

***HEALTHY RURAL AND SMALL TOWN COMMUNITIES (RPD 629EL02)***  
***COURSE OUTLINE***

Fall, 2020  
 UNIVERSITY OF GUELPH

*Course Co-ordinator:*

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*Personal Meeting Availability:*

I'm happy to connect by phone or electronically. I will also set up electronic office hours connected to the course.

*Class Time:*

This course is offered as a Distance course through courselink. There is a weekly schedule of topics and activities. It is important to maintain progress according to the provided schedule. In addition, we will schedule 3 face to face distance sessions (set for the Wed. evenings of Oct 7, Nov. 4 and Dec 2).

Individual assignments will require some field work (respecting social distancing) related to your own community.

**OVERVIEW:**

This course will focus on healthy rural and small town communities. It embraces the concept of sustainability and suggests that a healthy community addresses economic, environmental and social issues. While the course is oriented towards planning students, the concepts will be equally applicable for students in other disciplines such as public health. The course assumes a broad based definition of planning which includes a diversity of topics ranging from land use to immigration policy. While the course will draw upon examples from Ontario, students are welcome to pursue their interests in other geographic contexts (within Canada or abroad).

This course has an orientation towards professional practice.

**COURSE OBJECTIVES:**

The course has the following key objectives:

- To understand key elements, issues and approaches to Healthy Rural and Small Town Communities
- To provide students with an understanding of the relationship between planning and health outcomes

- To understand the need for a specific rural perspective.
- To apply a broad based perspective on rural planning. It includes design and land use planning, but other concepts such as access to local food, immigration policy and planning for special age groups.

### **LEARNING OUTCOMES**

Upon completion of the course, participants will be able to:

- Identify the relationship between the social determinants of health and community wellbeing.
- Identify key planning approaches that can help achieve healthy rural and small town communities.
- Understand the relationship between planning and public health.
- Identify a number of examples that demonstrate strategies for healthy rural communities.
- Identify when and how to use various planning tools and processes
- Understand the role and mandate of various government agencies

Although the course will have an Ontario focus - comments, projects, presentations and examples from elsewhere in Canada or other countries are welcome.

### **COURSE MATERIALS (Videos, Websites and Readings)**

Lecture notes and non-text book readings associated with the Course will be posted on CourseLink.

#### **Videos (*most of these videos were recorded before Physical Distancing was a reality*)**

Video interviews will be used to introduce you to various contributors and their perspectives on healthy communities. Key contributors include:

- Dr. Charles Gardner, Medical Officer of Health for Simcoe- Muskoka
- George McKibbin, McKibbin Wakefield Inc. is a planner who has worked with OPPI and the Canadian Institute of Planners in the development of materials related to Healthy Communities.
- Several others individuals will also contribute through video.

Additional video material is identified on a weekly basis relevant to the topic for that week.

#### **Websites**

Several websites have been identified. The key website for the course is:

**[ruralhealthycommunities.ca](http://ruralhealthycommunities.ca)**

Also see:

- Canadian Institute of Planners - [www.cip-icu.ca/Healthy-Communities](http://www.cip-icu.ca/Healthy-Communities)
- Ontario Healthy Communities Coalition [www.ohcc-ccso.ca](http://www.ohcc-ccso.ca)
- Middlesex County Community Design section of their website: <https://www.healthunit.com/community-design>
- Ontario Professional Planners Institute - <http://ontarioplanners.ca/>  
*Ontario Professional Planners Institute Healthy Communities Initiative. Information available from [www.ontarioplanners.ca](http://www.ontarioplanners.ca) Documents include Healthy Communities, Sustainable Communities; Planning by Design: A Healthy Community Handbook; Planning for Age-Friendly Communities - A Call to Action; Spark Together for Healthy Kids..*

**Useful Texts** (While a specific text providing a rural perspective on Healthy Rural and Small Town Communities has not been identified the following are relevant):

Arendt, Randall. 2015. *Rural by Design: Planning for Town and Country*. American Planning Association. Chicago.

Caldwell, W. 2015. *Planning for Rural Resilience – Coping with Climate Change and Energy Futures*. University of Manitoba Press. Winnipeg.

