and planning history, evolution and significant movements to the present, and historical and current theories on the relationship between the built environment and public health.
2. Identify contemporary features of the built environment such as patterns of development, parks, public works projects, houses, and transportation systems that reflect past efforts to influence health, and use methods developed by architects, urban planners, public health professionals, sociologists and anthropologists to address current health impacts of the built environment.
3. Learn about oneself and the context in which others operate to better integrate that understanding when evaluating differing built environments, socioeconomic positions, social and cultural backgrounds, and health status.
4. Adopt new feelings, interests or values based on issues addressed throughout the semester.
5. Develop skills to identify studies and engage communities, critique methods and findings, and apply lessons from planning and public health research to current and future problems.

m-planning-education

Design a course

Georgia Tech Built Environment and Public Health Clearinghouse

Home Architecture HIA Planning Transportation Engineering Happenings Project Tools GLOSSARY > SUBSCRIBE > Q SEARCH

GT Home > Home > Planning > Academic Training

Course Design

This curriculum was developed in collaboration with faculty from U.S. planning and [public health](#) schools, based on their experience teaching [built environment](#) and [public health](#) courses. The semester outline and modules provide a mix of foundational knowledge and significant learning opportunities for students to engage this interdisciplinary course material.

Creation of this curriculum and the modules is informed by the course [design](#) strategy of L. Dee Fink, a leader in course [design](#) who argues that traditional, content-based methods of teaching are insufficient because they focus on information, not transformation, and on teaching rather than learning. He proposes an integration of situational factors, learning goals, teaching and learning activities, and feedback and assessment to promote significant and interactive learning, and training of self-directed learners.

Fink's strategy integrates *content*-centered approaches with *learning*-centered approaches, where students engage in critical thinking, application of course knowledge to solve real-world problems, and thoughtful reflection. Fink's approach also stresses the importance of contextual or situational factors, such as the difficulty of teaching students with varied levels of experience and knowledge. With Fink's strategy, situational factors are addressed directly in the learning goals and activities.

Feedback and assessment procedures respond directly to the learning goals, and active learning or collaborative activities that help build skills faculty want students to have at the end of the semester. Such activities may include students developing [design](#) characteristics for a [built environment](#) that acts to decrease the prevalence of a [chronic disease](#), or conducting a [case](#) study that applies methodologies from various disciplines to a place-based health problem. Assessment focuses on various characteristics of high quality contributions; students are also involved in assessing and determining appropriate criteria for evaluating their work, preparing to do so once they begin working in the field.

Course learning objectives were developed to follow Fink's learning taxonomy that includes the following dimensions:

- *foundational knowledge*: understanding and remembering information and ideas
- *application*: developing skills; thinking critically, practically, and creatively; and managing projects
- *human dimension*: learning about oneself and others
- *caring*: developing new feelings, interests, and values

View sample syllabi

Sample Syllabi for Planning Education

Abbreviated descriptions of previously offered courses in the area connecting planning and public health are listed below. Full syllabi for these courses are available at the end of each description. They include syllabi from the following schools:

Boston University, School of Public Health, The Built Environment: Design Solutions for Public Health (4 credits), Russell Lopez DSc MCRP

This course provides an overview of urban planning to public health students and introduces public health concepts to urban planners. At the conclusion of the course, students will be able to:

- Explain the rationale behind historical and current theories on the relationship between the built environment and public health
- Identify contemporary features of the built environment such as parks, public works projects, single family homes, apartment buildings, transportation systems and highways, etc., that reflect past efforts to influence health.
- Critique historic patterns of development and assess the health consequences of contemporary urban forms.
- Evaluate the evidence for the built environment-health link.
- Explain the role of the built environment in the context of other factors that influence health.
- Understand how the built environment might influence other efforts to protect and promote health.
- Utilize studies and methodologies developed by sociologists, anthropologists, urban planners and architects to evaluate the health impacts of the built environment.
- Propose built environment-based interventions, based on current evidence and the lessons learned from the past studies of the built environment, to promote public health.
- Develop and implement new programs and policies that utilize built environment and design to promote public health.

