Park Prescription Patient Case Studies Training

This document contains six case studies and questions for Park Prescription program development. Each case study presents a patient with specific health needs and poses questions to the reader about the benefits that this patient can reap if given a Park Prescription.

These case studies can be used to train your care team or partners on Park Prescription programs for specific populations. The locations may be modified depending on your target location. A sample agenda could be the following:

Objectives:

- Program partners know why, when, to whom, and how to give a park prescription
- Program partners identify shared strategies to promote Park Prescriptions among patient/population base

10 minutes	Introduction
5 minutes	Break up into small teams *Note:* each team will work on one case study
30 minutes	Small teams work on case study
40 minutes	Each team reports back their answers
20 minutes	Suggestions for Park Prescription program improvement

For examples of how San Francisco Department of Public Health's professionals answered, view their recorded answers at: https://www.youtube.com/watch?v=sP1OkHJS_Kk

Case 1

Target population: Children with Disabilities, Maternal Mental Health

Local Park: McLaren Park

SECTION 1 - BACKGROUND

It is 3:45 PM on a Friday afternoon, and you are an SFDPH Occupational Therapist. You are about to see a new patient, Oscar Liu, a Latino and Chinese 3 month-old baby born with brachial plexus injury and cleft palate. Oscar was recently discharged from the NICU (Newborn Intensive Care Unit) and he is doing well, still taking nasogastric feeds and sleeping on his back without monitors.

You note a happy and vigorous baby, with good growth. As you work with Oscar, Ms. Liu confides that she is struggling with coming to terms with her son's disabilities. She has started to feel more isolated. She does have two other young children and a supportive husband, but there has been increased conflict in their family as she feels overwhelmed and angry much of the time.

The family lives in Rankin Street and Palou Avenue in the Bayview District and has access to very few resources.

- **What are the issues facing this family and what resources would you offer them?**

- **List the health benefits this family could get from nature and parks.**

SECTION 2 – PARK PRESCRIPTION

As the visit continues, you state: *"Oscar is doing exceptionally well, and I'm impressed by how hard you are working to take care of him. I also want to make sure that you have support and are healthy. What kinds of things do you like to do to relax?"*

Ms. Liu lets you know that she knows she is depressed and is being treated anxiety and depression.

Ms. Liu says, "*We used to love going to the park to drum. My husband is a drummer and we used to go every Saturday. But, the drum circle has split up, and I just don't feel safe being outdoors with Oscar. He is so fragile.*"

While you reassure her that fresh air and some sun may be nice for Oscar also, you understand her concern. You probe who can stay home with Oscar if she gets outside. "*My husband wants to and I know he can, but I don't let him. He can't handle all three kids together. And there is no way we can afford any childcare. I wish our families would help out, but even if I tell them, they won't show up."*

You ask: *"Do you ever have the chance to get outdoors together as a family?"*

"I wish we did," Ms. Liu says, but she expresses frustration that she doesn't have the time to organize any outings as she works during the week and spends weekends shopping or preparing for the next week.

You say it seems like Ms. Liu agrees that she will benefit from being outdoors in nature with a park prescription. *"If you are both willing, we can work together to come up with a plan to deal with your stress and feel more connected to others,"* you offer and show her an HPHP flyer with locations of events listed.

- **List three barriers this family faces in getting out into nature for health.**

- **List three assets this family has in getting outdoors into nature for health.**

- **Make a specific active living goal.**

SECTION 3 – STRATEGIES FOR SUCCESS

One month has passed and you are seeing Ms. Liu and Oscar for follow up. Ms. Liu appears forlorn, as if she has lost some weight. Ms. Liu states that Oscar's weight gain is not as good as expected.

"Hello Oscar! Hello Ms. Liu, how are the both of you?" You learn that she has been working hard on feeding Oscar but she is still having trouble getting on top of her own mental health. You praise her for continuing to seek mental health care through counseling and medication, and ask if she has been able to relax at all.

"*I tried going to that Healthy Parks, Healthy People event you told me about, and it is up on my refrigerator, but I just couldn't find the time. I also dread being on the bus with all three kids and our car is out of commission right now. Plus, it takes so much effort to pack a snack, and then there is always a diaper to change just as we are about to leave. I really do want to do this."*

Come up with strategies to help Ms. Liu achieve her active living goal.

