

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.

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.

Instructors

Edmund Seto, MS, PhD

Professor, Dept. of Environmental and Occupational Health Sciences, School of Public Health, University of Washington; eseto@uw.edu

Andrew L. Dannenberg, MD, MPH

Affiliate Professor, Dept. of Environmental and Occupational Health Sciences, School of Public Health, and Dept. of Urban Design and Planning, College of Built Environments, University of Washington; adannenberg@uw.edu; cell 404-272-3978

Course collaborator

Rusty Milholland, Project/Program Manager, Open Space Program, King County Department of Natural Resources and Parks; rmilholland@kingcounty.gov

Class sessions: Spring Quarter, Thursdays, 5:00-6:50pm, April 3 to June 5, 2025

Location: Health Sciences Education Building (HSEB) Room 245,
<https://www.washington.edu/maps/#/hseb>

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.

For Spring Quarter 2025, the class HIA project will focus on the development of the Grace Church/Seola Pond Park Project, [located in Seattle, WA \(Unincorporated King County\)](#). Our collaborator for this project is Rusty Milholland from King County Natural Resources and Parks. Topics to be considered in the HIA may include but are not limited to the concept of a "stormwater

park", and multi-stakeholder development process using a conservation/trail easement. In addition to issues related to stormwater, parks, and trails, other related topics that may come up in the HIA include connections to existing trails, transportation, equity, walkability, access to green space, safety, community identity -- all of which have potential impacts on human health. During the course, students will participate in a field visit to the site 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, architecture, landscape architecture, public policy, social work, 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%

Access and Accommodations: Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented 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), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.

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/>

Religious Accommodations: Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the form at <https://registrar.washington.edu/students/religious-accommodations-request/>.

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 3: Introduction to course; Introduction to Health Impact Assessment: Edmund Seto

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 in Botchwey N, Dannenberg AL, Frumkin H, editors. *Making Healthy Places: Designing and Building for Well-being, Equity, and Sustainability*. 2nd Edition. Island Press, 2022 (<https://islandpress.org/books/making-healthy-places-second-edition>). Chapter 1 available on Canvas Share Space.
- Kim J, Dannenberg A, Haigh F, Harris-Roxas B. Let's be clear—health impact assessments or assessing health impacts? *Public Health Reviews*. 2024; 45:1607722. <http://doi.org/10.3389/phrs.2024.1607722>.

April 10: A) Introduction to class HIA project – Grace Church/Seola Pond Park: Rusty Milholland, King County Parks

B) HIA Screening step: Andrew Dannenberg/Edmund Seto

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 2022 Empire Parcels Park HIA for King County Parks. Available on Canvas.
- Optional: Paid sick leave HIA: <https://humanimpact.org/hiprojects/paid-sick-days-hias-case-story/?strategy=all>

Optional readings: Previous UW HIA class projects:

- 2024: Capital Hill/First Hill Subarea plan HIA for Seattle Office of Planning and Community Development. <https://www.seattle.gov/documents/Departments/OPCD/OngoingInitiatives/UrbanCenter>

[sPlanning/RegionalCentersPlanningFirstHillCapHillUWHealthImpactAssessmentJune2024.pdf](#)

