

SCHOOL OF CITY AND REGIONAL PLANNING
COLLEGE OF ARCHITECTURE
GEORGIA INSTITUTE OF TECHNOLOGY

CP8823-NB: Impact Assessment

Spring 2014

Fridays 9:05-11:55 am

Instructor: Nisha Botchwey, PhD, MRCP, MPH *Location:* Environmental Science & Technology L1175
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Office Hours: By Appointment

Health impact assessment (HIA) is a public health tool used to inform decision-makers about the potential health impacts of proposed projects, 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. While HIAs are commonly used in Europe, Canada, Australia, New Zealand, and elsewhere, HIAs are a new and emerging practice in the United States (<http://www.cdc.gov/healthyplaces/hia.htm>). This course is particularly appropriate for students interested in the links between public health and community design. In the course, students will first consider the rationale for conducting HIAs, learn the necessary steps to conduct an HIA, review national and international case studies, and discuss how HIA findings may impact decision making. Then students will work to conduct a detailed HIA of the health aspects of a current proposed project. For Spring Semester 2014, this project will be an HIA of North Birmingham Communities Community Plan. During the course, students will have an opportunity to participate in a field visit and final presentation to North Birmingham.

Pre-requisites: Graduate standing at Georgia Institute of Technology or permission of instructor.

Course objectives: At the end of the course, students will be able to:

- Describe the purpose, benefits, challenges and value of using health impact assessments to convey information about ways to mitigate and improve population health effects to decision-makers. (Foundational Knowledge and Caring Goals)
- Describe the core steps used to conduct HIAs including screening, scoping, assessment, making recommendations, reporting, and evaluation. (Foundational Knowledge Goal)
- Summarize the similarities and differences in using HIA as an approach separate from Environmental Impact Assessments and other Impact Assessments. (Integration Goal)
- Assess critically the strengths and limitations of previously completed HIAs. (Application Goal)
- Demonstrate collaboration with others in completing a HIA in an interdisciplinary environment. (Application and Learning-how-to-learn Goals)
- Articulate the value of assessing the health impacts of programs, projects and policies to mitigate and improve population health effects and improve health equity. (Caring Goal)
- Demonstrate multisector, and racial and ethnic diverse stakeholder engagement (Human Dimension)

Text: Reading and resource materials will be made available on our T-Square site (CP-8823-NB). Consult the reading lists or the instructor, if unsure.

Procedures: Classes will combine lectures, discussions, exercises, fieldwork, and student presentations. Informed participation in discussions is essential, so your first responsibility is to do required reading and other homework on time. Fieldwork may take place at times that extend beyond the assigned class period. In such cases every effort will be made to accommodate other obligations you may have.

Written assignments should be prepared according to a standard social science format. Those not familiar with the conventions of social science writing should obtain and use any of the style manuals designed to present these (e.g. *Publication Manual of the American Psychological Association* 5th ed. Washington DC: 2001). Effective communication is the primary goal, but clarity as to originality of ideas is vital. Ideas stimulated by others should be cited appropriately as, of course, should be quotes and facts taken from other sources. Timely submission of written assignments is important; late submissions will be penalized. In general, unless instructed otherwise, I believe it is useful to imagine that you are writing for a general national professional urban planning and public health audience with enough explanation that community members can understand submissions.

Assignments:

1. Reflection on the Semester (5% of course grade)

Reflect on the semester HIA assignment. Why is HIA appropriate for this policy, project or program? What do you anticipate learning as you complete the HIA? What barriers do you anticipate having to overcome? (3-5 pages double spaced)

2. Review/critique of a completed HIA (25% of course grade)

Write a brief paper (3 to 5 pages) about a published completed HIA to include a summary of the proposed project, policy, or program; HIA methods used; major findings; major recommendations; strengths and weaknesses of this HIA, and impact of HIA on subsequent decisions if available.

3. HIA Project/Final Assignment (65% of course grade).

Conduct a Rapid HIA of the health aspects of a current proposed local project, program or policy. Complete each step according to the semester schedule.

- (1) Complete Screening and Scoping
- (2) Design Stakeholder Engagement
- (3) Draft Assessment
- (4) Finalize Screening, Scoping and Assessment based on peer review
- (5) Draft Recommendations
- (6) Draft Monitoring Plan
- (7) Draft Process Evaluation and discuss approach for Impact and Outcome Evaluation

4. Review of the Semester (5% of course grade)

Review initial reflection from week 1 and discuss (1) what you learned, (2) the value of what you learned, (3) what aided these knowledge, application, caring and human dimension lessons, and (4) what more you would have liked to learn about HIA.

5. Team Critique. Review your teammates' contributions over the semester (midterm and end of semester).

Grading Practices: Assignments are graded in the usual A, B...F system. In general, I endeavor to follow these grading standards:

"A" : exemplifies excellence: including clear reasoning, sound methods, forceful exposition, and stimulating ideas in comparison with others at the same stage of career. Independent and creative thinking utilizing a thorough understanding of course concepts is evidenced. Language usage, calculation, attribution, and formatting are essentially free of error.