- **Is there an HPHP program near her?**

- **What are some transportation options?**

- **What can the family do if they can't get to an HPHP program?**

- **What resources do you need to recommend unstructured play, a green hour, or a specific trail?**

SECTION 4

One more month has passes and Ms. Liu enters with her three children. Oscar is growing now, smiles, and interacts. Ms. Liu seems slightly improved. She raves about the HPHP program she went to and has discovered Tai Chi at her local park. She thanks you.

For Small Group Sharing, please discuss and record your responses to these three questions:

- **List 3 ways in which health, parks, and transportation resources can cooperate to better serve this family.**

- **List 3 ways parks can better serve the populations you work with.**

- **List the community partners you plan to share Healthy Parks, Healthy People with, in the next three months.**

Case 2

Target population: Early Childhood, Nutrition and Obesity

Local Park: Lake Merced

SECTION 1 – BACKGROUND

You are a primary care provider at the Ocean Park Health Center. It is 3:45 pm on a Friday afternoon and you are at the end of a long clinic day when you pick up the chart for a 3 year old white female named Maybel.

Maybel has been in your care since birth. She lives with her grandmother Ms. Smith, her sister and two cousins at the Alice Griffith Housing Projects. Maybel's chart lists mild persistent asthma, allergic rhinitis, and obesity as her medical issues. Maybel's grandmother, who is also your patient, has type 2 diabetes.

As you step into Maybel's room, you see that Maybel's grandmother and her 20 year old cousin accompany her today. Her cousin, Edwin, has a developmental delay and is also your patient. Ms. Smith states there are no major complaints for Maybel except an early morning cough.

While gathering a social history, you ask about Maybel's current level of physical activity. You ask to hear what a typical day is like for Maybel. Maybel spends her day at a local daycare, and after daycare, watches TV or plays with cousins. Her grandmother says: *"I work until 6 pm, then have to make dinner, help them with homework, there is just no time."*

Maybel is a polite and shy girl. You notice that today her BMI has increased since you saw her six months ago from the 95th percentile to higher than the 97th percentile (Normal range is 5-85th percentile). Her exam shows obesity and her blood pressure suggests pre-hypertension.

As you run through your assessment and plan for care of her asthma, allergies and pre-diabetes screening, you decide she is a candidate for a park prescription.

- **List the issues facing this family, and the resources you would offer them.**

- **List the health benefits this family could get from nature and parks.**

SECTION 2 – PARK PRESCRIPTION

You state: *"Ms. Smith, Maybel is doing well, but I am concerned about her weight and diabetes risk. I've recently learned that the more time kids have to play outdoors, the more physically active they are."*

"Does Maybel ever have the opportunity to play outside? "

Ms. Smith interjects, "*Sure, it would be great for all four of these kids to get outdoors, but things have changed so much. When I grew up around here 50 years ago, I spent the whole day out by the beach with friends and got home when the sun was setting. I remember this area before there was all this construction and roads. That's just not possible any more."*

You probe further: "*Why do you think things are different for Maybel? What are some reasons it's hard for her to get outside?"*

Ms. Smith states that one of her main concerns is Maybel's asthma, she is afraid of letting Maybel be too active because she is worried Maybel will have an asthma attack. In addition, she is nervous about potentially toxic substances in the soil and air. Ms. Smith concludes: *"Maybel gets plenty of time outside at her daycare."*

You ask Ms. Smith what the play area is like in the preschool, and she notes that there is minimal outdoor space. You ask Maybel if she has a favorite place in her neighborhood to play and she says: *"I like playing in the yard at home. We have worms in the garden!"*

"Do you ever have the chance to get outdoors together as a family?"

"I wish we did," Ms. Smith says, but she expresses frustration that she doesn't have the time to organize any outings as she works during the week and spends weekends grocery shopping or preparing for the next week. She also has to be careful where she goes with Edwin, due to concerns over his inability to assess situations and remain safe, and does not have any one to stay home with him.

You say it seems like Ms. Smith agrees Maybel will benefit from playing outdoors. *"If you are both willing, we can work together to come up with a plan to increase Maybel's outdoor activity,"* you offer.

