

## ENVHLT 215: Fundamentals of Health Impact Assessment

### UCLA School of Public Health

Course website: <https://ccle.ucla.edu/course/view/17S-ENVHLT215-1>  
Syllabus - Spring 2017

#### Course information

##### Instructor:

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Office Hours: By appointment

Time: M, W 8:00-9:50 am, 4 hours/week

Location: 51-279 CHS

Cap on Attendance: 30

Units: 4

#### Required Text

There is no required text. Required readings, which include journal articles, research reports, reviews and guidelines, are available on the internet. Most required readings are open access. Those journal articles that are not open access are available without charge to UCLA students accessing them from a UCLA-based computer. If any reading is either not available or if a URL is not valid, please notify the instructor immediately ([blcole@ucla.edu](mailto:blcole@ucla.edu)).

#### Course Goal and Description:

The goal of ENV HTH 215 is to provide students with a sound understanding of health impact assessment practice, its rationale and underlying principles, and opportunities to develop and apply HIA skills in work with public agencies and community-based organizations.

The course will meet for four hours per week in the Spring quarter. The format is interactive seminar and discussion focusing on problem-solving around case-study health impact assessments and students' experiences working on HIA-related projects with public agencies and community-based organizations. ENV HTH 215 can be taken either for a letter grade or as S/U. **Students in the MPH program who wish for this course to count towards their degree requirements must take the course for a letter grade.** All students (regardless of whether they are taking the course for a letter grade or as S/U) are expected to engage actively in the class discussions, problem solving sessions and team projects.

#### Course Website:

An electronic version of the syllabus, discussion forum and additional guidance on the team projects is available on the course website: <https://ccle.ucla.edu/course/view/17S-ENVHLT215-1>

If you are unable to access the course website, please contact Brian Cole ([blcole@ucla.edu](mailto:blcole@ucla.edu)).

#### Course Structure:

The class will meet for two two-hour sessions each week. The course format is primarily interactive seminar and discussion with a heavy emphasis on learning from case-studies. Active participation is essential to success in this course. Students are expected to have read all required readings prior to each class session. Reading assignments are listed in the course schedule found at the end of this syllabus; any updates will be posted on the course website.

## Learning Objectives and Competencies

Upon completion of this course, you should be able to demonstrate the skills listed as “Course Learning Objectives” below.

<i>COURSE LEARNING OBJECTIVES</i>	<i>ASPH MPH COMPETENCIES</i>
1) Explain the rationale for the use of health impact assessment (HIA)	B1 Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents. D4 Discuss the policy process for improving the health status of populations. K1 Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
2) Describe the phases of an HIA and the specific procedures used in each phase	
3) Analyze how a proposed policy may influence environmental determinants of health and the health status of individuals affected populations;	E2 Identify the causes of social and behavioral factors that affect health of individuals and populations. J3 Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health. J4 Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions. J5 Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people. J6 Analyze determinants of health and disease using an ecological framework. K1 Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes. L8 Analyze inter-relationships among systems that influence the quality of life of people in their communities. L9 Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.
4) Effectively and constructively review HIAs;	J3 Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health. J4 Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions. J5 Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people. J6 Analyze determinants of health and disease using an ecological framework.
5) Describe the ethical and practical reasons for stakeholder participation in HIA;	E4 Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions. G1 Describe the roles of, history, power, privilege and structural inequality in producing health disparities. G2 Explain how professional ethics and practices relate to equity and accountability in diverse community settings. J10 Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).
6) Assess the technical feasibility and political utility of an HIA for a given policy proposal;	E3 Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions. L9 Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.