"B" : allowing for growth in performance between now and graduation, the work would be considered satisfactory professional planning work given the time and resources allocated to it. Assertions are correct; arguments are persuasive. Mastery of course concepts is evidenced. Errors in language usage, attribution, calculation and/or formatting are minimal.

"C" : even allowing for growth in performance between now and graduation, the work would be considered less than satisfactory in a professional planning environment. There may be errors in fact or in understanding of course concepts. Arguments may not be convincing; there may be multiple errors in language usage, grammar, attribution, calculation and/or formatting.

"D" : the work does not meet expectations for graduate students. The core prompts in the assignment may not be followed; arguments may be hard to understand or may ignore key lessons understood broadly in our profession and/or developed in the course; language usage, attribution, calculation and/or formatting may have serious flaws or widespread errors.

"F" : the work does not address the assignment, fails to meet ordinary expectations for English language exposition, or appears to have been completed in a manner violating the Institute Honor Code.

Any assignment received electronically by 11:55pm on the announced due date will be considered on time. Please take precautions to make multiple copies of files related to your coursework; I have sympathy for problems related to computer malfunctions or lost materials, but can offer no grading concessions. Submissions after 11:55pm on the due date are downgraded 1/4 letter grade; submissions more than one week late are downgraded a full letter grade. Submissions received after the graded assignment has been returned to the class will receive the grade of F.

Those with *bona fide* illness or serious family problems should make this known and seek suitable arrangements at the earliest possible date. Such personal crises are the only acceptable justifications for the incomplete grade (I).

Communicating with the instructor Office hours and contact information provided above.

Use the course T-Square site to submit assignments: we will discuss how to do this in class. Do not send assignments by e-mail or fax. Name your files with identifiers that are unique (e.g. DraftAssessment.Jones.8Feb08.doc), combine all graphics, spreadsheets and text into one file, and submit in a standard software format (.doc; .docx; or .pdf). Certain course materials are available from the course T-Square site. I will endeavor to provide all important course documents and information through this online location.

Academic Honor Code and Student Code of Conduct: The Georgia Tech Academic Honor Code (<http://www.catalog.gatech.edu/rules/18b.php>) and Student Code of Conduct (<http://www.catalog.gatech.edu/rules/19b.php>) outline the Institute's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading these two documents fully and for living up to them. Among the Codes' provisions are expectations about unauthorized access, unauthorized collaboration, plagiarism, false claims of performance, grade alteration, falsification, forgery and distortion. You should be absolutely clear in indicating when you have used ideas or words that are not your own. You are permitted to discuss the written assignments in this course with your fellow classmates, but, except for group assignments, you should not collaborate on your submissions. If you are unclear about the boundaries, ask the instructor or assume that the joint action in question is not allowed.

Students with Disabilities: Students with disabilities needing academic accommodation should provide documentation to the Access Disabled Assistance Program for Tech Students (<http://www.adapts.gatech.edu/>) and bring an ADAPTS accommodation letter to the instructor indicating the nature of accommodations required. This should be done within the first week of class or as soon as possible after a new disability condition arises. All effort will be made to provide reasonable accommodation.

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Course Schedule 2014

Session Topics	Suggested Readings	In or Out-of-class Assignments
<p>Week 1. 1/10/14 Introduction/overview of social determinants of health; overview of HIA and EIA; state of the field U.S. and internationally</p> <p>Introduction to HIA Project, WebEx with Birmingham</p>	<p>Catherine Ross, Marla Orenstein, Nisha Botchwey. Health Impact Assessments in the USA. Chapters 1 and 2. Springer: 2014.</p> <p>Improving Health in the United States: The role of health impact assessment. Report in Brief. National Academy of Sciences, 2011.</p> <p>Bhatia R, Wernham A. Integrating human health into environmental impact assessment: An unrealized opportunity for environmental health and justice. <i>Environmental Health Perspectives</i>. 2008; 116(8):991-1000.</p> <p>Bond A, Pope J. The state of the art of impact assessment in 2012, <i>Impact Assessment and Project Appraisal</i>, 20(1), 1-4, 2012. (http://dx.doi.org/10.1080/14615517.2012.669140)</p>	<p>Reflect on the semester HIA assignment. Why is HIA appropriate for this policy, project or program? What do you anticipate learning as you complete the HIA? What barriers do you anticipate having to overcome? (3-5 pages double spaced)</p>
<p>Week 2. 1/17/14 HIA Case Studies</p>	<p>Dannenber AL, Bhatia R, Cole BL, Heaton SK, Feldman JD, Rutt CD. Use of health impact assessment in the U.S.: 27 case studies, 1999-2007. <i>American Journal of Preventive Medicine</i>. 2008; 34(3): 241-256.</p>	<p>Review/critique a completed HIA</p>
<p>Week 3. 1/24/14 Screening and Scoping</p>	<p>HIA Toolkit, pages 31-48, Chapters 3,4 (Screening and Scoping) http://www.humanimpact.org/component/jdownloads/finish/11/81</p> <p>Taylor L, Gowman N, Lethbridge J, Quigley R. Deciding if a health impact assessment is required (screening for HIA) Health Development Agency. 2003. www.hda.nhs.uk</p>	<p>Complete Screening and Scoping - Example: http://www.humanimpact.org/component/jdownloads/finish/13/4</p> <p>- Example: http://www.humanimpact.org/component/jdownloads/finish/13/82</p>
<p>Week 4. 1/31/14 Stakeholder Engagement</p>	<p>Kearney M. Walking the walk? Community participation in HIA. A qualitative interview study. <i>Environmental Impact Review</i> 2004; 24:217-29.</p>	<p>Design Stakeholder Engagement</p>