Caldwell, W. J. Ball and K. Procter. 2015. *Better Decision, Together*. Municipal World, St. Thomas, Ontario.

## **COURSE REQUIREMENTS**

### **SUMMARY OF PROPOSED COURSE REQUIREMENTS**

<b>Proposed Evaluation</b>	<b>Weight (%)</b>	<b>Due Date</b> (4:59 p.m. Friday of the specified week)
- Community Analysis – Healthy Rural Communities	15	Week 3
- Walkability Audit	15	Week 5
- Active Transportation Plan	50	Week 8
- Journal Reflections	10	Week 11
- More Detailed Overview of a Given Topic	10	Week 12

For all assignments it is important to be safe and ensure that others are also safe. While there is opportunity for group work it is important to respect social/physical distancing.

#### **Assignment 1 – Community Analysis – Healthy Rural Communities**

The purpose of this assignment is to immediately immerse students into concepts related to Healthy Rural Communities. Select a community (perhaps the one you live in or the one you grew up in) and prepare a short paper (maximum 750 words) on whether you consider this to be a healthy community (reflect upon the concepts and ideas provided in the videos and assigned readings). Give specific attention to the Social Determinants of Health.

*Due Dates: Week 3 (Friday at 4:59 p.m.)*

*Weight: 15%*

#### **Assignment 2 – Walkability Audit**

There are multiple ways to conduct a Walkability Audit. Please use the template posted to Course Link. Please select a small community or a city/town block or a neighbourhood street (give yourself enough to work with). Complete the audit and using a camera identify 10 successes or failures. The completed assignment will consist of the 10 pictures with a paragraph for each explaining why this is a success or failure. In addition, provide a summary reflection (the summary reflection not to exceed 250 words).

If possible/feasible you are welcome to work in pairs (respecting physical distancing).

*(You may use the same community for your walkability audit and your next assignment – an Active Transportation Plan).*

*Due Dates: Week 5 (Friday at 4:59 p.m.)*

*- Weight: 15%*

### Assignment 3 – Active Transportation Plan

*For this assignment you will make progress towards the completion of an Active Transportation (AT) Plan. The goal is to expose you to the basics of developing an Active Transportation Plan.*

*The Assignment involves the following:*

If feasible work in teams of 2-4 (although this can be completed as an individual assignment).

There are 3 Key Steps:

#### **Step 1 (Review an Existing AT Plan):**

- At the outset have a look at an existing completed Active Transportation Plan (there are many on-line to choose from and they exist at County and Regional levels as well as for smaller communities). Many are quite complex.
- Prepare a brief summary of the approach and content of the selected plan (note how they treated rural and small town areas) (maximum 750 words).

#### **Step 2 (Develop an approach for developing an AT Plan):**

*Note: Consider this step as the pre-planning – how should an AT Plan be developed for this community? What are the key steps to follow? The template: Get a Move On can serve as a guide for how you would develop a plan.*

How to approach Step 2:

- Select a Municipality as your study area
- Use the template (Get a Move On) as a Guide: <https://www.huronhealthunit.ca/wp-content/uploads/2015/09/AT-Workbook-Sept2015.pdf>. (This template includes 10 steps and was developed to help small communities develop their own strategy or plan).
- Assume you have been asked by the municipality to develop a process for developing an AT Plan. Use this template/workbook to help you through the process. For Step 2 you will **develop an approach (essentially an explained flow chart) on how you would develop an AT Plan** (i.e. the key steps you would follow, who would you engage etc.). You should be able to complete this aspect of the project in 3-5 pages (including a flowchart).

#### **Step 3 (Create a Basic AT Plan):**

*Note: Consider this step as the actual plan development. What is the content of the plan? What are your findings and suggested actions?*

How to approach Step 3:

- Select a small community or neighbourhood within the Municipality you have selected (don't tackle too large of an area).
- Using the Approach you developed in Step 2 develop a basic Active Transportation Plan (recognizing that you won't be able to complete this fully, nor will you be able to conduct extensive research (for example in Step 2 you may have identified the importance of Public Engagement - it is not expected that you will do this!) (also your review of an existing AT Plan Step 1, may provide additional guidance in terms of content/approach). Make assumptions were you need to.
- Complete what is feasible (Amongst your team you should be able to conduct basic research, Complete a SWOT analysis, brainstorm strategies etc. I don't recommend any "consultations"

but if you know individuals within the community you might want to speak to them remotely (even planners or other municipal staff) (I wouldn't speak to children unless you personally know them).

