

**EnvH 536: Health Impact Assessment**

Dept. of Environmental and Occupational Health Sciences, UW School of Public Health

**UrbDP 536: Health Impact Assessment**

Dept. of Urban Design and Planning, UW College of Built Environments

EnvH 536 and UrbDP 536 are taught concurrently. 2 credits.

3<sup>rd</sup> credit available for student(s) who volunteer to synthesize and edit the final class project HIA report into a form suitable for submission to external project stakeholders.

Instructor

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Former Team Lead, Healthy Community Design Initiative, National Center for Environmental Health, Centers for Disease Control and Prevention

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Course collaborators

**Alison Townsend, AICP**, Transit Strategic Advisor, Project Development Division, City of Seattle Department of Transportation, [Alison.Townsend@seattle.gov](mailto:Alison.Townsend@seattle.gov)

**Edmund Seto, PhD, MS**, Associate Professor, Dept. of Environmental and Occupational Health Sciences, UW School of Public Health, [eseto@uw.edu](mailto:eseto@uw.edu)

**Arthur M. Wendel, MD, MPH**, Medical Officer, Agency for Toxic Substances and Disease Registry, HHS Region 10, Division of Community Health Investigations, Seattle, [wendel.arthur@epa.gov](mailto:wendel.arthur@epa.gov) (invited)

Class sessions: Spring Quarter, Thursdays, 5:00-6:50pm, March 29 – May 31, 2018

Location: Gould Hall, Room 440, University of Washington

Course Description

Health impact assessment (HIA) is a process used to inform decision-makers about the potential health impacts of proposed projects, plans, programs, and policies that do not traditionally focus on health outcomes (e.g. transportation, education, housing), but are likely to affect the public's health. HIAs are used in the United States, Europe, Australia, and elsewhere. This course is appropriate for students interested in evaluating the links between community design and public health and applying this evidence to inform decision-making for new policies and plans. In the course, students consider the rationale for conducting HIAs, learn the steps to conduct an HIA, review national and international case studies, explore how HIA findings may impact decision-making and improve social equity, and discuss the use of Health in All Policies as an approach to decision-making. Then students conduct a detailed HIA of the health aspects of a currently proposed project or plan. For Spring Quarter 2018, in collaboration with Alison Townsend of the Seattle Department of Transportation, this project will be an HIA of the design of the Rainier RapidRide bus line that will provide fast, frequent, and reliable public transportation from downtown Seattle to Mt. Baker and Rainier Beach. During the course, students will participate in a field visit to Mt. Baker/Rainier Beach to help them visualize the issues involved in the project. The class is enriched by interdisciplinary discussions among students who typically come from public health, urban planning, landscape architecture, public policy, and other fields.

Prerequisites: Prior classes and/or experience in health and built environment, health policy, and urban planning issues are helpful but not required.

### **Course Learning Objectives**

At the conclusion of the course, students should be able to:

- Describe the purpose, benefits, and challenges of using health impact assessments to convey information about health to decision-makers and to improve social equity
- Describe the core steps used to conduct HIAs including screening, scoping, assessment, making recommendations, reporting, and monitoring and evaluation
- Summarize the similarities and differences in using HIA as an approach separate from Environmental Impact Assessments
- Collaborate effectively with others in completing an HIA in an interdisciplinary environment
- Explain the application of Health in All Policies in the policymaking process

### **Student Evaluation**

- Class participation including discussion of ideas from required readings - 15%
- Contribution to HIA conducted as class project - 50%
- Required paper #1: Paper and presentation analyzing an existing completed HIA - 20%
- Required paper #2: Comments on draft HIA report and reflections on HIA process - 15%

### **Access and Accommodations**

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to us at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructors and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

### **Academic Integrity**

Students at UW are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. UW is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the UW Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the [SPH Academic Integrity Policy](#). Any suspected cases of academic misconduct will be handled according to UW regulations. For more information, see the UW Community Standards and Student Conduct website <http://www.washington.edu/cssc/>.

### **Readings**

Readings are available online and/or on Canvas Share Space. **For each class there are 1 or 2 REQUIRED readings and several optional readings. It is expected that, in addition to the required readings, you will read at least the abstract or executive summary of each of the optional articles and HIA reports listed.** Excellent performance involves reading completely at least half of all articles listed and contributing ideas from these readings to the class discussions.