- **List three of barriers this family faces in getting out into nature for health.**

- **List three assets this family has in getting outdoors into nature for health.**

- **Make a specific active living goal.**

SECTION 3 – STRATEGIES FOR SUCCESS

At this point, you have a good idea of the challenges facing Maybel and her family and you know Ms. Smith is willing to try outdoor activity. You work with her to come up with a specific outdoor goal. You start by reviewing the list of HPHP programs in San Francisco. You ask Ms. Smith if any of these would work for her. She decides she would like to try Heron's Head Park.

One month passes and you are seeing Maybel in follow up. You note that her weight has increased by one pound. You learn that the family's car stopped working.

"*I tried going to that you told me about, and it is up on my refrigerator, but I just couldn't find the time. I also dread being on the bus with all four kids and our car is out of commission right now. I really do want to go though."*

Come up with strategies to help Maybel's family achieve their active living goal.

- **What HPHP program is near her?**

- **List some transportation options.**

- **What can the family do if they can't get to an HPHP program?**

- **What resources do you need to recommend unstructured play, a green hour, or a specific trail?**

SECTION 4 – REPORT BACK

While strategizing with Maybel's grandmother about her outdoor activity goal, you notice that there is an HPHP program at Heron's Head. You are able to describe to Maybel's grandmother that the programming will be introductory, and that you know the naturalist. It will also be safe because there is a naturalist present.

You hand her another post-card as a reminder, and write the bus route on the card, and then write her goal down in the chart. Several weeks later, you receive a message that Ms. Johnson has called to thank you for introducing her family to the HPHP event.

For Small Group Sharing, please discuss and record your responses to these three questions:

- **List 3 ways in which health, parks, and transportation resources can cooperate to better serve this family.**

- **List 3 ways parks can better serve the populations you work with.**

- **List the Community Partners you plan to share Healthy Parks, Healthy People with, in the next three months.**

Case 3

Target population: Foster children, domestic violence, homelessness

Local Park: McLaren Park and Heron's Head

SECTION 1 - BACKGROUND

You are a Primary Care provider at the Southeast Health Center. It is 3:45 pm on a Friday afternoon and you are almost at the end of a full and busy clinic day. You review the next chart, a CHDP visit for 15 year-old African American male named Carson Johnson. Carson moved to San Francisco about a year ago and currently lives near Ingalls Street and Harbor Road. You do not have his previous medical records.

You enter the room and introduce yourself to Carson and his 43 year-old foster mother, Ms. Johnson. Carson has no complaints today, but Ms. Johnson hopes that you can "make him feel better." She explains that the past year has been tough on him, as he left his home in Atlanta because of domestic violence. His previous physician diagnosed Carson with depression and started him on an SSRI. His foster mother states that he is still withdrawn and irritable compared to his usual demeanor, but that medication has been helping.

When you talk to Carson alone for the social history, his eyes are downcast and his responses terse. You find that Carson and his mom had been transitionally housed prior to coming to California. After an extended stay in a shelter, and after living with a series of relatives, they moved into a friend's house. Mother and son were sharing the living room and Carson slept on a couch. When his mother realized they would be losing that living situation, she looked to his aunt, Ms. Johnson, for foster care.

He is currently a sophomore at a high school in the Mission District. Prior to the move from Atlanta, Carson was a successful athlete and was on his high school's cross-country team. He lights up when you talk to him about running and you learn that he is a distance runner. He expresses that he currently feels "stressed" and meets criteria for major depression. He does not feel suicidal and there's no imminent harm.

On exam, he is a physically fit male with a flat affect. He has a normal BMI and blood pressure.

You provide needed care while also plugging him into mental health and social services. You decide he is a candidate for a park prescription.

- **List the issues facing this family, and the resources you would offer them.**

- **List the health benefits this family could get from nature and parks.**

SECTION 2 – PARK PRESCRIPTION

You state, "Carson, it seems like being physically active was a big part of your life. That is great to hear since exercise, especially in a natural setting, may be of help in managing your stress. So I'd like to spend

a few minutes discussing opportunities to get physically active here in San Francisco. How often do you get to run now?"

"I don't. It would be great to run again, but things are too complicated now." He says that things were easier in Atlanta where he had access to many accessible running routes; most were lined with trees and running was his favorite part of the day.

You ask him what made his runs the favorite part of his day. He says he enjoyed his friends as well as the time on his own to think and deal with "everything."

You ask him to tell you more about how things are "complicated." He explains that since moving to California, he has little privacy. He spends the day at school, where he is just starting to make friends. After school he goes to a library so that he can do his homework, and often meets his mother who is studying and pursuing housing options. He adds that he doesn't know where it is safe to go outdoors, and he has lost his running shoes.