It is hard to predict the exact length of "the AT Plan", but with the potential for pictures, maps and diagrams it could easily be 20-25 pages. (AT plans will often include diagrams and drawings. It is not expected that your "team" will necessarily possess these skills. Photos can be a wonderful way though to add interest and help support your "plan").

*(In actual practice this would be a lengthy process and involve community consultations, analysis and detailed field work, etc., which of course you won't be doing over the length of this project! You are encouraged to do the best you can with what is readily available respecting social distancing)*

*Due Dates: Week 8 (Friday at 4:59 p.m.) - Weight: 50%*  
*You will also be expected to discuss the Active Transportation Assignment in advance of the due date (at the Class Meeting during Week 8)*

#### **Assignment 4 – Journal/Reflections**

*Assignment 4: Journal/reflections*

*Following along with Course content (weeks 7, 9, 10 and 11) prepare a single Journal/reflections covering these 4 topics. What have you learned from the videos and Readings, how does this relate to your own personal experience and knowledge etc. (maximum 750 words)*

*Due Dates: Week 11 (Friday at 4:59 p.m.) - Weight: 10%*

#### **Assignment 5 – A More Detailed Overview of a Given Topic**

*Select one of the 13 actions covered in the Healthy Rural Communities Toolkit (Section 4 of the Toolkit) and prepare a case study on one of the topics. A suggested approach is as follows:*

- *Select a topic and select a case study area*
- *Identify an action (hopefully innovative) and prepare a one-page summary sheet similar to those found in the Healthy Rural Communities Toolkit (As per Appendix 1 of the Toolkit)*
- *Provide a brief explanation of why you selected this case study (maximum 200 words)*

*(you may work in pairs for this topic).*

*Due Dates: Week 12 (Friday at 4:59 p.m.) - Weight: 10%*  
*We will discuss your examples in advance of the due date (at the Class Meeting during Week 12)*

**All written materials are to be deposited in the <Dropbox> on CourseLink. Folders are available for individual as well as group work assignments.**

#### **Weekly Schedule of Topics**

<b>Week #</b>	<b>Topic/ Assigned Readings &amp; videos</b>	<b>Assignments (for more details see Course Requirements)</b>	<b>Due dates</b>

Week #	Topic/ Assigned Readings & videos	Assignments (for more details see Course Requirements)	Due dates
Week 1 (week of Sept. 14)	<p><b>Introduction / Course Outline</b></p> <p><b>Required Videos and Related Materials:</b></p> <ul style="list-style-type: none"> <li>• Wayne Caldwell (Intro to the Course Outline) (video and slide deck)</li> <li>• Wayne Caldwell – Addendum - the course in the context of COVID 19. What it means for practice and what it means for the course.</li> <li>• Dr. Sudit Ranade (Lambton MOH)</li> <li>• Rob Nesbitt (Lambton County Planning Department)</li> </ul> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Course Outline</li> <li>• Wayne Caldwell PPT slide deck (intro to the course and Instructor)</li> <li>• <a href="https://www.ruralhealthycommunities.ca">https://www.ruralhealthycommunities.ca</a> (have a review of the website -it provides a number of resources relevant to the course)</li> </ul>	<p>Getting to know each other.</p> <p>On the Discussion Board please introduce yourself – who you are, your background and interests. (this will be helpful in finding partners to work with you on Assignments)</p>	
Week 2 (week of Sept. 21)	<p><b>Introduction: Healthy Rural and Small Town Communities - A Planning (Social, Economic, Environmental) and Public Health Perspective</b></p> <p><b>Required Videos and Related Materials:</b></p> <ul style="list-style-type: none"> <li>• Wayne Caldwell (Intro to Healthy Rural and Small Town Communities) (video and slide deck)</li> <li>• Dr. Charles Gardner (Simcoe-Muskoka MOH)</li> <li>• George McKibbin (Planner - McKibbin Wakefield, Inc.)</li> <li>• Ontario’s health system Alliance for Healthier Communities Educational Videos - Health System 101 &amp; Alliance 101. <a href="https://vimeo.com/288195892">https://vimeo.com/288195892</a>. (While this webinar is based on health services it provides an excellent overview of the health system in Ontario and beyond) (19 minutes)</li> <li>• Six Key Ingredients to a Healthy Community - <a href="https://www.youtube.com/watch?v=eg4ISvZPZTs">https://www.youtube.com/watch?v=eg4ISvZPZTs</a> (while this video has an American and Urban focus it provides a helpful community perspective (8 minutes)</li> </ul> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Healthy Rural Communities Toolkit (Become familiar with the content of the Toolkit)</li> <li>• Wayne Caldwell PPT slide deck (intro to Healthy Rural and Small Town Communities)</li> <li>• Social Determinants of Health: The Canadian Facts (widely used framework by Dahlgren and Whitehead (2010) - covers a wider range of social elements such as education and employment <a href="http://thecanadianfacts.org/the_canadian_facts.pdf">http://thecanadianfacts.org/the_canadian_facts.pdf</a> (this is lengthy, so focus on those aspects that are of most interest to you and which may contribute to your Assignments).</li> </ul>	<p>Assignment 1: Community Analysis (see details in Course Requirements Section)</p>	