## Class schedule

**March 29:** Introduction to course and introduction to HIA: Andrew Dannenberg

### Readings

- **REQUIRED:** Dannenberg AL. A brief history of health impact assessment in the United States. *Chronicles of Health Impact Assessment*. 1(1), 2016. <https://journals.iupui.edu/index.php/chia/article/view/21348/20635>

Additional readings for those with little knowledge in healthy community design:

- Malizia EE. City and regional planning: a primer for public health officials. *American Journal of Health Promotion*. 2005; 19(5S):1–13.
- Frumkin H, Wendel A, Abrams R, Malizia E. Introduction to healthy places. Chapter 1 in Dannenberg AL, Frumkin H, Jackson RJ, editors. *Making Healthy Places: Designing and Building for Health, Well-being and Sustainability*. Island Press, 2011 ([www.makinghealthyplaces.com](http://www.makinghealthyplaces.com)). Chapter 1 available on Canvas Share Space.

**April 5:** Introduction to Rainier RapidRide for class HIA project: Alison Townsend, Seattle

Department of Transportation

HIA screening step: Andrew Dannenberg

### Readings:

- **REQUIRED:** HIA Toolkit, pages 31-38, Chapter 3 (Screening) [https://humanimpact.org/wp-content/uploads/A-HIA-Toolkit\\_February-2011\\_Rev.pdf](https://humanimpact.org/wp-content/uploads/A-HIA-Toolkit_February-2011_Rev.pdf)
- **REQUIRED:** UW Spring 2015 HIA class project on SDOT Delridge Corridor Transportation Plan: <https://www.seattle.gov/Documents/Departments/OPCD/OngoingInitiatives/DelridgeActionPlan/DelridgeActionPlanHealthImpactAssessment.pdf>  
(Note: cut and paste link if document does not open)
- Optional: Paid sick leave HIA: <https://humanimpact.org/hiprojects/paid-sick-days-hias-case-story/?strategy=all>
- Optional: Previous UW HIA class projects:
  - 2017: Georgetown Mobility Plan for Seattle Department of Transportation: [https://www.seattle.gov/Documents/Departments/SDOT/TransportationPlanning/GeorgetownMobilityStudyHIA\\_FinalReport\\_June2017.pdf](https://www.seattle.gov/Documents/Departments/SDOT/TransportationPlanning/GeorgetownMobilityStudyHIA_FinalReport_June2017.pdf) (Note: cut and paste link if document does not open)
  - 2016: Anacortes South Commercial Avenue Corridor Plan: <http://cms4.revize.com/revize/anacortes/South%20Commercial%20HIA%20Final%20Report%20June%202016.pdf>
  - 2014: Pioneer Square Plan: [http://allianceforpioneersquare.org/wp/wp-content/uploads/2014/07/Pioneer\\_Square\\_HIA\\_final\\_16June2014.pdf](http://allianceforpioneersquare.org/wp/wp-content/uploads/2014/07/Pioneer_Square_HIA_final_16June2014.pdf)
  - 2013: Tacoma South Downtown Subarea Plan: [http://cms.cityoftacoma.org/planning/Dome-Brewery%20Subarea/HIA\\_SouthDowntown\\_Tacoma\\_Low%20\(6-10-13\).pdf](http://cms.cityoftacoma.org/planning/Dome-Brewery%20Subarea/HIA_SouthDowntown_Tacoma_Low%20(6-10-13).pdf)
  - 2012: Duwamish River Superfund Cleanup: <http://deohs.washington.edu/sites/default/files/2012-07-25-Duwamish-HIA-Report.pdf>