- 2023: Camp Kilworth Redevelopment HIA report for Forterra and YMCA of Greater Seattle. Available on Canvas.
- 2021: Glendale Forest Park project for King County Parks: <https://www.dropbox.com/s/t11w2smjez01bhn/Glendale%20Forest%20Park%20HIA%20Final%20Report%20UW%2010June2021.pdf?dl=0>
- 2020: Seattle Interbay redevelopment project: http://www.seattle.gov/Documents/Departments/OPCD/OngoingInitiatives/IndustrialMaritimeStrategy/Spring2020_InterbayHIA_Document.pdf
- 2019 BelRed Neighborhood Subarea Plan: https://lcy.be.uw.edu/wp-content/uploads/sites/35/2019/11/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
- 2017: Georgetown Mobility Plan for Seattle Department of Transportation: https://www.seattle.gov/Documents/Departments/SDOT/TransportationPlanning/GeorgetownMobilityStudyHIA_FinalReport_June2017.pdf
- 2016: Anacortes South Commercial Avenue Corridor Plan: <https://www.cityofanacortes.org/DocumentCenter/View/4671/South-Commercial-Ave-HIA-Final-Report-PDF?bidId=>
- 2015: Delridge Corridor Transportation Plan for Seattle Department of Transportation: <https://www.seattle.gov/Documents/Departments/OPCD/OngoingInitiatives/DelridgeActionPlan/DelridgeActionPlanHealthImpactAssessment.pdf>
- 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 17: A) HIA Scoping step: Andrew Dannenberg and Edmund Seto

B) Interactive session: Scoping phase for Grace Church/Seola Pond Project HIA

KEY RESOURCES for Grace Church/Seola Pond Park Project – all on Canvas

- Conservation Easement Grace Church 2024
- Conservation Futures Program Manual 2025
- Conservation Tax Levy Application for Seola Pond 2023
- Seola Creek Basin Retrofit Design 2013
- Seola Pond Present Conditions 2024
- Seola Pond project overview March 2025
- Seola Pond Site Map 2024
- Seola Pond Subbasin Flood Abatement Review 2019
- Seola Pond Vicinity Map 2024

Readings:

- **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:** Bever E, Dills J, Lindberg R, Whitehead S. Society of Practitioners of Health Impact Assessment (SOPHIA). *Minimum elements and practice standards for health impact assessment*, Version 4. August 2022. <https://hiasociety.org/MEPS/>
- 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).
- Optional: Bever E, Arnold KT, Lindberg R, Dannenberg AL, Morley R, Breyse 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; 36(3):1277-1297. <https://doi.org/10.1007/s10901-020-09795-9> or <https://rdcu.be/cdkru>
- 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>
- 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>

Student teams to be formed to be responsible for sections of final HIA report, due June 5. Volunteers are sought to integrate and edit the final HIA document, including writing the introduction and conclusions. One extra credit hour (EnvH 600/UrbDP 600) is available for this role.

April 24: A) Student presentations: Analysis of selected completed HIAs: All students should be prepared to present

B) Interactive session: Assessment phase of Grace Church/Seola Pond Park Project HIA

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:** 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: Green L, Ashton K, Bellis M, Clements T, Douglas M. Predicted and observed impacts of COVID-19 lockdowns: two Health Impact Assessments in Scotland and Wales, *Health Promotion International*. 2022; 37(6):1-14.134, <https://doi.org/10.1093/heapro/daac134>
- 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>
- Optional: Bhatia R, Seto E. Quantitative estimation in Health Impact Assessment: Opportunities and challenges. *Environmental Impact Assessment Review* 2011; 31:301-309.

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

- May 1:** A) Presentations of completed HIAs by all students who did not present in previous class
B) Assessment phase of HIA – Andrew Dannenberg/Edmund Seto
C) Small group meetings to work on Grace Church/Seola Pond Park Project HIA chapters

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:** Kondo MC, Mueller N, Locke DH, Roman LA, Rojas-Rueda D, Schinasi LH, Gascon M, Nieuwenhuijsen MJ. Health impact assessment of Philadelphia's 2025 tree canopy cover goals. *Lancet Planetary Health* 2020; 4: e149–e157.
<https://pubmed.ncbi.nlm.nih.gov/32353295>
- 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.
- 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 8:** Field visit to Grace Church/Seola Pond project site. 5:00-7:00pm. Rusty Milholland, King County Parks.