Week #	Topic/ Assigned Readings & videos	Assignments (for more details see Course Requirements)	Due dates
Week 3 (week of Sept. 28)	<p><b>Community Design and Land Use Planning - A Healthy Community Perspective</b></p> <p><b>Required Videos and Related Materials:</b></p> <ul style="list-style-type: none"> <li>Wayne Caldwell (Community Design and Land Use Planning - video and slide deck)</li> <li>Dr. Charles Gardner (Simcoe-Muskoka MOH)</li> <li>OPPI Webinar: Healthy Communities and Planning for the Public Realm - <a href="https://www.youtube.com/watch?v=mIZ_ItvMGWA">https://www.youtube.com/watch?v=mIZ_ItvMGWA</a> (59 minutes)</li> <li>The Walkable City: <a href="https://www.youtube.com/watch?v=6cL5Nud8d7w">www.youtube.com/watch?v=6cL5Nud8d7w</a> (an American and urban perspective but very interesting)</li> </ul> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>Wayne Caldwell PPT slide deck (intro to Community Design and Land Use Planning)</li> <li>OPPI - PLANNING BY DESIGN: a healthy communities handbook</li> </ul> <p><b>Optional reading:</b> You may find the discussion (walkability) starting at page “56” to be helpful for Assignment 2. For this and a more detailed discussion of Walkability Audits and processes see: <a href="https://www.tpchd.org/home/showdocument?id=296">https://www.tpchd.org/home/showdocument?id=296</a>.</p>	Assignment 2: Conduct a Walkability Audit  (see details in Course Requirements Section)	Assignment 1 Due
Week 4 (week of Oct.5)  Zoom Class meeting Wed. Oct 7 (6:30-9:00 p.m.)	<p><b>Class meeting/ Discussion (Evening of Wed. January 30)</b></p> <ul style="list-style-type: none"> <li>Review any questions related to the Course Outline or Assignments</li> <li><b>Discussion facilitated by Wayne related to Assignment 1 or 2</b> <ul style="list-style-type: none"> <li>What did you learn about your selected community? Is it Healthy? (Consider social determinants of health)</li> <li>How walkable was your selected community?</li> </ul> </li> </ul> <p><b>Videos and Related Materials:</b></p> <ul style="list-style-type: none"> <li>George McKibbon (Planner - McKibbon Wakefield, Inc.)</li> <li>Building Strong Communities: A Pathway to a Financially Sustainable Future: Part 1 <a href="https://youtu.be/QbSSbv5qY3c">https://youtu.be/QbSSbv5qY3c</a> Part 2 <a href="https://youtu.be/aXu0sSIIyrE">https://youtu.be/aXu0sSIIyrE</a> Part 3 <a href="https://youtu.be/H3ryojhqZD8">https://youtu.be/H3ryojhqZD8</a></li> </ul>		
Week 5 (week of October 12)	<p><b>Active Transportation</b></p> <p><b>Required Videos and Related Materials:</b></p> <ul style="list-style-type: none"> <li>Wayne Caldwell (Active Transportation - video and slide deck)</li> <li>Dr. Charles Gardner (Simcoe-Muskoka MOH)</li> <li>Sue Shikaze (Kawartha Lakes Health Unit)</li> <li>Haliburton County AT. <a href="https://www.youtube.com/watch?v=uYQpF2VXFUA">https://www.youtube.com/watch?v=uYQpF2VXFUA</a></li> <li>George McKibbon (Planner - McKibbon Wakefield, Inc.)</li> </ul> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>Wayne Caldwell PPT slide deck (intro to Active Transportation)</li> <li>Get a Move On! A Community Workbook to Create an Active Transportation Plan.</li> <li>Active Transportation, Health and Community Design: What is the Canadian evidence saying? <a href="https://www.cip-icu.ca/Files/Healthy-Communities/FACTSHEETS-ActiveTransportation-FINALenglish.aspx">https://www.cip-icu.ca/Files/Healthy-Communities/FACTSHEETS-ActiveTransportation-FINALenglish.aspx</a></li> </ul>	Assignment 3: Active Transportation Planning  (see details in Course Requirements Section)	Assignment 2 due