**April 12:** Scoping step of HIA: Andrew Dannenberg

Interactive session: Scoping phase for Rainier RapidRide HIA

### Readings:

- **REQUIRED:** HIA Toolkit, pages 39-48, Chapter 4 (Scoping) [https://humanimpact.org/wp-content/uploads/A-HIA-Toolkit\\_February-2011\\_Rev.pdf](https://humanimpact.org/wp-content/uploads/A-HIA-Toolkit_February-2011_Rev.pdf)
- **REQUIRED:** Bhatia R, Farhang L, Heller J, Lee M, Orenstein M, Richardson M, Wernham A. *Minimum elements and practice standards for health impact assessment*, Version 3. September 2014. <https://sophia.wildapricot.org/resources/Documents/HIA-Practice-Standards-September-2014.pdf>
- Optional: Tamburrini A, Gilhuly K, Harris-Roxas B. Enhancing benefits in health impact assessment through stakeholder consultation. *Impact Assessment and Project Appraisal* 2011; 29(3):195-204. <https://www.tandfonline.com/doi/pdf/10.3152/146155111X12959673796281?needAccess=true>

- Optional: Bhatia R. *Health impact assessment: a guide for practice*. Human Impact Partners, 2011. <http://www.humanimpact.org/downloads/hia-guide-for-practice/> (skim this 89-page HIA reference guide now for later use in course).

**Student teams to be formed to be responsible for sections of final Rainier RapidRide HIA report, due May 31. Volunteers are sought to integrate and edit the final HIA document, including writing the introduction and conclusions. An extra credit hour is available for this role.**

**April 19:** Student presentations: Analysis of selected completed HIAs, Edmund Seto and Arthur Wendel

Readings:

- **REQUIRED:** James P, Ito K, Buonocore JJ, Levy JI, Arcaya MC. A health impact assessment of proposed public transportation service cuts and fare increases in Boston MA. *International Journal of Environmental Research and Public Health*. 2014; 11:8010-8024; <http://www.mdpi.com/1660-4601/11/8/8010>
- Optional: Bhatia R, Seto E. Quantitative estimation in Health Impact Assessment: Opportunities and challenges. *Environmental Impact Assessment Review* 2011; 31:301-309.
- Optional: Cowling K, Lindberg R, Dannenberg AL, Neff RA, Pollack K. Review of health impact assessments informing agriculture, food, and nutrition policies, programs, and projects in the United States. *Journal of Agriculture, Food Systems, and Community Development*. 2017; 7(3):139-157. <https://foodsystemsjournal.org/index.php/fsj/article/view/493>

**REQUIRED PAPER #1 DUE: ANALYSIS OF AN EXISTING COMPLETED HIA**

**April 26:** Assessment step: Andrew Dannenberg  
Interactive session: Assessment phase of Rainier RapidRide HIA

Readings:

- **REQUIRED:** HIA Toolkit, pages 49-72, Chapter 5 (Assessment) [https://humanimpact.org/wp-content/uploads/A-HIA-Toolkit\\_February-2011\\_Rev.pdf](https://humanimpact.org/wp-content/uploads/A-HIA-Toolkit_February-2011_Rev.pdf)
- Optional: Johnson-Thornton RL, Greiner A, Fichtenberg CM, Feingold BJ, Ellen JM, Jennings JM. Achieving a healthy zoning policy in Baltimore: results of a health impact assessment of the TransForm Baltimore zoning code rewrite. *Public Health Reports*. 2013; 128(suppl 3):87-103.
- Optional: Witter RZ, McKenzie L, Stinson KE, Scott K, Newman LS, Adgate J. The use of health impact assessment for a community undergoing natural gas development. *American Journal of Public Health*. 2013; 103(6):1002-1010.
- Optional: Richardson MJ, English P, Rudolph L. A health impact assessment of California's proposed cap-and-trade regulations. *American Journal of Public Health*. 2012; 102(9):e52-e58.

**May 3:** **Field visit to Mt. Baker/Rainier Beach.** Guided by Alison Townsend, Seattle Department of Transportation; depart UW 3:00pm, return approx. 7:00pm

Readings:

- **REQUIRED:** SOPHIA Equity Workgroup. Communicating about equity in health impact assessment: a guide for practitioners. 2016. [https://sophia.wildapricot.org/resources/Documents/Communicating\\_Equity\\_in\\_HIA\\_Final.pdf](https://sophia.wildapricot.org/resources/Documents/Communicating_Equity_in_HIA_Final.pdf)
- Optional: Farhang L, Heller J. Advocacy in HIA: increasing our effectiveness and relevance as practitioners to address health, equity, and democracy. *Chronicles of Health Impact Assessment*. 1(1), 2016. <https://journals.iupui.edu/index.php/chia/article/view/21350/20638>
- Optional: Ross CL, Leone de Nie K, Dannenberg AL, Beck LF, Marcus MJ, Barringer J. Health impact assessment of the Atlanta BeltLine. *American Journal of Preventive Medicine*. 2012; 42(3):203-213. **See especially Table 2.**

**May 10:** HIA recommendations and reporting steps; Environmental Impact Assessment: Andrew Dannenberg

Interactive: Recommendations and reporting phases for Rainier RapidRide HIA  
Readings:

- **REQUIRED:** HIA Toolkit, pages 73-84, Chapter 6 (Recommendations) and Chapter 7 (Reporting). [https://humanimpact.org/wp-content/uploads/A-HIA-Toolkit\\_February-2011\\_Rev.pdf](https://humanimpact.org/wp-content/uploads/A-HIA-Toolkit_February-2011_Rev.pdf)
- **REQUIRED:** Bhatia R, Wernham A. Integrating human health into environmental impact assessment: An unrealized opportunity for environmental health and justice. *Environmental Health Perspectives*. 2008; 116(8):991-1000. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2516559/pdf/ehp0116-000991.pdf>
- Optional: Council on Environmental Quality. A Citizen's Guide to the National Environmental Policy Act (NEPA). 2007. [https://ceq.doe.gov/docs/get-involved/Citizens\\_Guide\\_Dec07.pdf](https://ceq.doe.gov/docs/get-involved/Citizens_Guide_Dec07.pdf)
- Optional: Hirono K, Haigh F, Gleeson D, Harris P, Thow AM, Friel S. Is health impact assessment useful in the context of trade negotiations? A case study of the Trans Pacific Partnership Agreement. *BMJ Open*. 2016; 6(4): e010339. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4823461/pdf/bmjopen-2015-010339.pdf>

**May 17:** Health in All Policies: Andrew Dannenberg and Arthur Wendel

Readings:

- **REQUIRED:** Gase LN, Schooley T, Lee M, Rotakhina S, Vick J, Caplan J. A practice-grounded approach for evaluating Health in All Policies initiatives in the United States. *Journal of Public Health Management and Practice*. 2017; 23(4):339-347.
- Optional: Baum F, Delany-Crowe T, MacDougall C, Lawless A, van Eyk H, Williams C. Ideas, actors and institutions: lessons from South Australian Health in All Policies on what encourages other sectors' involvement. *BMC Public Health*. 2017; 17(1):811. <https://bmcpublichealth.biomedcentral.com/track/pdf/10.1186/s12889-017-4821-7?site=bmcpublichealth.biomedcentral.com>
- Optional: Mindell J, Bowen C, Herriot N, Findlay G, Atkinson S. Institutionalizing health impact assessment in London as a public health tool for increasing synergy between policies in other areas. *Public Health* 2010; 124:107-114.
- Optional: Rudolph L, Caplan J, Ben-Moshe K, Dillon L. (2013). *Health in All Policies: A Guide for State and Local Governments*. Washington, DC and Oakland, CA: American Public Health Association and Public Health Institute. [https://www.phi.org/uploads/files/Health\\_in\\_All\\_Policies-A\\_Guide\\_for\\_State\\_and\\_Local\\_Governments.pdf](https://www.phi.org/uploads/files/Health_in_All_Policies-A_Guide_for_State_and_Local_Governments.pdf)

**FIRST DRAFT OF INDIVIDUAL HIA CHAPTERS DUE**

**May 24:** Monitoring and evaluation of HIAs – Andrew Dannenberg

Interactive session: Monitoring and evaluation phases for Rainier RapidRide HIA  
Readings:

- **REQUIRED:** HIA Toolkit, pages 85-98, Chapters 8 and 9 (Monitoring and Evaluation) [https://humanimpact.org/wp-content/uploads/A-HIA-Toolkit\\_February-2011\\_Rev.pdf](https://humanimpact.org/wp-content/uploads/A-HIA-Toolkit_February-2011_Rev.pdf)
- **REQUIRED:** Dannenberg AL. Effectiveness of health impact assessments: a synthesis of data from five impact evaluation reports. *Preventing Chronic Disease*. 13:150559, 2015. [https://www.cdc.gov/pcd/issues/2016/pdf/15\\_0559.pdf](https://www.cdc.gov/pcd/issues/2016/pdf/15_0559.pdf)
- Optional: Evaluation of Health Impact Assessment: Clark County Bicycle and Pedestrian Master Plan. 2011. [http://bikeportland.org/wp-content/uploads/2011/12/HIA\\_BPplan-copy.pdf](http://bikeportland.org/wp-content/uploads/2011/12/HIA_BPplan-copy.pdf)
- Optional: Mathias KR, Harris-Roxas B. Process and impact evaluation of the Greater Christchurch Urban Development Strategy Health Impact Assessment.



*BMC Public Health*. 2009; 9:97.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2670296/pdf/1471-2458-9-97.pdf>

- **SECOND DRAFT OF INDIVIDUAL HIA CHAPTERS DUE**
- **FIRST DRAFT OF INTEGRATED FULL HIA REPORT DUE**

**May 31:** Student presentations to SDOT stakeholders: Rainier RapidRide HIA report

- **REQUIRED PAPER #2 DUE: DRAFT REPORT EDITS AND REFLECTIONS**
- **SEMI-FINAL DRAFT OF FULL RAINIER RAPIDRIDE HIA REPORT DUE**

**June 5 (Tuesday): Due date for Rainier RapidRide HIA integrated final report**, ready for submission to SDOT stakeholders. Students completing report synthesis and editing will receive 3<sup>rd</sup> credit hour for course.

## **CLASS ACTIVITIES/REQUIREMENTS**

- 1. Required paper #1** (submit to Canvas): 3 to 5 page single-spaced paper reviewing and critiquing an existing completed HIA, including
  - description of project/policy,
  - HIA quantitative and qualitative methods used,
  - major findings,
  - major recommendations,
  - strengths and weaknesses of this HIA, and
  - impact of HIA on subsequent decisions if available.

See Kemm: *Checklist for HIA Reports* on Canvas for suggestions

Choose your HIA for review from one of the following overlapping sources:

- a. List of 18 exemplary HIAs selected by SOPHIA – see below.
- b. List of 400+ HIAs completed in the US: Go to <http://www.healthimpactproject.org/hia/us>, use the “**List View**” tab (not “Map View”) and check the box for “Completed HIAs”. On this website, you can select an HIA by location or by sector such as agriculture and food, built environment, climate change, economic policy, education, gambling, housing, labor and employment, natural resources and energy, physical activity, transportation, and water. Some HIAs listed may contain too little or too much information to be useful for review purposes.

**DUE DATE: April 19, 5:00pm**

- 2. Student presentations of their analyses of existing completed HIAs:**

On **April 19 in class**, students will present and discuss the HIA they reviewed for their written paper. Presentations will be 5 minutes per student plus 3 minutes for questions and discussion.

- 3. Required paper #2** (submit to Canvas): 2 to 3 page single-spaced paper responding to following issues:

- Specific comments about first draft of class HIA report; these should be sent to the class report editors no later than 5:00pm on Sunday, May 27 so they can be considered in the final report. These comments should also be included in this required paper #2 (report editors need not submit comments about report).
- Reflections (not sent to editors) on the overall process of developing the class HIA
- Reflections on any of the readings that you found particularly useful
- Thoughts on how HIA may be useful as a tool in your future professional work
- Any other comments about the class – both positive and critical comments are welcome

**DUE DATE MAY 31, 5:00pm**

#### 4. **Class report with contributions by all students: HIA of Rainier RapidRide Project**

On **May 31 in class**, a spokesperson for each of the 4-5 small groups of students will present for about 10 minutes the details of the portion of the Rainier RapidRide HIA for which they took primary responsibility, followed by class discussion of the issues presented. A student editor/synthesizer will open and close the student presentations. Rainier RapidRide stakeholders from SDOT will be present and will provide feedback.