When his foster mom is back in the room, you state: "Ms. Johnson, it looks like Carson is interested in getting back outside and running." Acknowledging the difficulty of their new situation, you let them know there are a variety of opportunities for Carson to run or get physically active in the city. "I believe that being physically active was a coping method for Carson in the past."

She says it would be nice for Carson to have his own stable routine including a place to run, but she doesn't know where to start. She didn't spend a lot of time outside when growing up in the Bayview as she lived near an industrial area. Now that she has moved back, she wouldn't even know where to start to recommend time outside for her son. In any case, she feels better keeping him inside and by her side where she knows he will be safe.

- **List three barriers this family faces in getting out into nature for health.**

- **List three assets this family has in getting outdoors into nature for health.**

- **Make a specific active living goal.**

SECTION 3 – STRATEGIES FOR SUCCESS

At this point, you have a good idea of the challenges facing Carson and her family and you know Ms. Johnson is willing to help him try outdoor activity. You work with them to come up with a specific outdoor goal. You start by reviewing the list of HPHP programs in San Francisco. They decide he would like to try Heron's Head or McLaren Park, as Carson may want to run there in the future
One month passes and you are seeing Carson in follow up. You note that, while he denies wanting to hurt himself, he continues to have a flat affect.

"I tried going to that event you told me about, and it is up on my refrigerator, but I just couldn't find the time. Actually, I don't have any running shoes. I was going to tell you, but I got embarrassed. I don't want to go out there without the right clothes. I really do want to do this. And there is no way I can get new shoes right now."

Come up with strategies to help Carson achieve his active living goal.

- **Is there an HPHP program near him?**

- **What are some transportation options?**

- **What can the family do if they can't get to an HPHP program?**

- **What resources do you need to recommend unstructured play, a green hour, or a specific trail?**

SECTION 4 – REPORT BACK

At this point, you have a good idea of the situation facing Carson and his foster mother and you know he is willing to try outdoor activity. You work with them to come up with a specific outdoor goal.

You review the Bayview Hunters Point Parks and Transit map with Carson and Ms. Johnson and note that they are staying near Ingalls Street and Harbor Road. Heron's Head Park and India Basin Shoreline Park are under a mile away from this location and are connected by the Bay Trail. You ask Carson if any of these would work for him.

For Small Group Sharing, please discuss and record your responses to these three questions:

- **List 3 ways in which health, parks, and transportation can cooperate to better serve this family.**

- **List 3 ways parks can better serve the populations you work with.**

- **List the Community Partners you plan to share Healthy Parks, Healthy People with, in the next three months.**

Case 4

Target population: ADHD, Anxiety, Learning Difficulty, Obesity

Local Park: McLaren Park

SECTION 1 - BACKGROUND

You are a primary care provider at the Silver Avenue Family Health Center. It is 3:45 pm on a Friday afternoon in July and you are at the end of a long clinic day. You review the next chart, a follow up visit for Junior. He lives with his family in the Portola District.

Junior is an 11 year old Latino male you have been following for ADHD, anxiety, obesity, and learning difficulties. He had been doing well with structure at school and home. He lives with his father and 3 other children, each of whom has ADHD and a mild developmental delay.

Junior's father, Mr. Vasquez, is with him today and expresses concern that since school let out, the medications don't seem to work and Junior's behavior seems "*out of control*." He seems more agitated and forgetful and less engaged than usual, and seems to be in constant conflict with his parents. *"He is just bouncing off the walls."*

You ask Junior why this is and he responds by shrugging. You ask more about his daily routine and find that since school was let out, he has been inside at home every day and he usually spends the day playing video games. You ask how many hours of screen time he has. His father turns to Junior and asks him: *"Answer her, Junior. How many hours are you playing your games?"* Junior shrugs again. His father throws his hands up and states *"See?"*

Junior proves to be a talkative, gregarious and energetic young man with poor hygiene. You notice that Junior's BMI has increased and is still above the 95th percentile. Besides obesity, his examination is within normal limits.

You plan to refill Junior's medication, to talk to the family about decreasing screen time, and to share some parenting tips for ADHD, such as limit-setting and positive reinforcement. You decide he is a candidate for a park prescription.

