



URBDP 536/ENVH 536 Health Impact Assessment

SPRING 2021

Lecture: Mondays and Wednesdays | 8:30 - 9:50 am

Instructor : Andrew L. Dannenberg, MD, MPH, Affiliate Professor, adannen@uw.edu

Course collaborators: *King County Parks*

David Kimmett, Natural Lands Program, David.Kimmett@kingcounty.gov |

Sarah Brandt, Open Space Program, sbrandt@kingcounty.gov

Washington Trails Association

Krista Dooley, Community Partnerships and Leadership Development

Director, krista@wta.org | Allie Tripp, Strategic Initiatives Manager,

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COURSE OVERVIEW AND OBJECTIVES

URBDP 424/524 provides students with an overview of site planning as both a design activity and also as a nexus of principles and issues that are central to urban planning and its allied professions, including architecture, landscape architecture, civil engineering and real estate. The course is informed by the working definition of site planning phrased by Kevin Lynch and Gary Hack: the practical, moral and aesthetic “art of arranging structures on the land and shaping the spaces between” (Site Planning, 1984, p.1).

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

3rd credit (EnvH 600 or UrbDP 600) is 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.

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. 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 and promote health equity 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 health equity, and discuss the use of Health in All Policies as an approach to decision-making. As a major component of the course, students conduct a detailed HIA of the health and equity aspects of a currently proposed local project or plan.

The Spring Quarter 2021 class HIA project will focus on the development of a new five acre Glendale Forest Park in unincorporated North Highline, between White Center and South Park, as described in <https://www.wta.org/news/signpost/making-nature-accessible-in-urban-areas>. The park is located between 8th Ave S and 9th Ave S, and between S 102nd St and S 104th St. This new forested urban park helps address equity investments in King County by serving a low-income neighborhood that has few parks nearby. For this project, the class will collaborate with King County Parks and the Washington Trails Association. During the course, students will explore health and equity implications of the park project and participate in a virtual field visit to help them visualize the issues involved in the park development. The class is enriched by interdisciplinary discussions among students who typically come from public health, urban planning, architecture, landscape architecture, public policy, engineering, 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 (HIAs) 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%

Recording of sessions: This course is scheduled to run synchronously at the scheduled class time via Zoom. These Zoom class sessions may be recorded. The recording will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public. The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who do not wish to be recorded should change their Zoom screen name to hide any personal identifying information such as their name or UW Net ID, and not share their computer audio or video during their Zoom sessions.

Access and Accommodations: 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 or <http://depts.washington.edu/uwdrs/>. 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 (<https://sph.washington.edu/students/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 or on Canvas Share Space or on both. **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

April 1: Introduction to course; Introduction to Health Impact Assessment: 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, Dannenberg AL, Botchwey N. An Introduction to Healthy, Equitable, and Sustainable Places. Chapter 1 (draft) in Botchwey N, Dannenberg AL, Frumkin H, editors. *Making Healthy Places: Designing and Building for Health, Well-being and Sustainability*. 2nd edition. Island Press, 2022 (www.makinghealthyplaces.com). In press. Chapter 1 available on Canvas Share Space.

April 8: A) Introduction to Glendale Forest Park for class HIA project: David Kimmett and Sarah Brandt, King County Parks; Krista Dooley and Allie Tripp, Washington Trails Association

B) Review of site map:

<https://www.google.com/maps/@47.5110949,-122.3220689,489m/data=!3m1!1e3>

C) HIA Screening step: Andrew Dannenberg

Readings:

- **REQUIRED:** HIA Toolkit, pages 31-38, Chapter 3 (Screening)
https://humanimpact.org/wp-content/uploads/2018/10/A-HIA-Toolkit_February-2011_Rev.pdf
- **REQUIRED:** UW Spring 2020 class project: Seattle Interbay redevelopment project:
http://www.seattle.gov/Documents/Departments/OPCD/OngoingInitiatives/IndustrialMaritimeStrategy/Spring2020_InterbayHIA_Document.pdf
- Optional: Paid sick leave HIA:
<https://humanimpact.org/hipprojects/paid-sick-days-hias-case-story/?strategy=all>
- Optional: Previous UW HIA class projects:

- 2019: BelRed Neighborhood Subarea Plan:
https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/136/2018/08/08214011/LCY_BNE-12_HIA.pdf
- 2018: Rainier RapidRide for Seattle Department of Transportation:
https://www.seattle.gov/Documents/Departments/SDOT/TransitProgram/RapidRide/RainierRapidRide_HIA_final_7June2018.pdf (Note: cut and paste link if document does not open)
- 2017: Georgetown Mobility Plan for Seattle Department of Transportation:
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:
<https://www.cityofanacortes.org/DocumentCenter/View/4671/South-Commercial-Ave-HIA-Final-Report-PDF?bidId=>
- 2015: 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)
- 2014: Pioneer Square Plan:
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 15: A) HIA Scoping step: Andrew Dannenberg

B) Interactive session: Scoping phase for Glendale Forest Park Project HIA

Readings:

KEY RESOURCES:

- King County and WTA news releases:
 - <https://kingcounty.gov/elected/executive/constantine/news/release/2020/July/09-new-urban-park.aspx>
 - <https://www.wta.org/news/signpost/making-nature-accessible-in-urban-areas>
- King County/WTA project slides presented in class on April 8. On Canvas.
- King County 30-Year Forest Plan: Health section. 85 pages, 2021. On Canvas.
- Glendale Forest Trails Plan. 2021. On Canvas.
- Glendale Forest wetland delineation. 94 pages. 2019. On Canvas.
- Glendale Forest apartment proposal. 2019. On Canvas.
- *Good model for a park HIA* Bullhead City Rotary Park Rapid HIA, Arizona, 2014. 38 pages.
<https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/hia-map/state/arizona/bullhead-city-rotary-park-rapid-health-impact-assessment>
- **REQUIRED:** HIA Toolkit, pages 39-48, Chapter 4 (Scoping)
https://humanimpact.org/wp-content/uploads/2018/10/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: 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 Glendale Forest Park Project report, due June 3. Volunteers are sought to integrate and edit the final HIA document, including writing the introduction and conclusions. An extra credit hour (EnvH 600/UrbDP 600) is available for this role.

April 22: A) Student presentations: Analysis of selected completed HIAs: All students should be prepared to present

B) Initial meetings of small working groups

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>
- **REQUIRED:** 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.
- 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>
- 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>

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

April 29: A) Presentations of completed HIAs by all students who did not present on April 22

B) HIA Assessment step: Andrew Dannenberg

Interactive session: Assessment phase of Glendale Forest Park Project HIA

Readings:

- **REQUIRED:** HIA Toolkit, pages 49-72, Chapter 5 (Assessment) https://humanimpact.org/wp-content/uploads/2018/10/A-HIA-Toolkit_February-2011_Rev.pdf
- **REQUIRED:** 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.
- Optional: Thondoo M, Rojas-Rueda D, Gupta J, de Vries DH, Nieuwenhuijsen MJ. Systematic literature review of health impact assessments in low and middle-income countries. *International Journal of Environmental Research and Public Health*. 2019;16(11). <https://www.mdpi.com/1660-4601/16/11/2018>
- Optional: Green L, Ashton K, Edmonds N, Azam S. Process, practice and progress: a case study of the health impact assessment (HIA) of Brexit in Wales. *International Journal of Environmental Research and Public Health*. 2020; 17(18):6652. <https://doi.org/10.3390/ijerph17186652>

May 6: A) Further questions/answers on Glendale Forest Park Project: David Kimmett and Sarah Brandt, King County Parks; Krista Dooley and Allie Tripp, Washington Trails Association

B) HIA Recommendations and Reporting steps: Andrew Dannenberg

Readings:

- **REQUIRED:** HIA Toolkit, pages 73-84, Chapter 6 (Recommendations) and Chapter 7 (Reporting). https://humanimpact.org/wp-content/uploads/2018/10/A-HIA-Toolkit_February-2011_Rev.pdf
- **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
- 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.**
- Optional: Sharpe CA, Chang M, Petrokofsky C, Stimpson A. Health impact assessment in spatial planning in England. *Cities & Health*. 2021. <https://doi.org/10.1080/23748834.2021.1876377>

May 13: A) Environmental Impact Assessment: **Andrew Dannenberg, MD, MPH**, and **Arthur Wendel, MD, MPH**, Medical Officer, Agency for Toxic Substances and Disease Registry, HHS Region 10, Seattle, arthurwendel@gmail.com

B) Health in All Policies: Andrew Dannenberg and Arthur Wendel

Readings:

- **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>
- **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: Council on Environmental Quality. A Citizen's Guide to the National Environmental Policy Act (NEPA). 2007. 55 pages. https://ceq.doe.gov/docs/get-involved/Citizens_Guide_Dec07.pdf