5. **Field trip to Mt. Baker/Rainier Beach – May 3.** Depart UW 3:00pm, return approximately 7:00pm, using car pools. Photos taken by students during field trip will be used in final HIA report. Participation strongly encouraged. Alternate option will be to do a self-guided tour of site and write a brief report on observations.

**Examples of exemplary HIAs based on reviews by SOPHIA**, available at

<https://sophia.wildapricot.org/Model-HIA-Reports>

- Healthy Neighborhood Equity Fund HIA, 2013, Roxbury, MA; Community development
- Full-service grocery store development in a food desert HIA, 2013, Indianapolis; Food & nutrition
- US Equal Employment Opportunity Commission policy guidance HIA, 2013; Criminal justice
- San Francisco Bay Area's regional transportation plan HIA, 2013; Transportation
- Baltimore-Washington rail intermodal facility HIA, 2013; Transportation
- Federal rental assistance demonstration project HIA, 2012, U.S.; Housing
- Hawaii County agriculture development plan HIA, 2012; Agriculture
- Madison (WI) alcohol license density ordinance HIA, 2014; Government policy
- Preesall underground gas storage facility, Lancashire (UK) HIA, 2011; Industrial facility
- Baltimore comprehensive zoning code rewrite HIA, 2010; Urban development
- Christchurch urban development strategy options HIA, 2006, New Zealand; Urban development
- Page Avenue HIA, 2010, St. Louis; Urban redevelopment
- HIA of mining activities near Keno City, Yukon, Canada, 2012; Resource development
- Poultry litter-to-energy facility in the Shenandoah Valley (VA) HIA, 2013; Resource development
- California Domestic Work Employee Equality and Fairness Act of 2011 HIA; Government policy
- Oregon HB 2800 farm-to-school and school garden policy HIA, 2011; Government policy
- Potential health effects of casino development in southeast Kansas, 2012; Government plan
- Health effects of road pricing in San Francisco, 2011; Municipal plan

#### **Other resources available**

##### **Books**

National Research Council of the National Academies. *Improving health in the United States: The role of health impact assessment*. Washington, DC: National Academies Press, 2011. Available free at [http://www.nap.edu/catalog.php?record\\_id=13229](http://www.nap.edu/catalog.php?record_id=13229).

Birley M. *Health impact assessment: Principles and practice*. London: EarthScan/Taylor and Francis, 2011. <http://www.routledge.com/books/details/9781849712774/>

Kemm JR, editor. *Health impact assessment: Past achievement, current understanding, and future progress*. Oxford: Oxford University Press, 2012.

[http://www.amazon.com/dp/0199656010/ref=rdr\\_ext\\_tmb](http://www.amazon.com/dp/0199656010/ref=rdr_ext_tmb)

O'Mullane M, editor. *Integrating health impact assessment with the policy process: Lessons and experiences from around the world*. Oxford: Oxford University Press, 2013.

<http://ukcatalogue.oup.com/product/9780199639960.do>.

Ross CL, Orenstein M, Botchwey N. *Health impact assessment in the United States*. New York: Springer, 2014. <http://www.springer.com/medicine/book/978-1-4614-7302-2?otherVersion=978-1-4614-7303-9>

<http://www.springer.com/medicine/book/978-1-4614-7302-2?otherVersion=978-1-4614-7303-9>

Wismar M, Blau J, Ernst K, Figueras J. *The effectiveness of health impact assessment: Scope and limitations of supporting decision-making in Europe*. Brussels: European Observatory on Health Systems and Policies, 2007. Available free 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)

## Websites for more information about HIA

- Pew Charitable Trusts Health Impact Project: [www.healthimpactproject.org](http://www.healthimpactproject.org)
- Human Impact Partners, Oakland CA: [www.humanimpact.org](http://www.humanimpact.org)
- Centers for Disease Control and Prevention: [www.cdc.gov/healthyplaces/hia.htm](http://www.cdc.gov/healthyplaces/hia.htm)
- UCLA HIA Clearinghouse: [www.hiaguide.org](http://www.hiaguide.org)
- American Planning Association: <https://www.planning.org/nationalcenters/health/planninghia/>
- HIA Gateway, Association of Public Health Observatories (UK): <http://webarchive.nationalarchives.gov.uk/20170106081254/http://www.apho.org.uk/default.aspx?RID=44538>
- World Health Organization: <http://www.who.int/hia/en/>