Week #	Topic/ Assigned Readings & videos	Assignments (for more details see Course Requirements)	Due dates
Week 6 (week of October 19)	<p><b>Linking Community Design, Land Use Planning and Active Transportation</b> (this week is intended to bring further focus to assignment 3, the Built Environment and related linkages)</p> <p><b>Required Videos and Related Materials:</b></p> <ul style="list-style-type: none"> <li>• Wayne Caldwell (Video – a Brief Update)</li> <li>• Active Transportation 101 - <a href="https://www.youtube.com/watch?v=dT93bnZk7U8">https://www.youtube.com/watch?v=dT93bnZk7U8</a></li> <li>• Mapping the Built Environment: Peel Public Health’s Healthy Development Mapping and Monitoring Project <ul style="list-style-type: none"> <li>- <a href="http://www.ncceh.ca/content/mapping-built-environment-peel-public-health's-healthy-development-mapping-and-monitoring">http://www.ncceh.ca/content/mapping-built-environment-peel-public-health's-healthy-development-mapping-and-monitoring</a> (i.e. see this you tube recording: <a href="https://www.youtube.com/watch?v=RGFybF8QaHo&amp;feature=youtu.be">youtube.com/watch?v=RGFybF8QaHo&amp;feature=youtu.be</a>)</li> </ul> </li> </ul> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Review Middlesex County website re. Community Design- <a href="https://www.healthunit.com/community-design">https://www.healthunit.com/community-design</a></li> <li>• Healthy Communities Practice Guide <a href="https://www.cjp-icu.ca/Files/Healthy-Communities/CIP-Healthy-Communities-Practice-Guide_FINAL_lowre.aspx">https://www.cjp-icu.ca/Files/Healthy-Communities/CIP-Healthy-Communities-Practice-Guide_FINAL_lowre.aspx</a> (there is much content here - review for familiarity and your personal interests)</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• For a rural America perspective on Active Transportation see: <a href="https://www.railstotrails.org/resourcehandler.ashx?name=active-transportation-beyond-urban-centers-report&amp;id=4141&amp;fileName=RTC_BeyondUrbanCentersReport.pdf">https://www.railstotrails.org/resourcehandler.ashx?name=active-transportation-beyond-urban-centers-report&amp;id=4141&amp;fileName=RTC_BeyondUrbanCentersReport.pdf</a></li> </ul>		
Week 7 (week of Oct 26)	<p><b>Planning for Special Age Groups</b></p> <p><b>Required Videos and Related Materials:</b></p> <ul style="list-style-type: none"> <li>- Wayne Caldwell (Planning for Special Age Groups) (video and slide deck)</li> <li>- Dr. Charles Gardner (Simcoe-Muskoka MOH)</li> <li>- George McKibbon (Planner - McKibbon Wakefield, Inc.)</li> <li>- Anita Trusler and Jennifer Graham (Lambton County Health Unit) Age Friendly Community</li> <li>- Joanne Haley – Age Friendly Communities</li> </ul> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>- Wayne Caldwell PPT slide deck (intro to Active Transportation)</li> <li>- Grey County Age Friendly Planning <a href="http://www.waynecaldwell.ca/Students/Projects/Grey%20County%20Age%20Friendly%20Planning_May17.pdf">www.waynecaldwell.ca/Students/Projects/Grey%20County%20Age%20Friendly%20Planning_May17.pdf</a></li> <li>- Association of Municipalities Ontario (AMO). (2016) Strengthening Age-Friendly Communities <a href="https://www.amo.on.ca/AMO-PDFs/Reports/2016/StrengtheningAgeFriendlyCommunitiesSeniorsServices.aspx">https://www.amo.on.ca/AMO-PDFs/Reports/2016/StrengtheningAgeFriendlyCommunitiesSeniorsServices.aspx</a></li> </ul> <p><b>Optional Reading:</b></p> <ul style="list-style-type: none"> <li>- Age-friendly rural and remote communities: a guide: <a href="http://www.phac-aspc.gc.ca/seniors-aines/alt-formats/pdf/publications/public/healthy-sante/age_friendly_rural/AFRRC_en.pdf">http://www.phac-aspc.gc.ca/seniors-aines/alt-formats/pdf/publications/public/healthy-sante/age_friendly_rural/AFRRC_en.pdf</a></li> </ul>	<p><i>Assignment 4:</i> Journal/reflections (i.e. weeks 7, 9, 10 and 11) (see details in Course Requirements Section)</p> <p><i>Assignment 5:</i> A More Detailed Overview of a Given Topic (see details in Course Requirements Section)</p>	
Week 8 (week of November 2)  In class meeting Wed. Nov.4 (6:30-9:00 p.m.)	<p><b>Class meeting/ Discussion Active Transportation Planning (Evening of Wed. Nov 4)</b></p> <p><b>Discussion facilitated by Wayne related to Assignment 3:</b></p> <ul style="list-style-type: none"> <li>- What did you learn from the existing AT plan that you looked at?</li> <li>- What challenges did you encounter (or would expect to encounter) in working through the exercise?</li> <li>- What are your results?</li> </ul>		Assignment 3 due



