

**Empowering Communities with Asset Mapping and GIS**  
**Marketing Tobacco Products to Kids**  
Spring 2009

Meg Merrick, Instructor  
Community Geography Project, Coordinator  
Institute of Portland Metropolitan Studies  
Urban Center, Suite 780D  
503-725-8291; merrickm@pdx.edu  
Office Hours: T/TH 9:00-10:00 and by appointment

Asset mapping methods combined with geographic information systems (GIS) technology have proven to be an effective way to help citizens and organizations identify, analyze, describe, and mobilize around assets and issues of concern to them.

The Community Geography Project of the Institute of Portland Metropolitan Studies trains community groups and middle and high school students in GIS technology to enable them to ask new questions and better strategize and promote their agendas.

**PARTNERS**

Sonia Manhas, Manager, Multnomah County Chronic Disease Prevention Program  
Rachael Banks, Manager, Multnomah County Tobacco Prevention Program

**PROJECT**

This capstone is the first of two capstone courses focused on better understanding the links between place and access to tobacco products among youth in Multnomah County. This term we will seek to identify where tobacco products are located relative to K-8 schools and the routes identified by the Safe Routes to Schools program. We will use geographic information systems (GIS) technology to strategize where we will do our field work in addition to analyzing access. We will also use PSU's new subscription to Simply Maps to access retail and demographic data for this project. Finally, using our analysis, we will identify two locations for a case study comparison between middle- to upper-income schools and low-income schools.

Ultimately, our work will be used to provide real quantitative and qualitative data for Multnomah County Health Department's use in promoting healthy living environments for kids.

Our work, this term, will focus on the following:

- Working with our partners, we will seek to better understand the importance of place relative to the access of tobacco products to youth in Multnomah County.
- Ground-truthing and mapping, at the highest level of detail possible.
- Exploring the issues using GIS and other means.
- Creating an atlas document that describes in maps, charts, and images what we have done, what we have found, and where the next capstone class might focus.

## **PROJECT ORGANIZATION**

In order to accomplish the above, we will do the following:

- Create a mission statement.
- Identify a Project Manager(s) who will oversee the project.
- Create a work plan (including task identification, task dependencies, and timeline) in Gantt Chart format.
- Create teams of students who will take on the various tasks, including:
  - Point person(s) for working with the partner
  - Data collection
  - Data analysis
  - Writing, editing, and proofing
  - Report design and production
  - Presentation design and delivery
- Discuss on a weekly basis the challenges and implications of the project.
- Reflect on the process (at midterm and at the conclusion of the project).

## **PRODUCTS**

This capstone team will produce and submit an “atlas” report of our findings in hardcopy and pdf form. Bound hardcopies will be printed by the team to be distributed to our partners, the PSU Capstone office, and to the instructor. In addition, cds of the Atlas and supporting material will be made available to our partners.

## **SKILLS NEEDED**

- Project Management
- Teamwork
- Field work and Research
- GIS expertise
- Databases
- Photography
- Writing
- Graphic Design
- Desktop Publishing
- Presentation Skills

## **CAPSTONE TEAM GOALS**

- To work together and with our partner in a collegial fashion.
- To create an excellent product.
- To have fun doing it!

Integral to this capstone's purpose are University Studies four goals:

<p style="text-align: center;"><b>Inquiry and Critical Thinking</b></p> <p>Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.</p>	<p style="text-align: center;"><b>Communication</b></p> <p>Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.</p>
<p style="text-align: center;"><b>The Diversity of Human Experience</b></p> <p>Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.</p>	<p style="text-align: center;"><b>Ethics and Social Responsibility</b></p> <p>Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.</p>

## GENERAL INFORMATION

Your class participation and cooperation are critical to this effort. Students will be allowed two unexcused absences. I would very much appreciate being notified if you know in advance that you will have to miss a class or activity! Otherwise, all students will be expected to attend all class sessions and any presentations.

***All work for this course will be typed and spell-checked!***

### Readings

All students are required to read the materials that are distributed.

### Grades

This is a graded course. You will receive 6 credits at the completion of the capstone. Grades\* are based on the following:

- 20% Class/group participation** (this will include regular class attendance and a peer assessment at the end of the term). ***The initiative you take is critically important to the success of this work! It will be noted.***
- 40% Evidence of your own work** (including two reflections and a time sheet) and contribution to the final products.
- 40% Final products and presentation**

***\* Your grade will be negatively affected by more than two unexcused absences and/or consistent tardiness to class sessions.***

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**COURSE SCHEDULE**  
 (tentative)

<b>Date</b>	<b>Activity</b>	<b>Assignment</b>
3/31	Introduction to the course, the issues, and GIS, skill and activity assessment	<b>Group assignment. PPT presentation: marketing tobacco to youth, due: 4/7</b>
4/2	Partner consultation	
4/7	Group presentations	
4/9	Project management: Problem definition, mission statement, task identification, task assignments	Data collection Gantt chart
4/14	Introduction to Simply Maps GIS #1	Data collection and analysis
4/16	Updates GIS #2	
4/21	GIS #3	
4/23	Work session	
4/28	<b>PPT presentations</b> (updates, identifying challenges, defining the issues)	
4/30	Work session	<b>Reflection essay, due: 5/7</b>
5/5	<b>PPT presentations (final product design)</b>	
5/7	Work session <b>Conferences</b> (my office, Urban 780D)	
5/12	<b>PPT presentations</b> (updates, identifying challenges, defining the issues)	
5/14	Work session	
5/19	Findings discussion	
5/21	Drafts of written material due for editing	Editing
5/26	Editing due	Proofreading
5/28	Work session	
6/2	Presentation work session	
6/4	<b>Presentation to partners</b>	<b>Reflection essay, due: 6/9</b>
6/9	<b>Presentation Debrief</b>	<b>Final products due</b>