<i>COURSE LEARNING OBJECTIVES</i>	<i>ASPH MPH COMPETENCIES</i>
7) Find, review and synthesize evidence related to the causal pathways analyzed in an HIA;	<p>C10 Evaluate the strengths and limitations of epidemiologic reports.</p> <p>J3 Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.</p> <p>J4 Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.</p> <p>J5 Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.</p> <p>J6 Analyze determinants of health and disease using an ecological framework.</p> <p>K1 Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.</p> <p>L8 Analyze inter-relationships among systems that influence the quality of life of people in their communities.</p> <p>L9 Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.</p>
8) Develop clear, concise visual representations of the causal linkages analyzed in an HIA;	<p>F7 Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.</p> <p>F10 Use informatics and communication methods to advocate for community public health programs and policies.</p>
9) Identify and use available data to characterize the prevalence and distribution of health risk factors and health conditions in an affected population;	<p>A5 Apply descriptive techniques commonly used to summarize public health data.</p> <p>A8 Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.</p> <p>F8 Use information technology to access, evaluate, and interpret public health data.</p>
10) Build simple quantitative models to integrate available data and scientific evidence to estimate the direction and magnitude of potential health effects;	<p>C3 Describe a public health problem in terms of magnitude, person, time and place.</p> <p>L8 Analyze inter-relationships among systems that influence the quality of life of people in their communities.</p>
11) Describe how policy proposals may affect health disparities and formulating strategies for minimizing these disparities;	<p>B7 Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.</p> <p>G1 Describe the roles of, history, power, privilege and structural inequality in producing health disparities.</p>
12) Develop sound, actionable policy recommendations based on HIA findings that are appropriately targeted to specific agencies	<p>B3 Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.</p> <p>B5 Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.</p> <p>B7 Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.</p>
13) Communicate the results of HIA analyses to decision-makers and community stakeholders in written reports and face-to-face presentations;	<p>A10 Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.</p> <p>C8 Communicate epidemiologic information to lay and professional audiences.</p> <p>D9 Communicate health policy and management issues using appropriate channels and technologies.</p> <p>F7 Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.</p> <p>F9 Use informatics methods and resources as strategic tools to promote public health.</p> <p>F10 Use informatics and communication methods to advocate for community public health programs and policies.</p>

## Course grading:

ASSIGNMENT	% of grade	Due Date
<b>1.</b> Student's Contribution to Team Project		
a. 1-page description & workplan	---	April 17
b. Written	30%	June 7 (7 am)
c. In-Class Presentation	10%	May 31 or June 5
<b>2.</b> Exam 1	15%	In-class May 3
<b>3.</b> Exam 2	25%	June 7
<b>4.</b> Case study presentation	10%	Sign up for Weeks 2-8
<b>5.</b> Attendance & In-Class Participation	10%	n/a

## Team Projects

These projects will involve working as a team with other students to complete *one component* of an HIA (or a health component of an environmental impact assessment) with a public agency or community-based organization. The team will produce a written deliverable to be provided to the client agency or organization at the conclusion of the project. These deliverables will usually focus on only one component of an HIA that can be completed in four to six weeks, not an entire HIA.

- (1) On the second day of class students will form teams and select a project from a list of alternatives provided by the instructor (*see examples below*).
- (2) Each team will provide the instructor with a 1-page description outlining their proposed deliverable along with a workplan with a breakdown of each team member's contribution to the final product on or before the second week of class each team. The instructor may alter the scope of this plan to conform to course learning objectives, feasibility and/or client expectations.
- (3) During the last class meeting (Week 10) students will present their findings to the class in a 10-minute presentation.

Students will be graded on their specific contribution to their team's deliverables.

### *Project examples*

- Logic framework and literature review for an HIA of a city ordinance permitting healthy food vending near schools;
- Population assessment ("profile") for a health impact assessment of a ship-to-rail cargo facility at the Port of Long Beach;
- Data collection for an HIA on a plan to provide free transit passes for K-12 students;
- Scoping and stakeholder engagement plan for an HIA of converting two-way boulevards to one-way;
- A community stakeholder report on the findings from an HIA of a proposed subway line.

### *Grading criteria for project deliverables*

- a. Adheres to HIA guidelines/best practices applicable to the assigned component
- b. Thorough (scope, methods, explanation)
- c. Sound logic, supported by research evidence
- d. Clear and comprehensible to lay audiences

## Midterm and Final Exams

The aim of the mid-term (Exam 1) is to assess understanding of core HIA concepts, principles and terminology covered in the readings and class discussion in Weeks 1 through 5. The mid-term exam format will be fill-in-the-blank and short answer. Closed book. One 4x5 notecard allowed.