Week #	Topic/ Assigned Readings & videos	Assignments (for more details see Course Requirements)	Due dates
Week 9 (week of Nov 9)	<p><b>Welcoming Communities- the Role of Immigration in a Healthy Rural Community</b></p> <p><b>Required Videos and Related Materials:</b></p> <ul style="list-style-type: none"> <li>• Wayne Caldwell (The Role and Importance of Immigration in a Healthy Rural and Small Town Community) (video and slide deck)</li> <li>• Video – Ryan Gibson</li> <li>• Video Rana Telfah and Sharon Wan</li> <li>• Video Kristin Crane</li> </ul> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Wayne Caldwell PPT slide deck (Immigration in a Healthy Rural and Small Town Community)</li> <li>• Gibson, R., Bucklaschuk, J., &amp; Annis, R (2016). Working Together: Collaborative Response to Welcoming Newcomers in Brandon, Manitoba. G. Bonifacio and J. Drolet (Eds). Canadian Perspectives on Immigration in Small Cities (pp. 35-53). Cham: Springer</li> <li>• Caldwell, W (et.al) (2017). Attracting and welcoming newcomers in rural communities and small towns. <a href="http://waynecaldwell.ca/immigration.pdf">http://waynecaldwell.ca/immigration.pdf</a></li> </ul>		
Week 10 (week of Nov 16)	<p><b>Access to Local Food</b></p> <p><b>Required Videos and Related Materials:</b></p> <ul style="list-style-type: none"> <li>• Wayne Caldwell (Local Food, Planning and Healthy Rural communities) (video and slide deck)</li> <li>• Wayne Caldwell - Preservation of primary agricultural land for farming <a href="https://vimeo.com/131724391">https://vimeo.com/131724391</a></li> <li>• Dr. Charles Gardner (Simcoe-Muskoka MOH)</li> <li>• George McKibbin (Planner - McKibbin Wakefield, Inc.)</li> <li>• Professor Samina Raja It's Not Food, It's the Food System <a href="https://www.youtube.com/watch?v=dc3yMgR6YQ4">https://www.youtube.com/watch?v=dc3yMgR6YQ4</a></li> <li>• Professor Leia Minaker - Policy options for healthier retail food environments in city-regions: <a href="http://www.nccch.ca/content/policy-options-healthier-retail-food-environments-city-regions-case-solid-measurement">http://www.nccch.ca/content/policy-options-healthier-retail-food-environments-city-regions-case-solid-measurement</a></li> <li>• Jacqui Laporte - Community Garden</li> <li>• Chris Marshall – Local Foods</li> </ul> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Wayne Caldwell PPT slide deck (Local Food)</li> <li>• Facilitating the Agricultural and Local Food Sector in Northern Ontario: <a href="https://www.enhancinglocalfood.com/toolkit">https://www.enhancinglocalfood.com/toolkit</a> (review for familiarity and an appreciation of the content)</li> <li>• A Planners Guide to Community and Regional Food Planning. Samina Raja, American Planning Association <a href="http://www.planningclimatechange.org/public/file/Planners%20Guide%20to%20Community%20and%20Regional%20Food%20Planning.pdf">http://www.planningclimatechange.org/public/file/Planners%20Guide%20to%20Community%20and%20Regional%20Food%20Planning.pdf</a> Pages 1-26</li> </ul>		