<p>Week 5. 2/7/14 Birmingham Field Visit (all day)</p>		
<p>Week 6. 2/14/14 Assessment: baseline and impact assessment; types of methods used, data sources, etc.</p>	<p>Seto EYW, Holt A, Rivard T, Bhatia R. Spatial distribution of traffic induced noise exposures in a US city: an analytic tool for assessing the health impacts of urban planning decisions. <i>International Journal of Health Geographics</i>. 2007; 6:24.</p> <p>Cole BL, Shimkhada R, Fielding J, et al. Methodologies for realizing the potential of health impact assessment. <i>American Journal of Preventive Medicine</i> 2005; 28(4): 382–89.</p>	<p>Draft Assessment</p>
<p>Week 7. 2/21/14 Peer Review and Critique of Screening, Scoping and Assessment</p>	<p>Human Impact Partners: A Health Impact Assessment Toolkit 3rd Edition: http://www.humanimpact.org/component/jdownloads/finish/11/81</p> <p>Human Impact Partners: Leadership Team, Steering Committee, Technical and Community Advisory Committees: Definition, Purpose and Internal Process http://www.humanimpact.org/component/jdownloads/finish/12/196/0</p>	<p>Finalize Screening, Scoping and Assessment based on peer review</p>
<p>Week 8. 2/28/14 Recommendations</p>	<p>Human Impact Partners, A Health Impact Assessment Toolkit, 3rd Edition: http://www.humanimpact.org/component/jdownloads/finish/11/81</p>	<p>Draft Recommendations</p>
<p>Week 9. 3/7/14 Monitoring</p>	<p>Mindell J, Biddulph J, Taylor L, Lock K, Boaz A, Joffe M, Curtis S. Improving the use of evidence in health impact assessment. <i>Bull World Health Organ</i>. 2010; 88(7): 543-550.</p> <p>Quigley RJ, Taylor LC. Evaluating health impact assessment. <i>Public Health</i> 2004; 118(8); 544-52.</p> <p>Parry, JM, Kemm JR. Criteria for use in the evaluation of health impact assessments. <i>Public Health</i>, 119, 1122-1129, 2005.</p> <p>Harris-Roxas B. <i>Conceptual Framework for the Impact and Effectiveness of Health Impact Assessment</i>, Centre for Health Equity, Training, Research and Evaluation: Sydney, 2008: http://www.hiaconnect.edu.au/evaluating_hia.htm</p>	<p>Draft Monitoring Plan</p>
<p>Week 10. 3/14/14 Evaluation</p>	<p>Quigley RJ, Taylor LC. Evaluating health impact assessment. <i>Public Health</i> 2004; 118(8); 544-52.</p> <p>Bhatia R, Coburn J. Lessons from San Francisco: Health impact assessments have advanced political conditions for improving population health. <i>Health Affairs</i> 2011;30(12):2410-18.</p>	<p>Draft Process Evaluation and discuss approach for Impact and Outcome Evaluation</p>

Spring Break	
<p>Week 11. 3/28/14 HIA and Public Policy</p>	<p>Cole BL, Fielding JE. Health impact assessment: a tool to help policy makers understand health beyond health care. Annual Review of Public Health 2007;28:393-412.</p> <p>Collins J, Koplan JP. Health impact assessment: a step toward health in all policies. Journal of the American Medical Association 2009; 302(3):315-17.</p> <p>Gottlieb LK, Fielding JE, Braveman PA. Health impact assessment: Necessary but not sufficient for healthy public policy. Public Health Reports 2012;127: 156-62.</p> <p>Wernham A. Health impact assessments are needed in decision making about environmental and land-use policy. Health Affairs 2011;30(5): 947-56.</p>
<p>Week 12. 4/4/14 Institutionalizing HIA</p>	<p>Human Impact Partners: HIA Report Guidelines, 2010. http://www.humanimpact.org/component/jdownloads/finish/11/241</p> <p>Catherine Ross, Marla Orenstein, Nisha Botchwey. Health Impact Assessments in the USA. Chapter 17. Springer: 2014.</p>
<p>Week 13. 4/11/14 Workshop</p> <p>Week 14. 4/18/14 Birmingham Final Presentation</p> <p>Week 15. 4/25/14 Final Revisions Workshop HIA Due Date</p> <p>5/3/14 Final Reflection Due</p>	