[Download full syllabus](#)

UC Berkeley, School of Public Health, Built Environment and Health (3 credits), Richard Jackson, MD MPH

An interdisciplinary Course on the Built Environment and Health: Breaking down the Silos. The US and other developed, as well as developing countries, are facing increasingly lethal and costly epidemics of acute and chronic diseases related to land use and built environment decisions. While the hazards presented by air and water pollution are well recognized for acute, infectious and toxicological illnesses, there is only now increasing recognition of the hazards presented by building and community designs that fail to recognize human health. Land use and built environment decisions impact every age group, social and racial minority. These impacts range from the very acute (motor vehicle trauma) to the long term (obesity, cancer, heart disease). These decisions have as their bases economic, financial, insurance, housing and other factors. Participants in the sessions would analyze each of these factors and related disease endpoints.

[Download full syllabus](#)

UIC, College of Urban Planning and Public Affairs, Planning for Healthy Cities (3 credits), Curtis Winkle, PhD

This course explores the changing role of health in planning, the ecology of risk in urban areas, prescriptions for healthy urban design,

Find course material

Readings for Planning Education

Textbooks commonly used in the courses are *Urban Sprawl and Public Health* by H Frumkin, L Frank and R. Jackson; *Neighborhoods and Health* by I Kawachi and L Berkman; *Integrating Planning and Public Health* by M Morris, R Duncan, K Hannaford, et.al.; *Making Healthy Places* by Andrew Dannenberg, Howard Frumkin and Richard J. Jackson, and *Designing Healthy Communities* by Richard J. Jackson with Stacy Sinclair.

In addition, instructors drew journal readings most frequently from the public health field (*American Journal of Public Health, American Journal of Preventive Medicine, Journal of Urban Health*) and from planning related publications and organizations (*Cities, Transportation Research Board*). Public health journals were drawn on more than planning-related publications because public health journals have published the majority of research in this area and supported special issues on this topic; planning-related journals have begun to do so recently. These readings spanned a variety of topics from the history of the two disciplines, transportation planning and safety to health care policy. The readings also included overview and commentary articles, theory papers and technical research reports.

Commonly Required Texts

- [Dannenberg A, Frumkin H and Jackson R. Making Healthy Places. Washington, DC: Island Press; 2011.](#)
- [Jackson R and Sinclair S. Designing Healthy Communities. New Jersey: Wiley; 2011.](#)
- [Frumkin H, Frank L, Jackson R. Urban Sprawl and Public Health: Designing, Planning, and Building for Healthy Communities. Washington, DC: Island Press; 2004.](#)
- [Jackson, Richard J., and Stacy Sinclair. Designing Healthy Communities. New York: John Wiley & Sons, 2011.](#)
- [Kawachi I, Berkman LF. Neighborhoods and Health. Oxford\(UK\): Oxford University Press; 2003.](#)
- [Morris M, Duncan R, Hannaford K, Kochtitzky C, Rogers V, Roof K, Solomon J. Integrating planning and public health. Chicago: APA Planning Advisory Service; 2006.](#)

Additional Texts on Specific Skills or Targeted Topics

- [Barry, John M. The Great Influenza: The story of the deadliest pandemic in history. New York, NY: Penguin; 2004.](#)
- [Barton, Hugh. Healthy Urban Planning. New York, NY: Spon Press, 2000.](#)

Access webinars

Planning Webinars

This page contains a collection of planning webinars (online workshops). To ease navigation, the items are organized into topics and include short descriptions and hyperlinks to the source.

[Accessibility](#) | [Aging Population](#) | [Bikability](#) | [Green Building](#) | [Health Equity](#) | [Healthy Food Access](#) | [Healthy Homes](#) | [Integrated Practice](#) | [Land Use Planning](#) | [Safe Routes to School](#) | [Schools, School Sitings and Joint Use Agreements](#) | [Street Design and Complete Streets](#) | [Transportation Planning and Active Transportation](#) | [Walkability and Pedestrian Safety](#)