Week #	Topic/ Assigned Readings & videos	Assignments (for more details see Course Requirements)	Due dates
Week 11 (week of Nov 23)	<p><b>Safe and Affordable Housing</b></p> <p><b>Required Videos and Related Materials:</b></p> <ul style="list-style-type: none"> <li>Wayne Caldwell (Safe and Affordable Housing and Healthy Rural communities) (video and slide deck)</li> <li>George McKibbon (Planner - McKibbon Wakefield, Inc.)</li> <li>Liz Bucton – Social Housing Partnerships</li> </ul> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>Wayne Caldwell PPT slide deck (Safe and Affordable Housing)</li> <li>Under Pressure: Affordable Housing in Rural Ontario. <a href="http://www.ruralontarioinstitute.ca/file.aspx?id=df2bb16b-2536-4555-bd19-1bfac096a316">http://www.ruralontarioinstitute.ca/file.aspx?id=df2bb16b-2536-4555-bd19-1bfac096a316</a> (see pages 1-4, 8-10 and 12-17)</li> </ul>		Assignment 4 due
Week 12 (week of Nov. 30)  In class meeting Wed. Dec. 2 (6:30-9:00 p.m.)	<p><b>Class Meeting: Discussion Assignment 5 Project Presentations (Evening of Wed. Dec. 9)</b></p> <p><b>Discussion facilitated by Wayne related to Assignment 5:</b></p> <ul style="list-style-type: none"> <li>- What topic did you focus on?</li> <li>- What were some of your key findings?</li> <li>- Please share key aspects of your innovative example.</li> </ul>		Assignment 5 due

### **ADDITIONAL ITEMS FOR CONSIDERATION:**

#### **E-mail Communication:**

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

#### **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Graduate Calendar.

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

#### **Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

**Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

**Academic Integrity**

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

**Recording of Materials**

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

**Additional Costs:**

Students should be aware of the potential for limited costs related to travel connected to project work.

**Student Learning Focused:**

The University is committed to promoting a learning environment that has the following outcomes – students well versed in creative and critical thinking, literacy, global understanding, communication, professional and ethical behavior. See Chapter XIII of the Graduate Calendar 2019-2020. In addition, this course is guided by materials within the overall University Secretariat dealing with matters such as Academic Appeals and Non-Academic Misconduct. Reference can be found on this at:

<https://www.uoguelph.ca/secretariat/office-services/student-judicial-services>

**Course Policy on Group Work:**

Please refer to the Academic Misconduct Policy or speak with the course instructor if you have any questions or concerns relating to group work policy.