The final exam is designed to assess deeper understanding of HIA concepts and their application to public health practice, and ability to critically apply information and skills from the course to address real-world problems. The final exam format will be short answer and short essay. Open book/Open note.

## Case-study Presentation

Students are expected to lead a class discussion of one case-study individually or as part of a small group. While a short review of the case study may be helpful, it is not required. The discussant's main role is to catalyze class discussion, not to lecture. Case studies for each week are listed in the course agenda, along with recommended discussion questions. The aim of the case-study discussion is to encourage reflection and application of course content.

## Class Participation:

The class meets four hours per week and is in the format of an interactive seminar. Active participation is essential to success in this course. PLEASE MAKE SURE THAT YOU ARE IN CLASS ON TIME AND THAT YOU HAVE COMPLETED ALL REQUIRED READINGS PRIOR TO COMING TO CLASS. PLEASE COME TO CLASS READY TO LEARN AND BE ENGAGED. Although you are allowed to use computers during class, we are relying on you to exercise restraint and not surf the web, check email or engage in other non-class activities online during class.

## Tentative Course Schedule (subject to change)

### Week 1: HIA aims and scope of practice

#### *Session Agendas*

##### Week 1: Session 1 (April 3)

1. Introductions
2. Review course scope, expectations and assignments
3. Lecture: Introduction to HIA

##### Week 1: Session 2 (April 5)

1. Discussion of case-study
2. Select team projects

#### *Readings*

Cole BL, Fielding JE. 2007. Health impact assessment: a tool to help policy makers understand health beyond health care. *Annual Rev Public Health* 28:393-412. <http://www.ncbi.nlm.nih.gov/pubmed/17173539>

Lafond LJ. Health Impact Assessment: An awareness raising tool for health and sustainable development. <http://www.thepep.org/en/workplan/urban/documents/HIAasatoolforawareness2.pdf>

World Health Organ. 1999. Health Impact Assessment: Main Concepts and Suggested Approach. Gothenberg Consensus Paper. Copenhagen, Denmark: WHO Reg. Off. Eur. <http://www.apho.org.uk/resource/view.aspx?RID=44163>

#### *Case Study*

Upstream Public Health. 2011. Health Impact Assessment: HB 2800: Oregon Farm to School and School Garden Policy. [http://www.upstreampublichealth.org/sites/default/files/F2SHIA\\_FINALlow-res\\_0.pdf](http://www.upstreampublichealth.org/sites/default/files/F2SHIA_FINALlow-res_0.pdf)

#### *Case Study Discussion Questions:*

1. What impacts and pathways were examined in the HIA? Were there other impacts or pathways that should have been considered?
2. How many people and organizations were involved in producing the HIA?
3. Were the methods and assumptions used in the analysis explicit and understandable?
4. Did the results seem unbiased, complete and substantiated by the evidence presented?

## Week 2: History of HIA and its analogs

### *Session Agendas*

#### Week 2: Session 1 (April 10)

1. Lecture: Environmental impact assessment (EIA) vs. HIA
2. In-class activity: Finding and review of health-related impacts in EIAs

#### Week 2: Session 2 (April 12)

1. History of HIA
2. Discussion of case-study

### *Readings*

Ison E. 2009. The introduction of health impact assessment in the WHO European Healthy Cities Network. Health Promotion International, Vol. 24 No. S1. [http://heapro.oxfordjournals.org/content/24/suppl\\_1/i64.full.pdf](http://heapro.oxfordjournals.org/content/24/suppl_1/i64.full.pdf)

Mindell J, Joffe M. 2003. Health impact assessment in relation to other forms of impact assessment. J Public Health Medicine 25, No. 2, pp. 107-113. <http://jpubhealth.oxfordjournals.org/content/25/2/107.full.pdf>

### *Case Study*

Broeder L, Penris M, Put G. 2003. Soft data, hard effects. Strategies for effective policy on health impact assessment—an example from the Netherlands. Bull. World Health Org. 81:404--7.