Accessibility

- **[Accessibility Standards: "The Basics"](#)**
- **[Accessible Schools](#)** The 2010 ADA Accessibility Standards and the Architectural Barriers Act (ABA) Accessibility Standard apply to many types of schools in the public and private sectors, including primary, secondary, trade schools and colleges and universities . This session will provide an overview of requirements in the ADA and ABA standards for newly constructed and altered school facilities and their related elements and spaces such as student laboratories, assembly seating, assistive listening systems, and much more.
- **[Accessible Hospitals and Other Health Care Facilities](#)** Section 223 of the 2010 ADA Accessibility Standard and the Architectural Barriers Act Accessibility Standard includes scoping provisions for medical care and long term care facilities. This includes hospitals, rehabilitation facilities, psychiatric facilities and detoxification Facilities. Learn more about patient rooms scoping for both medical and long term care and along with some of the special technical that apply to parking at specialized facilities, alarm systems and toilet rooms in intensive care units.
- **[Accessible Residential Facilities](#)** Many questions arise about accessible residential facilities. This session will focus on untangling the web of laws that address access to housing, including the Architectural Barriers Act, the Americans with Disabilities Act, the Fair Housing Act, and Section 504 of the Rehabilitation Act. Presenters will explain how the design requirements of these laws apply and review requirements in the ADA and ABA Accessibility Guidelines for residential dwelling units.
- **[Accessible Retail Stores and Spaces](#)** Retail stores and spaces may be located in variety of settings ranging from shopping malls and strip malls to spaces within airports, stadiums, government buildings and many other venues. Elements and spaces associated with retail environments, such as accessible routes, parking, checkout aisles, sales and service counters, queues and waiting lines, are all a part of the

Read guides and primers

Guides and Primers for HIA

Select Guides to Conducting HIAs

- North American HIA Practice Standards Working Group. [Minimum elements and practice standards for health impact assessment \(HIA\)](#). 2010.
- Human Impact Partners. [A health impact assessment toolkit: a handbook to conducting HIA](#). 2010.
- Health Scotland. [Health impact assessment: a guide for local authorities](#). 2006.
- Institute of Public Health in Ireland. [Health Impact Assessment Guidance](#). 2009.
- International Finance Corporation, World Bank. [Introduction to Health Impact Assessment](#). 2009.
- International Health Impact Assessment Consortium, Liverpool, UK. [The Merseyside guidelines for health impact assessment](#). 2001.
- International Health Impact Assessment Consortium, Liverpool, UK. [European policy health impact assessment: a guide](#). 2004.
- University of Minnesota, Design for Health. [Rapid health impact assessment toolkit](#). 2008.
- Hebert KA, Wendel AM, Kennedy SK, Dannenberg AL. Health impact assessment: a comparison of 45 local, national, and international guidelines. *Environmental Impact Assessment Review* 2012; 34:74-82.

Additional Training Materials

- [University of California Los Angeles, School of Public Health](#) Training resources and UCLA HIA Training Manual.
- [International Association for Impact Assessments](#) the leading global network on best practice in the use of impact assessment for informed decision making, providing several training manuals and reports.
- [National Network of Public Health Institutes](#) HIA training materials

View model content

Model HIAs

- [Zoning for a Healthy Baltimore HIA](#): an HIA of the Baltimore zoning code rewrite in order to maximize the potential for the zoning recode to prevent obesity and other adverse health outcomes and reduce inequities in these outcomes among children and adolescents in Baltimore.
- [California domestic worker protection bill 889 HIA](#): conducted by the San Francisco Department of Public Health on two of the ten provisions of AB 889, specifically, the provision guaranteeing eight hours of uninterrupted sleep to 24-hour and live-in caregivers, and the provision that ensures access to workers' compensation benefits.
- [Oregon Farm to School bill HIA](#): details the potential impacts of Oregon's 2011 Farm to School and School Garden legislation
- [Greater Christchurch Urban Development Strategy HIA](#): assesses the two options put forward by the Greater Christchurch Urban Development Strategy, considering the links between urban design, health determinants, and health outcomes, with particular attention to the impacts on vulnerable populations.
- [Kansas HIA](#): A report on potential health effects of casino development in Southeast Kansas
- [Page Avenue redevelopment HIA](#): assessment of the Page Avenue redevelopment in Pagedale, Missouri in St. Louis County.
- [HIA by the San Francisco Department of Public Health's Program on Health, Equity and Sustainability](#): Evaluates congestion pricing policy under study that would charge \$3 during AM/PM rush hours to travel into or out of the congested northeast quadrant of San Francisco.
- [HIA of Mining Activities near Keno City, Yukon](#): commissioned by the Yukon Department of Health and Social Services in response to public concerns over mining activities near Keno City.

Find data and assessment tools

Data and Assessment

These dashboards and data systems provide the necessary data and analysis measures to support your ongoing work in the built environment and public health field.

[Communities](#) | [Housing](#) | [Policy](#) | [Transportation](#)



Communities

[AARP Livability Index \(Upcoming\)](#) The AARP Public Policy Institute is developing a web-based tool, the Livability Index, that will incorporate mapping technology, preference survey results, quantitative measures and public policies to assess the livability of communities. The tool uses nationally available data to measure several essential attributes of livability. Users enter an address, street name, city or county to get a livability score for that locality.