- Optional: Cave B, Pyper R, Fischer-Bonde B, Humboldt-Dachroeden S, Martin-Olmedo P. Lessons from an international initiative to set and share good practice on human health in environmental impact assessment. *International Journal of Environmental Research and Public Health*. 2021; 18(4):1392. <https://doi.org/10.3390/ijerph18041392>
- 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://www.ncbi.nlm.nih.gov/pmc/articles/PMC5644129/>
- Optional: Rudolph L, Caplan J, Ben-Moshe K, Dillon L. *Health in All Policies: A Guide for State and Local Governments*. 2013. Washington, DC and Oakland, CA: American Public Health Association and Public Health Institute. 169 pages. [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)
- Optional: ChangeLab Solutions. *From start to finish: How to permanently improve government through Health in All Policies*. 2015. 42 pages. [http://changelabsolutions.org/sites/default/files/From-Start-to-Finish HIAP Guide-FINAL-20150729_1_0.pdf](http://changelabsolutions.org/sites/default/files/From-Start-to-Finish_HIAP_Guide-FINAL-20150729_1_0.pdf)

May 20: Interactive: Detailed review of recommendations for Glendale Forest Park HIA

Readings:

- **REQUIRED:** 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>
- **REQUIRED:** 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: Ashton K, Parry-Williams L, Dyakova M, Green L. Health impact and social value of interventions, services, and policies: a methodological discussion of health impact assessment and social return on investment methodologies. *Frontiers in Public Health*. 2020;8:49. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7056887/>
- Optional: Sohn EK, Stein LJ, Wolpoff A, Lindberg R, Baum A, McInnis-Simoncelli A, Pollack KM. Avenues of influence: the relationship between health impact assessment and determinants of health and health equity. *Journal of Urban Health*. 2018; 95(5):754-764. <http://doi.org/10.1007/s11524-018-0263-5>.
- Optional: Waimberg J, Cloud LK, Campbell AT, Lindberg R, Porter KP. Tracking state-level health impact assessment legislation from 2012-2016. *Chronicles of Health Impact Assessment*. 2018. 3(1):1-10. <http://journals.iupui.edu/index.php/chia/article/view/22249/21971>

FIRST DRAFT OF INDIVIDUAL HIA CHAPTERS DUE

May 27: Monitoring and evaluation of HIAs – Andrew Dannenberg

Interactive session: Monitoring and evaluation phases for Glendale Forest Park Project HIA

Readings:

- **REQUIRED:** HIA Toolkit, pages 85-98, Chapters 8 and 9 (Monitoring and Evaluation) [https://humanimpact.org/wp-content/uploads/2018/10/A-HIA-Toolkit February-2011_Rev.pdf](https://humanimpact.org/wp-content/uploads/2018/10/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
- 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
- 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**

June 3: Student presentations to King County Parks and Washington Trails Association stakeholders: Glendale Forest Park Project HIA report

- **REQUIRED PAPER #2 DUE: DRAFT REPORT EDITS AND REFLECTIONS**
- **SEMI-FINAL DRAFT OF FULL GLENDALE FOREST PARK PROJECT HIA REPORT DUE**

June 8 (Tuesday): Due date for Glendale Forest Park Project final HIA report, ready for submission to King County Parks and Washington Trails Association stakeholders. Students completing report synthesis and editing may receive 3rd 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
 - who conducted the HIA and why was it done,
 - 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 425+ HIAs completed in the US on Pew Charitable Trusts website: Go to <https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/hia-map?resourceTypes=HIA%20reports&sortBy=relevance&sortOrder=asc&page=1> and search for HIA reports by location or by sector such as agriculture, community development, criminal justice, education, energy, food and nutrition policy, housing, labor and employment, natural resources management, planning and zoning, tax and budget policy, and transportation. Some HIAs listed may contain too little or too much information to be useful for review purposes.

DUE DATE: April 22, 5:00pm

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

On **April 22 and April 29 in class**, students will present and discuss the HIA they reviewed for their written paper. Presentations will be 4 minutes per student plus 2 minutes for questions and discussion. All students should be prepared to present on April 22, so that students who reviewed the same HIA can present sequentially.

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 30 so they can be considered in the final report. A brief summary (maximum one paragraph) of these comments should be included in this required paper #2 (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. Note that positive or negative comments for which you prefer anonymity should be saved for the on-line anonymous course evaluation

DUE DATE JUNE 3, 5:00pm

4. **Class report with contributions by all students: HIA of Glendale Forest Park Project**
 On **June 3 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 Glendale Forest Park Project 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. Stakeholders from King County Parks and Washington Trails Association will be present and will provide feedback.