[http://apps.who.int/iris/bitstream/10665/71909/1/bulletin\\_2003\\_81%286%29\\_404-407.pdf?ua=1](http://apps.who.int/iris/bitstream/10665/71909/1/bulletin_2003_81%286%29_404-407.pdf?ua=1)

#### *Case Study Discussion Questions:*

1. How did government policy support the HIA?
2. What was the impetus for support for HIA?
3. How were HIA results brought into the decision-making process?
4. What might be reasons for opposing HIA?

## Week 3: Challenges to conducting HIAs

### *Session Agendas*

#### Week 3: Session 1 (April 17)

1. Lecture: HIA obstacles, pitfalls and limitations
2. In-class activity: When to do and not do an HIA

#### Week 3: Session 2 (April 19)

1. Guest lecture on I-710 HIA
2. Discussion of case-study

### *Readings*

Brownson RC, Ewing R, McBride TD, Royer C. 2006. Researchers and policymakers: travelers in parallel universes. American Journal of Preventive Medicine 30(2): 164-172. <http://www.ncbi.nlm.nih.gov/pubmed/16459216>

Lock K, McKee M. 2005. Health impact assessment: assessing opportunities and barriers to intersectoral health improvement in an expanded European Union. J. Epidemiol. Comm. Health 59(5):356–60.

<http://www.ncbi.nlm.nih.gov/pubmed/15831682>

Parry, J., and A. Stevens. 2001. Prospective Health Impact Assessment: Pitfalls, Problems, and Possible Ways Forward. British Medical Journal 323: 1177-1182. <http://www.ncbi.nlm.nih.gov/pubmed/11711414>

## Case Study

Cole BL, Hoffman S, Shimkhada R, Rutt C, Fielding JE, Kaufman N. 2007. Health Impact Assessment of Modifications to the Trenton Farmers' Market (Trenton, New Jersey). Prepared in cooperation with the Project for Public Spaces (New York) and submitted to the Mercer County (NJ) Planning Department and the Robert Wood Johnson Foundation. Available at <http://www.ph.ucla.edu/health-impact/reports.htm>

### Case Study Discussion Questions:

1. Were there other impacts or pathways the HIA should have explored?
2. What were the technical hurdles to conducting the HIA?
3. What were the political hurdles to uptake of the HIA results?
4. Would a different HIA process or different findings resulted in a different outcome?
5. What are your suggestions for how the HIA could have been conducted differently?

## Week 4: Participation and Equity

### Session Agendas

#### Week 4: Session 1 (April 24)

1. Lecture: Equity and its assessment in HIA
2. Lecture: Stakeholder participation in HIA

#### Week 4: Session 2 (April 26)

1. Guest lecture on environmental justice
2. Discussion of case-study

### Readings

Wright J, Parry J, Mathers J. 2005. Participation in health impact assessment: objectives, methods and core values. Bull World Health Organ. 2005 Jan;83(1):58-63.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2623465/pdf/15682250.pdf>

Arnstein S. (1969). "A Ladder of Citizen Participation," JAIP, 35(4), pp. 216-224. Electronic version available at:

<http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html>

### Case Study (choose one)

Bhatia R. 2007. Protecting health using an environmental impact assessment: a case study of San Francisco land use decisionmaking. Am J Public Health 97:406 -13. <http://www.ncbi.nlm.nih.gov/pubmed/17267726>

Human Impact Partners, San Francisco Dept .of Public Health. 2008. A Health Impact Assessment of the California Healthy Families, Healthy Workplaces Act of 2008. Electronic version available at

[http://www.humanimpact.org/PSD/PaidSickDaysHIA\\_report.pdf](http://www.humanimpact.org/PSD/PaidSickDaysHIA_report.pdf)

### Case Study Discussion Questions:

1. What strategies were used to facilitate participation in preparing the HIA? What about participation in the decision-making process?
2. Which of Arnstein's levels of participation would best characterize participation in this HIA?
3. Were any stakeholders excluded from participating in the HIA? Why?
4. Would higher levels of participation have "improved" the soundness or impact of the HIA? Would more participation changed decisions on the proposed policy or project?
5. What, if any, are the tensions between facilitating broad, high quality participation and supporting more equitable outcomes in the final decision?