[Health Components in the LEED Building and Neighborhood Ratings Systems](#) Health, wellness, and occupant experience are expected outcomes from many green building strategies and health-related intentions are common throughout LEED rating systems. Both the building and neighborhood scales are covered in this report from the U.S. Green Building Council.

[Neighborhood Quality of Life and Health Project](#) The Atlanta Neighborhood Quality of Life and Health (NQOLH) Project represents a multi-attribute Quality of Life and Health data compilation that assesses neighborhood level, place-based amenities and the state of community wellbeing across Atlanta's neighborhoods. The NQOLH Project measures built environment characteristics, which planners and decision-makers have the ability to impact. This website displays the results of the first series (2006-2010 time frame) of indicators collected on quality of life and health for Atlanta's Neighborhood Planning Units. The data is grouped into two indexes, the Neighborhood Quality of Life (NQoL) Index and the Neighborhood Health (NH) Index. This project's purpose is to provide free and open data that allows residents, community groups, planners, and policy-makers to assess community needs and develop data-driven planning strategies.

An additional index, the Socioeconomic Conditions (SEC) Index, groups NPUs into three categories (High, Medium, Low) by community socioeconomic status, given the wealth of research that shows its influence on both health and quality of life. NPUs are grouped based on data for household incomes, unemployment, educational attainment, and poverty rates. The SEC categories

Identify funding opportunities

Funding Opportunities

Current funding opportunities related to the built environment and public health are posted below.

Do you know of an additional funding opportunity? Please [submit your information here](#) and help us keep this resource fully stocked and up-to-date. Please include the source, requirements, deadline, and any additional information you may have.

Sep 19
to
Oct 17

[Funding Opportunity: Advocacy Advance's "Big Ideas" Grant](#)

This fall 2014, Advocacy Advance is announcing its ["Big Ideas" Grants](#). Modeled after our successful Rapid Response Grant program, **Advocacy Advance will award \$30,000 total - 3 grants of \$10,000 each** - to biking and walking advocacy organizations that are pushing forward on some of the most important areas of the movement. "Big Ideas" Grants are intended to help with unforeseen opportunities, short-term campaigns or to push campaigns into the end zone to win funding for biking and walking infrastructure and programs.

Sep 30

[Funding Opportunity: Health Impact Assessment Capacity Building \(ASTHO\)](#)

Look up >1200 glossary terms

Georgia Tech Home Map Directory Offices

Georgia Tech Built Environment and Public Health Clearinghouse

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- [Accommodations](#)
- [Active Community Environments](#)
- [Active Living Community](#)
- [Active Transportation](#)
- [Acute](#)
- [Acute Exposure](#)
- [Adaptable Design](#)

Frequently Searched Terms

1. [Active Transportation](#)
2. [Accessible Design](#)
3. [Accessible Pedestrian Signals \(APS\)](#)
4. [Transit Oriented Design/Development \(TOD\)](#)
5. [Active Living Community](#)
6. [Accessibility](#)
7. [Access](#)
8. [Absorption](#)
9. [Abatement](#)
10. [Active Community Environments](#)

[more](#)

Spot a missing term? *Let us know!*

Submit a term

Find upcoming events

News & Events

Oct 29

[AICP Symposium: Housing and Healthy Housing Choices](#)

Housing — or the lack of it — can affect individual and public health in a number of ways, from expanding or limiting access to jobs to influencing family and social cohesion. Each year APA's professional institute, the American Institute of Certified Planners, hosts a fall symposium on relevant planning issues. This year's AICP Symposium will explore emerging policy, planning, and funding strategies that promote equitable housing options in urban neighborhoods. Case studies will highlight innovative approaches at the local, regional, and national levels.

Oct 30 to Nov 2

[Conference: 2014 ACSP 54th Annual Conference - Big Ideas, Global Impact](#)

The conference aims to provide opportunities to address the big issues of today and tomorrow.

Oct 30

[Webinar: Designing and Planning for Healthy Cities - A Conversation With Richard Jackson and Tim Beatley](#)

Join the Security and Sustainability Forum on October 30th in a rare opportunity to listen in on a conversation between two of the thought leaders in public health and urban planning and design -- UCLA Professor Richard Jackson co-author of Urban Sprawl and Public Health and co-editor of Making Healthy Places; and Tim Beatley of the University of Virginia and author of Biophilic Cities and Blue Urbanism plus several other books on urban and environmental planning.

