



University of California, San Francisco  
c/o California Poison Control System  
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## The Community Environment Faculty Instructions

### Faculty Preparation:

1. Write a case to guide the walk. Include obesity and asthma in the history.
2. Choose the neighborhood to visit.
3. Determine key locations along the route; home, school, park, clinic, retail area.
4. Review online tools regarding the neighborhood:
  - a. **Google maps:** use this to familiarize yourself with major landmarks, street connectivity, key locations along the route.
  - b. **Scorecard [www.scorecard.org](http://www.scorecard.org):** Look at the neighborhood's toxics, air, water, and environmental justice report. Compare the neighborhood with others in the US. Identify key polluters and their locations.
  - c. **Airnow [www.airnow.gov](http://www.airnow.gov):** Look at up to date information on air quality
  - d. **EPA Enviromapper Storefront [www.epa.gov/enviro/html/em/index.html](http://www.epa.gov/enviro/html/em/index.html):** Interactive mapping tools for querying environmental information by zip code. It includes an environmental justice database.
  - e. **ATDSR ToxFAQs [www.atsdr.cdc.gov/toxfaq.html](http://www.atsdr.cdc.gov/toxfaq.html):** Frequently asked questions about contaminants found at hazardous waste sites.
5. If you have never visited the chosen neighborhood, go and visit before the residents to familiarize yourself.
6. Be familiar with resident assigned reading.
  - a. Environmental hazards as they relate to children.  
*Pediatric Environmental Health Toolkit: Key Concepts*
  - b. The Built Environment and Health:  
AAP Committee on Environmental Health: "Statement on The Built Environment." *Pediatrics June 2009*

### Residents will need:

1. A google map of the neighborhood, including zip code and major destinations in "Notes"
2. A clip board

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3. The worksheets provided in the “Community Environment “ module

Ideas for discussion

These may be used while on the walk or after residents return:

1. Take an informal survey of number of grocery stores selling fresh fruit vs. number of liquor stores.
2. Discuss parks and whether they cater to 4-7 year olds and could provide a safe place for recreation for this age group
3. Discuss current events and ways knowledge about the built environment could help inform advocacy efforts at the local/state level.
4. Consider creative solutions to the problems faced by the patient.
5. Discuss the use of rigorous scientific sources when advocating for children.
6. Discuss the different levels at which pediatricians can impact children’s health: patient, neighborhood, city, state.

Examples:

- a. Individual: assist the family in accessing aspects of the built environment that are good.
  - b. Local: support local efforts toward increasing park space, making parks safer and having adequate play area at parks for 4-7 year olds.
  - c. City: advocate for green space, zoning laws that promote mixed use and increased walkability, public transportation and a switch from diesel to electric buses, advocate for safe housing and community crime reduction efforts
  - d. State: advocate for school siting policies that promote children’s health, advocate for urban development policies that promote children’s health.
7. Discuss barriers to health in your patient’s neighborhood.
  8. Discuss the walkability of the patient’s neighborhood; mixed use, street connectedness, utilitarian destinations, residential density, aesthetics, crime safety, pedestrian safety.