## Week 5: Screening and scoping

### *Session Agendas*

#### Week 5: Session 1 (May 1)

1. Lecture: Screening and scoping in HIA
2. In-class activity: Preliminary scoping for an HIA

#### Week 5: Session 2 (May 3)

1. Discussion: Planning an HIA from A to Z
2. Discussion of case-studies
3. Mid-term (Exam 1)

### *Readings*

Harris, P., Harris-Roxas, B., Harris, E., & Kemp, L. 2007. The steps in HIA. Pp. 8-23 in *Health Impact Assessment: A Practical Guide*, Sydney: Centre for Health Equity Training, Research and Evaluation (CHETRE).

[http://hiaconnect.edu.au/wp-content/uploads/2012/05/Health\\_Impact\\_Assessment\\_A\\_Practical\\_Guide.pdf](http://hiaconnect.edu.au/wp-content/uploads/2012/05/Health_Impact_Assessment_A_Practical_Guide.pdf)

van Reeuwijk-Werkhorst J, van Herten L. 2007. HIA and intersectoral policy in urban planning: a checklist for health impact screening in Leiden, the Netherlands. Case study 4 (pp. 115-126) in *The Effectiveness of Health Impact Assessment Scope and limitations of supporting decision-making in Europe* (Wismar et al., eds). Electronic version available at: [http://www.euro.who.int/\\_data/assets/pdf\\_file/0003/98283/E90794.pdf](http://www.euro.who.int/_data/assets/pdf_file/0003/98283/E90794.pdf)

### *Case Studies (choose one)*

Cole, BL, Agyekum G, Hoffman SF, Shimkhada R, Fielding JE, Kominski G, Yancey A. 2008. Mass transit health impact assessment. Prepared for the California Endowment Healthy Eating Active Communities Initiative. Available at <http://www.ph.ucla.edu/health-impact/reports.htm>

UCLA Fielding School of Public Health. 2013. Health Impact Assessment of State Gas Tax Alternatives in California. <http://www.ph.ucla.edu/hs/health-impact/projects.htm>

Georgia Institute of Technology. Atlanta Beltline HIA. Center for Quality Growth and Regional Development. Available at [http://www.cqgrd.gatech.edu/sites/files/cqgrd/files/beltline\\_hia\\_final\\_report.pdf](http://www.cqgrd.gatech.edu/sites/files/cqgrd/files/beltline_hia_final_report.pdf)

#### *Case Study Discussion Questions:*

1. Why was the HIA conducted?
2. What pathways and impacts were analyzed? Were there others that should have been included?
3. What methods were used for the analysis? Did these seem appropriate?
4. Who was involved in screening and scoping for the HIA? Would involvement of different individuals and organizations resulted in a different focus for the HIA?

## Week 6: The science and art of impact assessment

### *Session Agendas*

#### Week 6: Session 1 (May 8)

1. Discussion: Common problems encountered by HIAs
2. Discussion of case-studies
3. In-class activity: Developing a project timeline for an HIA

#### Week 6: Session 2 (May 10)

1. Groups present team projects' progress-to-date
2. Discussion and problem-solving of challenges encountered by team projects



## Readings

Cole BL, Shimkhada R, Fielding JE, Kominski G, Morgenstern H. 2005. Methodologies for realizing the potential of health impact assessment. *American Journal of Preventive Medicine* 28(4):382-389. <http://www.sciencedirect.com/science/article/pii/S0749379705000115>

International Council on Mining & Metals (ICMM). 2010. Undertaking an in-house rapid HIA. Pp. 43-57 in *Good Practice Guidance on Health Impact Assessment*. <http://www.icmm.com/document/792>