Oct 31

[Workshop on Future of Food systems planning: A Facilitated Conversation on Teaching, Research, and Practice](#)

To facilitate a conversation about future directions of food systems planning, a workshop and lunch reception will be held in conjunction with the Association of Collegiate Schools of Planning Conference in Philadelphia, PA. The workshop will provide a venue for seasoned and emerging food systems planning scholars and educators to gather and share ideas. Doctoral students focusing on food systems planning are especially encouraged to attend.

Look for / post jobs

Georgia Tech Built Environment and Public Health Clearinghouse

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GT Home > Home > Happenings

Jobs

Do you know of an additional job opportunity in the built environment and public health field? [Submit the complete job information](#) to be posted to this board.

Oct 1
to
May 31

[Job: Tenure-track assistant professor in Community Health or Community Development, Vanderbilt University](#)

We seek a candidate with strong research in the area of social determinants of health, health disparities, community-level health interventions and policies, or social, environmental, political, or economic development of communities.

Aug 12
to
Nov 17

[Job: Dow Postdoctoral Fellowships in Sustainability at the University of Michigan](#)

The Dow Postdoctoral Sustainability Fellows Program is administered by the University of Michigan Graham Sustainability Institute to support full-time postdoctoral scholars committed to finding interdisciplinary, actionable, and meaningful sustainability solutions . These fellowships support a new generation of sustainability scholars who understand the necessity of collaborating across disciplines and sectors to address complex sustainability challenges.

Oct 2
to
Dec 31

[Job: Energy Coordinator/ Planner Metropolitan Area Planning Council \(Boston\)](#)

The Metropolitan Area Planning Council (MAPC), the regional planning agency for Metro Boston, seeks an Energy Coordinator/Energy Planner (hereafter, Coordinator/Planner) to help achieve MAPC's local and regional clean energy goals. The Coordinator/Planner will work closely with other staff at MAPC, state agencies, local officials, community groups, businesses, and institutions to promote clean energy efforts in Metro Boston.

Read the Clearinghouse blog

Clearinghouse Blogs



[Seattle rated the most sustainable city in the nation](#)

STAR Communities awarded Seattle a 5-STAR Community Rating for national leadership in sustainability, making it the top-scoring community to date, and one of only two cities in the nation to achieve the 5-STAR rating.



[Green Health Tools for "Back to School"](#)

By: Nisha Botchwey, PhD, MCRP, MPH, and Kirsten Cook

Over 55,000,000 K-12 students across the nation are returning to school this month, and less than 16% of them will walk or bike. "Back to School" travel affects many more households than just those with school-aged children, and have broader Green Health impacts.

Clearinghouse Blogs

09/11/2014

[Seattle rated the most sustainable city in the nation](#)

09/05/2014

[Green Health Tools for "Back to School"](#)

08/29/2014

[Office of the Surgeon General: Community Planning & Design Matter!](#)

08/29/2014

[2014 NACCHO Annual Conference Recap](#)

08/27/2014

[Southeastern Health Impact Assessment Summit Wrap-up](#)

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Contact us at bephc@gatech.edu

Healthy Community Design Checklist

National Center for Environmental Health
Division of Emergency and Environmental Health Services



Healthy Community Design Initiative

- **Works to improve public health by**
 - Linking **public health surveillance** with community design decisions
 - Improving community design **decisions through tools** such as Health Impact Assessment (HIA)
 - **Educating decision makers** on the health impact of community design
 - **Building partnerships** with community design decision makers and their influencers
 - **Conducting research** to identify the links between health and community design
 - **Translating research** into best practices

Healthy Community Design Checklist

Healthy Community Design



Health starts where you live, learn, work, and play

Your address can play an important role in how long you live and how healthy you are. The physical design of your community affects your health every time you step out your front door. Sometimes making healthy choices is not easy—being physically active is hard if you do not have access to sidewalks or parks, and eating right is hard if healthy foods are not available.