- **List the issues facing this family, and the resources you would offer them.**

- **List the health benefits this family could get from nature and parks.**

SECTION 2 – PARK PRESCRIPTION

You state: "*Mr. Vasquez, it is possible that part of the change in Junior's behavior has to do with his lack of physical activity. I have recently learned that physical activity is helpful in improving ADHD symptoms. There is even some research showing that time in a natural setting, for example, in a park, can help reduce impulsivity and improve focus. I'd like to spend a few minutes talking about ways to help Junior get active."*

You ask: *"Have you noticed that any of that seems to be the case for Junior? How does Junior handle being outdoors?"*

Junior and his dad tell you that they have an annual trip to Yosemite with their extended family. Mr. Vasquez says that his son seemed happiest during this time. You ask Junior what his favorite memory outdoors was. He says he loved fishing with his dad, playing with cousins, and loved eating S' mores.

Mr. Vasquez says, "*This is all great, but Junior can't get outside during the summer because his mom works during the day and I work at night. I need to sleep during the day, so I don't have time take him anywhere to play. On the weekends, we are busy."*

Junior interrupts to say, *"I want to go with dad to watch soccer games! "* Mr. Vasquez states "*Junior, you know you always get in trouble."* You find out that his father plays pick up soccer games at Youngblood-Coleman Playground and Park every Sunday. He says it is too hard to bring Junior with him because he finds it too hard to control Junior's behavior. He doesn't let him play in the neighborhood on his own because he doesn't want him to get involved in crime. "I'd rather him be inside where I know where he is than outside getting into trouble."

You summarize the conversation by saying: *"It sounds like Junior really enjoys the outdoors, and really enjoys being with you. If you are willing, we can brainstorm some ways to get you outdoors together."*

- **List three barriers this family faces in getting out into nature for health.**

- **List three assets this family has in getting outdoors into nature for health.**

- **Make a specific active living goal.**

SECTION 3 – STRATEGIES FOR SUCCESS

At this point, you have a good idea of the situation facing Junior and his father and you know they are willing to try outdoor activity. You work with them to come up with a specific outdoor goal.

You look at an HPHP flyer and notice that McLaren Park is near Junior's home and he is familiar with it from attending his father's soccer games there. You decide together that he will try to make it to an HPHP program this month.

One month has passed and you are seeing Junior and two of his siblings for follow up. His father is asking for an increased dose in Junior's medication as it is difficult for them to hold things together. When you ask whether the family was able to improve their physical activity, the father admits that he forgot all about the HPHP program.

"*I really want to get them out, but I lost the paper you gave me, and anyways, Saturdays were just crazy for us. We had some family visiting, and now we don't have a car so we've been getting everywhere on bus. Don't get me wrong, I really do want him to get out into a park though. I need to take the dog out anyways."*

Come up with strategies to help Mr. Vazquez and his sons achieve their active living goal.

- **Is there an HPHP program near them?**

- **What are some transportation options?**

- **What can the family do if they can't get to an HPHP program?**

- **What resources do you need to recommend unstructured play, a green hour, or a specific trail?**

SECTION 4 – REPORT BACK

It is now August and you notice that Junior has missed his follow-up appointment for medication refill. You call the family to check in.

"*Hello! I was meaning to call you and thank you. My sons have been walking to the park every afternoon with their mom and our dog. They love it. I've been letting Junior explore and he seems to really have an interest in the natural world. He has even started reading a little in the afternoons. I'm wondering if you know of any junior ranger programs?*

We also went to Yosemite which is his favorite part of the year. Oh wait! Was today our appointment? So sorry. I think we are ok; we have enough medicine until the school year. Is it alright if we come back in September?"

For Small Group Sharing, please discuss and record your responses to these three questions:

- **List 3 ways in which health, parks, and transportation can cooperate to better serve this family.**

- **List 3 ways parks can better serve the populations you work with.**

- **List the Community Partners you plan to share Healthy Parks-Healthy People with, in the next three months.**

Case 5

Target population: First time low-income mother, breast feeding, teen mother

Local Park: Presidio

SECTION 1 – BACKGROUND

Jessica is a 17 year-old Latina first time mom to a five day-old boy living in the Western Addition who had been working in downtown SF. You are doing a home visit to support this young first-time mother in adjusting to motherhood and breastfeeding. After meeting her uncle's family, currently in the US, you sit down to do an examination. You are reassured by the fact that the baby has regained its birth weight, but note that the first time mom seems quite anxious about trying to breastfeed.