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: 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. <https://pubmed.ncbi.nlm.nih.gov/22341156/> **See especially Table 2** that links HIA findings, recommendations, and impacts.
- 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: Sharpe CA, Chang M, Petrokofsky C, Stimpson A. Health impact assessment in spatial planning in England. *Cities & Health*. 6(5):864-867, 2021. <https://doi.org/10.1080/23748834.2021.1876377>
- Carignan S, Lindberg R, Tung G, Sullivan J, Stone C, Pollack Porter KM. Legislative health notes: preliminary learnings from piloting a new policy analysis tool. *Journal of Public Health Management and Practice* 2024; 30(3):E135-E142. <http://doi.org/10.1097/PHH.0000000000001866>

May 15: A) Further questions/answers on Grace Church/Seola Pond Park Project Plan: Rusty Milholland, King County Parks

B) Environmental Impact Assessment: **Arthur Wendel, MD, MPH**, Medical Officer, Environmental Medicine and Health Systems Intervention Section, Office of Capacity Development and Applied Prevention Science, Agency for Toxic Substances and Disease Registry, Seattle, arthurwendel@gmail.com

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>
- 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: Council on Environmental Quality. A Citizen's Guide to the National Environmental Policy Act (NEPA). 2021. 37 pages. <https://ceq.doe.gov/docs/get-involved/citizens-guide-to-nepa-2021.pdf>
- Optional: World Health Organization. Regional Office for Europe. A place in the public health toolbox: policy brief on health impact assessments and incorporating health into environmental assessments. 2023. <https://www.who.int/europe/publications/i/item/WHO-EURO-2023-8254-48026-71136>
- 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>
- 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/>

May 22:

1. Health in All Policies: **Arthur Wendel, MD, MPH**, Medical Officer, Agency for Toxic Substances and Disease Registry, arthurwendel@gmail.com
2. Interactive: Detailed review of recommendations for Grace Church/Seola Pond Park Project HIA: Edmund Seto and Andrew Dannenberg

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.

- **REQUIRED:** Rogerson B, Lindberg R, Baum F, Dora C, Haigh F, Simoncelli AM, Parry Williams L, Peralta G, Pollack Porter KM, Solar O. Recent advances in health impact assessment and Health in All Policies implementation: lessons from an international convening in Barcelona. *International Journal of Environmental Research and Public Health*. 2020; 17(21): E7714. <http://doi.org/10.3390/ijerph17217714>
- Optional: Pollack Porter KM, Lindberg R, McInnis-Simoncelli A. Considering health and health disparities during state policy formulation: examining Washington state Health Impact Reviews. *BMC Public Health*. 2019;19(1):862. <https://doi.org/10.1186/s12889-019-7165-7>
- 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*. 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
- Optional: ChangeLab Solutions. *From start to finish: How to permanently improve government through Health in All Policies*. 42 pages. http://changelabsolutions.org/sites/default/files/From-Start-to-Finish_HIAP_Guide-FINAL-20150729_1_0.pdf

FIRST DRAFT OF INDIVIDUAL HIA CHAPTERS DUE

May 29: Monitoring and evaluation of HIAs: Andrew Dannenberg and Edmund Seto
Interactive session: Monitoring & evaluation phases for Grace Church/Seola Pond 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
- **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/2016/15_0559.htm
- 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 5: Student presentations to project stakeholders: Grace Church/Seola Pond Park Project HIA report

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

June 11 (Wednesday): Due date for final HIA report, ready for submission to project 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
 - Impact of HIA on subsequent decisions if available on the Internet or elsewhere.

See **Kemm: Checklist for HIA Reports on Canvas for checklist on how to critique an HIA report**

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

1. List of 18 exemplary HIAs selected by SOPHIA – see below.
2. List of 400+ HIAs completed in the US on the HIA Community Commons website – Go to <https://hia.communitycommons.org/explore/browse-all/> 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 24, 5:00pm

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

On **April 24 and May 1 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 the first date, 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, June 1 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 5, 5:00pm

4. Class report with contributions by all students: HIA of Grace Church/Seola Pond Park Project

On **June 5 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 final 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. Project stakeholders will be present and will provide feedback.