5. **Virtual field trip to Glendale Forest Park Project site.** We are not able to do a class field trip to the site during the Spring Quarter due to restrictions on in-person gatherings. We may be able to have a class participant create a video of a site visit. We will share ground and aerial site photos during class, some of which may be included in the class final report. At a minimum, we ask that you look at views of the park site using Google Earth (<https://www.google.com/maps/@47.5110949,-122.3220689,489m/data=!3m1!1e3>) and using Google Street View. You are encouraged to visit the park site in person on your own.

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.
- 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
- 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>
- 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

Websites for more information about HIA (first 5 listed are most active websites)

- Pew Charitable Trusts Health Impact Project: <https://www.pewtrusts.org/en/projects/health-impact-project>
- Human Impact Partners, Oakland CA: www.humanimpact.org
- Society of Practitioners of Health Impact Assessment: www.hiasociety.org
- American Planning Association: <https://www.planning.org/nationalcenters/health/planninghia/>
- Wales HIA Support Unit (UK): <https://whiasu.publichealthnetwork.cymru/en/>

- UCLA HIA Clearinghouse: <http://www.ph.ucla.edu/hs/health-impact/index.htm>
- Centers for Disease Control and Prevention: www.cdc.gov/healthypaces/hia.htm
- 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: https://www.who.int/health-topics/health-impact-assessment#tab=tab_1

List of HIA publications with US authors, 1999-2021: available on Canvas

1999-2016 list at http://www.cdc.gov/healthypaces/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*. 3rd edition. 169 pages. 2011. https://humanimpact.org/wp-content/uploads/2018/10/A-HIA-Toolkit_February-2011_Rev.pdf
- Public Health England. *Health Impact Assessment in Spatial Planning: A guide for local public health and planning teams*. 48 pages. 2020. <https://www.gov.uk/government/publications/health-impact-assessment-in-spatial-planning>

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

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

Reviews of HIAs used in specific sectors

1a. **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.

1b. **Transportation** (158 HIAs). Waheed F, Ferguson GM, Ollson CA, MacLellan JI, McCallum LC, Cole DC. Health impact assessment of transportation projects, plans and policies: A scoping review. *Environmental Impact Assessment Review*. 2018; 71:17–25.

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.

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/pdf>

5. **Energy and natural resources** (30 HIAs). Nkyekyer E, Dannenberg AL. Use and effectiveness of health impact assessment in the energy and natural resources sector in the United States, 2007–2016. *Impact Assessment and Project Appraisal*. 2018; 37(1):17-32. <https://www.tandfonline.com/doi/abs/10.1080/14615517.2018.1519221>

6. **Climate change policies** (13 HIAs) – Dannenberg AL, Rogerson B, Rudolph L. Optimizing the health co-benefits of climate change policies using health impact assessment. *Journal of Public Health Policy*. 2019; <http://doi.org/10.1057/s41271-019-00189-y>

7. **Substance abuse** (21 HIAs) - Packer JM, Belvedere LM, Dannenberg AL, Barnes MD. Review of HIAs informing alcohol, tobacco, and marijuana prevention and control policies. *Journal of Drug Abuse*. 2020, 6:3.2. <https://drugabuse.imedpub.com/review-of-health-impact-assessments-informing-alcohol-tobacco-and-marijuana-prevention-and-control-policies.pdf>

8. **Housing** (54 HIAs). Bever E, Arnold KT, Lindberg R, Dannenberg AL, Morley R, Breysse J, Pollack Porter KM. Use of health impact assessments in the housing sector to promote health in the United States, 2002-2016. *Journal of Housing and the Built Environment*. 2021. <https://doi.org/10.1007/s10901-020-09795-9> or <https://rdcu.be/cdkru>

9. **Planning** (134 HIAs). Ricklin A, Madeley M, Whitton E, Carey A. *The State of Health Impact Assessment in Planning*. American Planning Association. 53 pages, July 2016. <https://planning-org-uploaded-media.s3.amazonaws.com/document/State-of-Health-Impact-Assessment-in-Planning.pdf>.

10. **Employment/labor** (27 HIAs). Sohng HY. Evaluation of health impact assessments related to labor and employment. Masters' thesis. University of Washington. 2015. https://digital.lib.washington.edu/researchworks/bitstream/handle/1773/33839/Sohng_washington_02500_14688.pdf?sequence=1