While attempting to have her infant latch, she begins crying and says that she is very frustrated. She worries that the baby is not getting enough milk, despite the fact that the baby has regained his birth weight. She is exhausted by the demands of new motherhood and has not had more than 2-3 hours of sleep at a time in the last week. You believe she is at risk for depression.

As you discuss with her further, you find out that she is also trying to lose weight quickly, and is also worried about losing her job. She previously worked 34 hours at Target each week, but is taking a break to be with her baby. Fortunately her job gives her health insurance, but she also needs the income to support her baby and contribute to her room and board.

You ask about what sorts of social support Jessica has. Jessica's family, besides her brother and his wife, live in Mexico. She has not seen her mother in three years and the birth of this child has accentuated her loneliness. She is estranged from many of her high school friends as she feels they no longer have much in common and is not aware of any neighborhood or other community support services. She does have a supportive partner, and while he does not live with her, he helps as much as his work schedule will allow.

You refer her to WIC, tell her about the Breastfeeding Peer Education Program, help her get an electric breast pump and prescribe rest, good diet, and refer her to mental health services. In addition, you feel she is a candidate for a park prescription.

- **List the issues facing this family, and the resources you would offer them.**

- **List the health benefits this family could get from nature and parks.**

SECTION 2 – PARK PRESCRIPTION

"*It looks like you have been working very hard, because your baby's growth is great. I want to make sure we are also taking care of you and supporting you, since your health is most important to the baby. What do you usually do to relax*?"

Jessica lets you know that she knows she is depressed and is getting therapy for depression. She wants to avoid taking medication, since she knows some of these medications are contraindicated with breastfeeding. She says, "*I used to love going out and going to the movies with my boyfriend, just hangin out. But I can't leave my baby*." You reassure her that fresh air and some sun may be nice for her baby also.

"What do you think about getting outdoors together as a family, for example, going for a walk in nature in a group? Being outside in a park may help you find other moms and not be as lonely."

"That's cool," Jessica says, but she expresses frustration that she doesn't have the time to organize any outings as she works during the week and spends weekends shopping or preparing for the next week.

You say it seems like Jessica agrees that she will benefit from being outdoors in nature. *"If you are both willing, we can work together to come up with a plan to deal with your stress and help you be less lonely,"* you offer.

- **List three barriers this family faces in getting out into nature for health.**

- **List three assets this family has in getting outdoors into nature for health.**

- **Make a specific active living goal.**

SECTION 3 – STRATEGIES FOR SUCCESS

At this point, you have a good idea of the situation facing Jessica and her son and you know they are willing to try outdoor activity. You work with them to come up with a specific outdoor goal. You view the HPHP flyer and notice that The Presidio is near Jessica's home. You decide together that she will try to make it to an HPHP program this month.

One month has passed and you are seeing Jessica in follow up. She has been seeing her PMD, her lactation consultant, and her mental health counselor, and is now a confident breast feeder. She is laughing and happy. When you ask her whether she was able to make it to a park, or to the HPHP program, she says she was not.

"*I really wanted to get out, but there is just no way will I breast feed in public. No way. And he needs to eat every two hours, so I don't know how I would get outside. He won't take a bottle, so that's not an option. I guess I just have to stay at home until I stop breastfeeding. Maybe I'll just stop soon."*

Come up with strategies to help Jessica achieve her active living goal.

- **Is there an HPHP program near her?**

- **What resources can you recommend to support breastfeeding her baby longer and to help her make this work with the desire to participate in parks programs? How can she work out the baby's feeding needs?**

- **What are some transportation options?**

- **What can Jessica do if she can't get to an HPHP program?**

- **What resources do you need to recommend unstructured play, a green hour, or a specific trail?**

SECTION 4 – REPORT BACK

The next time you see Jessica, her baby is on a baby carrier and she is active around the home. The baby is growing well, laughing and cooing. She thanks you because she really enjoyed the HPHP program and met another mother with a child the same age. They have been walking in the park every Tuesday with their babies. She's also been pumping breast milk in anticipation of going back to work next month.