Mindell J, Joffe M. 2004. Predicted health impacts of urban air quality management. *J Epid Comm Health* 58:103-113. <http://www.ncbi.nlm.nih.gov/pubmed/14729886>

## Case Studies (choose one)

Alcohol Advisory Council of New Zealand. KAUNIHERA WHAKATUPATO WAIPIROO AOTEAROA. 2002. Assessment of the health impacts of lowering the minimum legal age for purchasing alcohol in New Zealand. Available at <http://www.alcohol.org.nz/sites/default/files/research-publications/pdfs/HealthImpactAssessment.pdf>

Marques JS. 2005. El Salvador Poverty and Social Impact Analysis on CAFTA: . World Bank. [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2005/11/03/000090341\\_20051103161309/Rendred/PDF/340690ES0Poverty0and0CAFTA.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2005/11/03/000090341_20051103161309/Rendred/PDF/340690ES0Poverty0and0CAFTA.pdf)

### Case Study Discussion Questions:

1. Were the methods and assumptions explicit and clearly described?
2. Did the analysis seem appropriate for the goals of the HIA?
3. Were the findings sound, unbiased and based on available evidence?
4. Were there other impacts or pathways that should have been examined?
5. Were the results overly qualitative or quantitative?

## Week 7: Communicating findings and follow-up

### Session Agendas

#### Week 7: Session 1 (May 15)

1. Lecture: Formulating and presenting HIA recommendations
2. In-class activity: Developing recommendations for an HIA

#### Week 7: Session 2 (May 17)

1. Lecture: Reporting HIA findings for diverse audiences
2. Discussion of case-study

## Readings

Gulis G. 2007. Contributing to a public health culture: health and economic impacts of a health promotion campaign in Denmark. Case study 14 (pp. 247-255) in *The Effectiveness of Health Impact Assessment Scope and limitations of supporting decision-making in Europe* (Wismar M et al., eds.) Published by European Observatory on Health Systems and Policies. Available at:

[http://www.euro.who.int/\\_data/assets/pdf\\_file/0003/98283/E90794.pdf?ua=1](http://www.euro.who.int/_data/assets/pdf_file/0003/98283/E90794.pdf?ua=1)

Human Impact Partners. 2011. Chapter 6: Assessment; Chapter 7: Reporting. *Health Impact Assessment Toolkit*, pp. 73-79. <http://www.humanimpact.org/downloads/hia-toolkit-2011>

## Case Study

UC Berkeley Health Impact Assessment Group. 2006. Oak to Ninth Avenue Health Impact Assessment. Available at: <http://www.apho.org.uk/resource/view.aspx?RID=61638> (Executive Summary), <http://www.apho.org.uk/resource/view.aspx?RID=61652> (Comments and Responses)

### *Case Study Discussion Questions:*

1. What were the key results and recommendations?
2. How were the results of the HIA and recommendations communicated to decision-makers?
3. Were the results and recommendations presented in a way that maximized their usefulness and/or impact?
4. How could the HIA have been conducted differently or results communicated to more effectively impact the decisions on this specific policy or project?
5. How could the HIA have been conducted differently or results communicated to improve inter-sectoral cooperation on improving population health in the long-term?

## **Week 8: HIA integrated into environmental impact assessment**

### *Session Agendas*

#### **Week 8: Session 1 (May 22)**

1. Lecture: NEPA and CEQA in a nutshell
2. Lecture: Integrating HIA into EIA

#### **Week 8: Session 2 (May 24)**

1. Discussion of case-studies

### *Readings*

Bhatia R, Wernham A. 2008. Integrating Human Health into Environmental Impact Assessment: An Unrealized Opportunity for Environmental Health and Justice. *Environmental Health Perspectives* 116(8):991-1000.  
<http://www.ncbi.nlm.nih.gov/pubmed/19721956>

Steinemann, A. 2000. Rethinking Human Health Impact Assessment. *Environmental Impact Assessment Review* 20: 627- 645. <http://www.sciencedirect.com/science/article/pii/S0195925500000688>  
<http://catalog.library.ucla.edu/vwebv/holdingsInfo?&bibId=19643>

### *Case Studies*

Nam Theun Power Company. 2005. Nam Theun 2 Project. Social Development Plan, Volume 1 - Chapter 5: Health Impact Assessment and Public Health Action Plan.