**University Policies**

**Academic Consideration:**

The University of Guelph is committed to supporting students in their learning experiences and responding to their individual needs and is aware that a variety of situations or events beyond the student's control may affect academic performance. Support is provided to accommodate academic needs in the face of personal difficulties or unforeseen events in the form of Academic Consideration. Information on regulations and procedures for Academic Consideration, Appeals and Petitions, including categories, grounds, timelines and appeals can be found in Section II of the Graduate Calendar

<https://www.uoguelph.ca/registrar/calendars/graduate/current/pdffiles/calendar.pdf>

## Further Reading Materials

Please see the annotated Bibliography available at:

<http://www.cip-icu.ca/Healthy-Communities> (these annotated bibliographies provide detailed descriptions of the following reports and their relevance for planners):

Title	Author(s)	Publication Date
<a href="#">Designing Healthy Living; The Chief Public Health Officer's Report on the State of Public Health in Canada 2017</a>	Public Health Agency of Canada	2017
<a href="#">Healthy Canada by Design</a>	Various authors: Canadian Journal of Public Health	2015
<a href="#">Healthy Built Environment Linkages: A Toolkit for Design, Planning, Health</a>	Provincial Health Services Authority - British Columbia	2014
<a href="#">Working with local governments to support health equity through the built environment: A scoping review</a>	Zupancic, T. & Westmacott, C. Habitus Research for the BC Centre for Disease Control	2016
<a href="#">FACT SHEET: Supporting Health Equity Through the Built Environment</a>	BC Centre for Disease Control	2017
<a href="#">The Grocery Gap: Who Has Access to Healthy Food and Why It Matters</a>	PolicyLink and The Food Trust	2010
<a href="#">The Impact of Green Space on Health and Air Pollution in Urban Communities</a>	The David Suzuki Foundation	2015
<a href="#">Global Change and Public Health: Addressing the Ecological Determinants of Health</a>	Canadian Public Health Association Discussion Paper	2015
<a href="#">Health Impact Assessment of Transportation and Land Use Planning Activities</a>	Metro Vancouver	
<a href="#">The State of Health Impact Assessment in Planning</a>	American Planning Association	2016
<a href="#">Healthy Communities Practice Guide</a>	Canadian Institute of Planners	
<a href="#">Community Planning with a Health Equity Lens: Promising Directions and Strategies</a>	Haber, R. for the National Collaborating Centre for Environmental Health	2011
<a href="#">How to Create and Implement Healthy General Plans: A Toolkit for Building Healthy, Vibrant Communities</a>	ChangeLab Solutions and Rami + Associates	2012
<a href="#">Comprehensive Healthy Community Assessment/Audit Report</a>	Ontario Public Health Association Built Environment Workgroup	2012
<a href="#">The Case for Healthy Places: Improving Health Outcomes Through Placemaking</a>	Project for Public Spaces	2016
<a href="#">Info Packet: Planning &amp; Zoning for health in the Built Environment</a>	American Planning Association	2016
<a href="#">Healthy Streets Evidence Review</a>	Toronto Public Health	2014
<a href="#">City of Calgary Nose Creek Area Structure Plan</a>	City of Calgary	2015
<a href="#">Healthy community design: policy statements for official plans</a>	Simcoe Muskoka District Health Unit	2014

Building Healthy Places Toolkit: Strategies for Enhancing Health in the Built Environment	Urban Land Institute	2015
Healthy Development Assessment User Guide	Region of Peel	2016
Physical Activity: Built Environment Approaches Combining Transportation System Interventions with Land Use and Environmental Design	Community Preventiveness Services Task Force	2016
Protecting Health: Air Quality and Land Use Compatibility	Halton Region Health Department	2009
Clean Air Hamilton	Clean Air Hamilton	ongoing
Municipal Heat Response Planning in British Columbia, Canada	BC Centre for Disease Control	2017
Health in All Policies: Framework for Country Action	World Health Organization	2014
Ten Principles for Building Healthy Places	Urban Land Institute	2013
Healthy City Strategy – Four Year Action Plan 2015-2018 (Phase II)	City of Vancouver	2015
Metrics for Planning Healthy Communities	American Planning Association’s Planning and Community Health Center	2017
Policy on the Built Environment and Health	The Canadian Medical Association	2013
Position Statement: Community Design, Physical Activity, Heart Disease and Stroke	Heart and Stroke Foundation of Canada	2011
Laneways as bikeways	Canadian Urban Institute	2018
More than 500 scientists demand improved pollution laws in Canada	The Canadian Press	2018
Health Disparities: Understanding and promoting healthy communities	Suarez- Balcazar, Y., Mirza, P. M., and Garcia- Ramirez, M.	2018