You can help make the healthy choice the easy choice. Attend community meetings where decisions are made about how land will be used, talk with elected officials, and work for policy change. Your actions can help:

- Reverse adult and childhood obesity
- Reduce your risk of heart disease, high blood pressure, and diabetes
- Lower air pollution
- Reduce traffic injuries
- Make the community stronger and more enjoyable for everyone
- Increase safety and reduce crime

A simple checklist is on the back of this sheet. The checklist can help you make decisions about land use in your community that will make everyone happier and healthier. For more information on healthy community design, go to the following Web sites:

Centers for Disease Control and Prevention:

- Healthy Places: www.cdc.gov/healthyplaces
- LEED-ND and Healthy Neighborhoods: http://www.cdc.gov/healthyplaces/factsheets/LEED-ND_tableloid_Final.pdf
- Physical Activity and Health: <http://www.cdc.gov/physicalactivity/everyone/health/index.html>
- Community Guide to Preventive Services. Environmental and Policy Approaches to Increase Physical Activity: Community-Scale Urban Design Land Use Policies: <http://www.thecommunityguide.org/pa/environmental-policy/communitypolicies.html>

U.S. Environmental Protection Agency Smart Growth:
www.epa.gov/smartgrowth/

University of Minnesota Design for Health:
www.designforhealth.net

New York City Department of Design+Construction Active Design Guidelines:
http://www.nyc.gov/html/ddc/html/design/active_design.shtml

National Center for Environmental Health
Division of Emergency and Environmental Health Services



Healthy Community Design

Health starts where you live, learn, work, and play



- I want more options to help me be physically active.
 - Sidewalks
 - Bike Lanes
 - Parks/trails/open spaces
 - Daily activities within walking and biking distance
 - Other: _____
- I want to have healthier and more affordable food choices.
 - Community gardens
 - Farmers market
 - Healthier food choices in grocery stores
 - Fewer liquor/fast food/convenience stores
 - Other: _____
- I want to be able to go where I need to go in my community more easily without a car.
 - Better access to public transportation
 - Easier to bike and walk to my daily activities
 - Other: _____
- I want to feel safer in my community.
 - More street lighting
 - Well-marked crosswalks and bike lanes
 - Reduce vehicle speeding on residential streets
 - Create opportunities to get more "eyes on the street" day and night
 - Other: _____
- I want to have more chances to get to know my neighbors.
 - Pleasant public spaces to gather
 - Other: _____
- I want my community to be a good place for all people to live regardless of age, abilities, or income.
 - Housing available for all income levels and types of households
 - Easy for people to get around regardless of abilities
 - Other: _____
- I want to live in a clean environment.
 - Reduce air and noise pollution from sources like freeways
 - Clean water supply and proper sewage facilities
 - Soil that is free of toxins from past uses
 - Other: _____
 - _____

Healthy Community Design Toolkit

❑ Toolkit elements

- Healthy Community Design Checklist
- Healthy Community Design Checklist PowerPoint Presentation
- Creating a Health Profile of Your Neighborhood
- Planning for Health Resources Guide

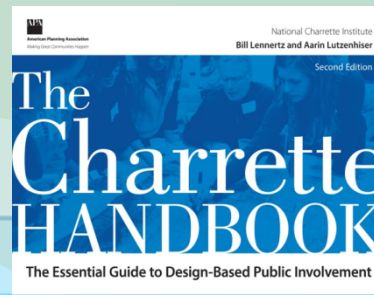
❑ Toolkit: <http://www.cdc.gov/healthyplaces/toolkit/default.htm>

Checklist Usage 2013

- ❑ **DeKalb County Master Active Living Plan public meetings**
 - Long-term neighborhood quality of life enhancements
- ❑ **Georgia Tech Westside Connectivity Studio public meetings**
 - Health impact of the proposed football stadium
- ❑ **ATSDR Land Revitalization Action Model**
 - Joplin, MO public meetings regarding healthy ways to redevelop the community after their 2011 tornado

Checklist Usage 2014

- ❑ **Candler Park/Edgewood MARTA Transit-Oriented Development RFP**
- ❑ **EPA-HUD-DOT-HHS-USDA-FEMA interagency initiative:**
 - “Good Health Starts where you Live, Learn, Work, and Play: Collaboration and Connections”
- ❑ **CDC Roybal Campus Master Plan, and subsequently into CDC’s planning guidance for all master plans**
- ❑ **NY Academy of Medicine community advocacy workshop**
- ❑ **The Charrette Handbook (2nd edition)**
- ❑ **TKS - Medline Livable Communities Initiative Master Plan**



Thank you!

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<https://www.planning.org/nationalcenters/health/>