<http://www.namtheun2.com/images/stories/sesia/SESIAFinal.pdf>

Wernham A. 2007. Inupiat health and proposed Alaskan oil development: results of the first integrated Health Impact Assessment/Environmental Impact Statement for proposed oil development on Alaska's North Slope. *Eco-Health* 4:500 -13. Available online at: <http://www.springerlink.com/content/h23528781uq67732/fulltext.pdf>

### *Case Study Discussion Questions:*

1. What was the size of the potentially affected populations and how significant were the potential health impacts?
2. To what degree is discussion of human health impacts highlighted in the EIA?
3. Are there potentially significant health impacts that should have been analyzed? Does it appear that constraints on the EIA process prevented a fuller consideration of human health impacts?
4. Did decisions appear to be influenced by health impacts discussed in the HIA?
5. Did it seem that the recommendations of the HIA had the potential to influence major decisions (e.g. build/don't build, fundamental design of the project) or did they focus on relatively minor issues?
6. Would a free-standing HIA (i.e. an HIA not integrated into the EIA process) have been more complete or effective?

## Week 9: Building HIA capacity and supporting use of HIA

### *Session Agendas*

Week 9: Session 1 - NO CLASS (Memorial Day Holiday) (May 29)

Week 9: Session 2 (May 31)

1. Discussion: Core capabilities for HIA
2. Lecture: Approaches to institutionalizing HIA
3. Discussion of case-studies
4. Presentation of team projects

### *Readings*

Wismar M, Blau J. 2007. Implementing and institutionalizing HIA in Europe. Chapter 4 (pp. 57-78) in *The Effectiveness of Health Impact Assessment Scope and limitations of supporting decision-making in Europe* (Wismar et al., eds). Available at: [http://www.euro.who.int/\\_data/assets/pdf\\_file/0003/98283/E90794.pdf?ua=1](http://www.euro.who.int/_data/assets/pdf_file/0003/98283/E90794.pdf?ua=1)

Cole BL, Fielding JE. 2008. Building Health Impact Assessment (HIA) Capacity: A Strategy for Congress and Government Agencies: A Prevention Policy Paper Commissioned by Partnership for Prevention. <http://www.prevent.org/data/files/initiatives/buildignhealthimpactassessmenthiacapacity.pdf>

Tsogtbaatar Byambaa T, Janes C, Davison C. 2012. Building Health Impact Assessment Capacity in Developing Countries. *The Journal of Global Health*. <http://www.ghjournal.org/building-health-impact-assessment-capacity-in-developing-countries>

### *Case Studies*

City of Decatur Community Transportation Plan. 2007. Appendix F: Health Impact Assessment. Prepared by Center for Quality Growth and Regional Development, Georgia Institute of Technology. Available online at: <http://www.smartgrowthamerica.org/documents/cs/impl/ga-decatur-hia.pdf>

Swedish National Institute of Public Health. 2003. Public health aspects of the EU Common Agricultural Policy. [http://www.fhi.se/PageFiles/4464/eu\\_inlaga.pdf](http://www.fhi.se/PageFiles/4464/eu_inlaga.pdf)

#### *Case Study Discussion Questions:*

1. Was the HIA voluntary or mandated? If voluntary, what is the rationale for the HIA?
2. What institutional processes or mandates does the HIA tie into?
3. How were the findings of the HIA brought to bear on the decision-making process?
4. Are there politically feasible means to support broader application of HIA on this kind of policy or project?

## Weeks 9/10: Presentation of team projects

### *Session Agendas*

Week 10: Session 1 (June 5)  
Student Presentations

Week 10: Session 2 (June 7)  
Exam 2