5. Field visit to Grace Church/Seola Pond project site on May 8. Will discuss plans to encourage carpooling in class. Tentatively plan to leave UW at 4:15pm to arrive in West Seattle at 5:00pm for field visit. Students are encouraged to take photos during the field visit for use in the final HIA report.

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 <https://nap.nationalacademies.org/catalog/13229/improving-health-in-the-united-states-the-role-of-health>

- 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: <https://eurohealthobservatory.who.int/publications/i/the-effectiveness-of-health-impact-assessment-scope-and-limitations-of-supporting-decision-making-in-europe-study>

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

- Community Commons HIA website (formerly Pew Charitable Trusts HIA database): <https://hia.communitycommons.org/>
- Human Impact Partners, Oakland CA: humanimpact.org
- Society of Practitioners of Health Impact Assessment (SOPHIA): hiasociety.org
- Wales HIA Support Unit (UK): <https://phwwhocc.co.uk/whiasu/>
- Public Health Scotland HIA website: <https://publichealthscotland.scot/services/health-impact-assessment-hia/resources-and-guidance/>
- 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>
- Centers for Disease Control and Prevention: <https://www.cdc.gov/environmental-health-tracking/php/communications-resources/hia-resources.html>
- World Health Organization: https://www.who.int/health-topics/health-impact-assessment#tab=tab_1

List of HIA publications with US authors, 1999-2025: available on Canvas.

Selected guides to conducting HIAs

- Asian Development Bank. Martin Birley. *Health Impact Assessment: A Good Practice Sourcebook*. 2018. 186 pages. <https://www.adb.org/documents/health-impact-assessment-sourcebook>
- 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. <https://mhlw-grants.niph.go.jp/system/files/2006/061011/200601051A/200601051A0009.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://www.primescholars.com/articles/review-of-health-impact-assessments-informing-alcohol-tobacco-and-marijuana-prevention-and-control-policies-107185.html>
8. **Housing** (54 HIAs). Bever E, Arnold KT, Lindberg R, Dannenberg AL, Morley R, Breyse 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_0250O_14688.pdf?sequence=1

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) TOOLS such as ChatGPT

1. For Required paper #1, critique of an existing completed HIA, the use of generative AI tools is not permitted because the assignment is designed to help you think critically about an existing HIA. The use of an AI tool solely to improve your spelling and grammar for this assignment is permitted.
2. For Required paper #2, comments on the draft HIA report and reflections on the course, the use of generative AI tools is not permitted because the assignment is designed to help you think critically about the draft report and about your experiences in the course. The use of an AI tool solely to improve your spelling and grammar for this assignment is permitted.
3. For writing the chapters of draft HIA report, the use of generative AI tools is permitted but discouraged. If AI tools are used, all writing and editing done by the AI tools must be fact checked by the student and must be explicitly acknowledged in the report. Instead of AI generated ideas, we recommend that you carefully review previous HIA reports on similar topics and then paraphrase any ideas from those reports that seem appropriate for inclusion in the HIA report.

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Equity, Diversity & Inclusion

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, students are expected:

- To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
- To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
- To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Illness Protocol

1. If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email. UW Environmental Health & Safety recommends that you wear a well-fitting mask while you are symptomatic
2. Additional recommendations include getting your [annual flu shot](#) and getting boosted with the updated COVID vaccines (available at [clinics and pharmacies, as well as through UW Medicine](#) and local health agencies).
3. Please check your email and CANVAS announcements daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email and/or post a CANVAS announcement with a Zoom link for remote instruction or a plan for making up the class.

Course Summary:

Date	Details	Due
Thu Apr 24, 2025	Assignment Required paper #1 - critique of existing completed HIA	due by 5pm
Thu Jun 5, 2025	Assignment Required paper #2 - Comments on draft HIA report and reflections on HIA process	due by 5pm