For Small Group Sharing, please discuss and record your responses to these three questions:

- **List 3 ways in which health, parks, and transportation resources can cooperate to better serve this family.**

- **List 3 ways parks can better serve the populations you work with.**

- **List the Community Partners you plan to share Healthy Parks, Healthy People with, in the next three months.**

Case 6

Target population: Immigrant, CHDP, Special Needs Teen

LocalPark: Stow Lake

SECTION 1 - BACKGROUND

It is Friday afternoon and you are arriving at the home of Yasamin, a 16 year old Yemeni female who lives with her aunt, uncle and 6 cousins in the Outer Sunset. You are accompanied by an Arabic interpreter as the uncle, who is the only family member who speaks English, is not home today. Yasamin was sent by her parents to live in America in hopes of ensuring that she receives a higher education. You are here for Yasamin's weekly Directly Observed Therapy of Tuberculosis medication, of which she is on month 5 of 6.

When you enter the home, the family is gathered around the television. The atmosphere is loving and jovial and Yasamin is sitting with her 4 female cousins, and two male cousins, one of whom has Down's syndrome. You notice that several of the children are obese, and that the group is eating chips and soda.

You take a moment to meet with Yasamin and the interpreter in a separate room, and find that she has withdrawn from school. While she has not been contagious for over 6 months, she is very worried that she may spread TB. You learn that there is tremendous stigma to having TB in her culture, and that she is becoming increasingly isolated because she assumes that others will not want to be near her.

You decide that Yasamin needs to be connected with mental health services, and that she also may be a candidate for a park prescription.

- **List the issues facing this family, and the resources you would offer them.**

- **List the health benefits this family could get from nature and parks.**

SECTION 2 – PARK PRESCRIPTION

You bring Yasamin's aunt into the room and with help from the translator, you state, *"Ms. Mohammad, Yasamin is doing really well. I'm proud of how well she is taking care of herself. However, it looks like her weight is going up, and like she is not very active or social at this time. I'm also worried that she is not going to school any more."*

You learn that Yasamin is already in therapy for depression, but other than her therapy session once a week, she has few other activities. She is responsible for her cousin with Down's and the family relies on her help. You ask Yasamin what she likes to do for fun, and she says, "I like to go for walks and to take photographs. I would like to be a photographer."

You ask: *"Does Yasamin ever have the chance to be outside and to take pictures?"*
The aunt says that she remembers life in Yemen, and how active childhood was. She remembers with fondness her own experiences camping by the beach with her extended family.

You say it seems like Ms. Mohammad agrees that Yasamin will benefit from being outdoors in a group setting. "*If you are both willing, we can work together to come up with a plan to increase Yasamin's outdoor activity*."

- **List three of barriers this family faces in getting out into nature for health.**

- **List three assets this family has in getting outdoors into nature for health.**

- **Make a specific active living goal.**

SECTION 3 – STRATEGIES FOR SUCCESS

One week later, you are back at the home for Yasamin's DOT. You find that they did not make it to the park because Ms. Mohammad reveals that she is afraid to go outside in the U.S. without her husband as they are not used to the neighborhood or language and worry that it may be dangerous.

Come up with strategies to help Yasamin and the Mohammad family achieve their active living goal.

- **Is there an HPHP program near them?**

- **How can Yasamin and the Mohammad Family deal with their concerns for safety and with their language barriers?**

- **What can Yasamin and the Mohammad Family do if they can't get to an HPHP program?**

- **What resources do you need to recommend unstructured play, a green hour, or a specific trail?**

SECTION 4

Next month, you find that while Yasamin still has not re-enrolled in school, she has been outside the home at least once a day. She and all her cousins accompany her aunt and a family friend who speaks English. They greatly enjoyed the HPHP program at Stow Lake and hope to go to another HPHP program in another park next week.

For Small Group Sharing, please discuss and record your responses to these three questions:

- **List 3 ways in which health, parks, and transportation resources can cooperate to better serve this family.**

- **List 3 ways parks can better serve the populations you work with.**

- **List the Community Partners you plan to share Healthy Parks-Healthy People with, in the next three months.**

This tool is adapted from
Nature Promotes Health Training,
which was created in 2014,
by:
San Francisco Recreation and Parks Department
Healthy Parks Healthy People: Bay Area
San Francisco Department of Public Health
Golden Gate National Parks Conservancy
Institute at the Golden Gate
Golden Gate National Recreation Area
UCSF Benioff Children's Hospital Oakland