## List of HIA publications with US authors: 1999-2018 available on Canvas

1999-2016 list at [http://www.cdc.gov/healthyplaces/docs/hiaarticles\\_usauthors\\_29february2016.pdf](http://www.cdc.gov/healthyplaces/docs/hiaarticles_usauthors_29february2016.pdf)

## Selected guides to conducting HIAs

Hebert KA, Wendel AM, Kennedy SK, Dannenberg AL. Health impact assessment: a comparison of 45 local, national, and international guidelines. *Environmental Impact Assessment Review*. 2012; 34:74-82. Available on Canvas.

Bhatia R. *Health impact assessment: a guide for practice*. Human Impact Partners, 89 pages. 2011. <http://www.humanimpact.org/downloads/hia-guide-for-practice/>

Human Impact Partners. *A health impact assessment toolkit: a handbook to conducting HIA*. 3<sup>rd</sup> edition. 169 pages. 2011. [http://www.humanimpact.org/wp-content/uploads/A-HIA-Toolkit\\_February-2011\\_Rev.pdf](http://www.humanimpact.org/wp-content/uploads/A-HIA-Toolkit_February-2011_Rev.pdf)

International Health Impact Assessment Consortium, Liverpool, UK. *The Merseyside guidelines for health impact assessment*. 22 pages. 2001.

[http://www.precaution.org/lib/06/mersey\\_hia\\_guide\\_2nd\\_edn.010601.pdf](http://www.precaution.org/lib/06/mersey_hia_guide_2nd_edn.010601.pdf)

University of Minnesota, Design for Health. *Rapid health impact assessment toolkit*. 19 pages. 2008.

[http://designforhealth.net/wp-content/uploads/2012/12/BCBS\\_Rapidassessment\\_011608.pdf](http://designforhealth.net/wp-content/uploads/2012/12/BCBS_Rapidassessment_011608.pdf)

## Reviews of HIAs used in specific sectors:

1. **Transportation** (73 HIAs). Dannenberg AL, Ricklin A, Ross CL, Schwartz M, West J, White S, Wier ML. Use of health impact assessment for transportation planning: importance of transportation agency involvement in the process. *Transportation Research Record*. 2014; 2452:71-80. <http://trjjournalonline.trb.org/doi/abs/10.3141/2452-09>

2. **Criminal justice** (20 HIAs). Hom E, Dannenberg AL, Farquhar S, Thornhill L. A systematic review of health impact assessments in the criminal justice system. *American Journal of Criminal Justice*. 2017; 42(4):883–908. <http://link.springer.com/article/10.1007%2Fs12103-017-9391-9>

3. **Education** (20 HIAs). Gase LN, DeFosset AR, Gakh M, Harris C, Weisman SR, Dannenberg AL. Review of education-focused health impact assessments conducted in the United States. *Journal of School Health*. 2017. 87(12):911-922.

4. **Food/nutrition/agriculture** (25 HIAs). Cowling K, Lindberg R, Dannenberg AL, Neff RA, Pollack K. Review of health impact assessments informing agriculture, food, and nutrition policies, programs, and projects in the United States. *Journal of Agriculture, Food Systems, and Community Development*. 2017; 7(3):139-157. <https://foodsystemsjournal.org/index.php/fsj/article/view/493>

5. **Energy and natural resources** (30 HIAs)– Nkykyer E, Dannenberg AL. Use of health impact assessment for projects and policies in the energy and natural resources sector in the United States, 2006-2016. Submitted for publication, 2018.

6. **Climate change policies** (~15 HIAs) – Dannenberg AL, Rogerson B, Rudolph L. Optimizing the health co-benefits of climate change policies using health impact assessment. In preparation, 2018.

7. **Housing** (40 HIAs). National Center for Healthy Housing. *A Systematic Review of Health Impact Assessments on Housing Decisions and Guidance for Future Practice*. 118 pages, March 2016. <http://www.nchh.org/Portals/0/Contents/Guidance-for-Conducting-HIAs-on-Housing-Decisions.pdf>.

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