

**INDIANA UNIVERSITY RICHARD M. FAIRBANKS
SCHOOL OF PUBLIC HEALTH
DEPARTMENT OF HEALTH POLICY AND MANAGEMENT
Fall, 2013**

COURSE TITLE: Health Impact Assessment
COURSE NUMBER: H644
DATE: Fall, 2013 Tuesdays, 1:00-3:40
LOCATION: EF225

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COURSE DESCRIPTION

The goal of this course is to introduce students to the theoretical and practical aspects of health impact assessment (HIA) as a methodological tool in public health. HIA utilizes a variety of qualitative and quantitative methods and tools, designed to assess the potential health effects of a public policy, program, project, or initiative. While HIA is still an emerging practice in the United States, in Europe, Canada, and other areas of the world, the assessment of the public health impact of public decisions have been performed regularly to support policy decisions and promote conditions required for optimal health.

During the first part of the semester, students will learn the necessary steps to conduct an HIA, review national and international case studies, and discuss how findings may or may not impact policy making. During the second half of the course, students will work in teams with a local or state health department to examine the potential health impact of policy proposals in Indiana.

MPH PROGRAM COMPETENCIES ADDRESSED IN THIS COURSE

1. Specify approaches to assess, prevent and control environmental and occupational hazards to human health and safety.
2. Discuss the policy process for improving the health status of populations.

LEARNING OBJECTIVES

By the end of the semester, students will be able to demonstrate the following outcomes:

1. Describe the purpose, benefits, and challenges of an HIA;
2. Develop an in-depth understanding of the process and analytic methods used in the assessment;
3. Collaborate effectively with others in completing an HIA; and
4. Demonstrate the ability to think critically and analyze how the findings relate to policy decisions.

REQUIRED OR SUGGESTED TEXT AND/OR READINGS

Reading assignments will be drawn from both a central text and supplemental readings made available online through *Oncourse CL* or the Library's electronic collections. The core required text is:

Birley, Martin. (2011). *Health Impact Assessment: Principles and Practice*. New York: Earthscan. ISBN: 978-1-84971-277-4

Supplemental readings will come from the scholarly health policy literature as well as professional reports summarizing findings from prior HIA conducted around the world.

EVALUATION AND GRADING SCALE

Graded Item	Points
Class Participation	100
Windshield Survey	50
HIA mini-proposal	200
Oral case study presentation	150
Final paper	300
Final project presentation	150
Group peer review	50
Total	1000

Student performance in this seminar will be evaluated using the individual grades earned on each of the core class requirements as outlined under “Guidelines” below. Students will receive a letter grade for each requirement which will be converted to a numeric value according the scale in the table below. The final overall numeric average will be compared with the scale in the table below and used to assign a final course letter grade. Students may access current assignment grades as well as their estimated course grade at anytime during the semester using the personal Grade Report within *Oncourse*.

Letter Grade	Numeric / Letter Grade Scale
A+	980-1000
A	930-979
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	Under 600

GUIDELINES

Oncourse. Throughout the course, we will be using *Oncourse CL*, IU's internet-based learning support system. *Oncourse CL* provides a wide-variety of electronic learning tools, including course announcements and email, discussion forums, internet-based access to your grades, and host of other neat features. We will rely heavily on this system in this class. In fact, many of the supplemental readings, handouts, and course materials will only be available "on-line," so you should get into the habit of checking the course web-page several times a week (especially the night and/or morning prior to each class meeting). To access *Oncourse*, point your web browser to: <https://oncourse.iu.edu/portal>. You will need to log-in using your NETWORK ID and PASSWORD. Your network id and password should be the same as your university e-mail account. If you have trouble logging in, review the help information on the *Oncourse* login-page or visit the UITS support center on the first floor of the ITIC building. UITS also offers short courses on using *Oncourse* if you need extra help in navigating this system (go to the IT Training website at: <https://oncourse.iu.edu/portal/site/!gateway/page/!gateway-500>).

Because we will begin using *Oncourse* immediately, it is imperative that you activate your account as soon as possible. If you already have an account, you should check that you can access this course as soon as possible to be sure that it is in working order. All class work must be done using the computer and submitted via *Oncourse*. Also, please make sure that your student id photos or a current face picture of you is included in your profile.

Class Participation (100 points). As in most graduate courses, class attendance and active participation is expected. Our in class activities will involve a variety of teaching and learning strategies including lectures, guest speakers, and classroom and small group discussion and debate. Much of the material presented in class will not be available in the course readings or in the class notes available on-line. If you are unable to attend a class meeting, YOU are responsible for making arrangements with another student to get the notes on our discussion. I will not make my notes available to students. The emphasis in our class meetings will be on evaluating, analyzing, and synthesizing materials from the assigned readings, and you are

expected to have completed all assigned readings and homework assignments and be prepared to discuss them at the beginning of each class meeting. I may integrate some assessment activity designed to evaluate your comprehension of the reading (e.g., minute papers, worksheets, pop quizzes) which I will use to help evaluate your participation.

Windshield Survey (50 points) During class a windshield survey will be completed of the project neighborhood. A tool will be distributed in class.

In-Class Case Study Presentation (150 points). In class in week 5, all students will be assigned a “case study” from various sources. Most of these case studies present examples in which HIA’s were carried out and used to influence policy. The cases present a wide-range of methodologies as well as the challenges (both barriers and opportunities) one is likely to encounter when conducting an HIA. Students should prepare a brief (1-2 pages), written outline of the case, highlighting the methodology or methodologies employed; the strengths and limitations of the study design; and the challenges the researchers encountered in carrying out their project. You will also prepare a power point presentation to share your case study. The brief and power point will be posted in the forum.

Mini-HIA Proposal and presentation (200 points). For this assignment, you will need to prepare a brief proposal outlining a HIA on a topic of interest to you. While your proposal must clearly outline the public health problem and policy or program solution you are proposing to examine, the majority (two-thirds) of your paper should be focused on outlining the specific methods you would use to evaluate the health impact of the policy solution. This assignment is in lieu of a traditional exam, and your grade will be based, in part, on the extent that you demonstrate your skill in applying concepts and information from the course material (including lectures, discussion, assigned readings). You can base it off a HIA that you find in the literature, but place it in Indiana. You will post the paper in the assignments tab, and a power point in the forum.

Class Project Paper and Presentation (500 points: 300 points for the final paper and 150 points for oral presentation 50 points group evaluation). The central learning activity for this course will be a service learning project in which the entire class partakes. The primary pedagogical objective of the service learning project is to provide students with the opportunity to apply their emergent knowledge of HIA to a real-world policy concern identified by a local stakeholder. In addition to providing students with the opportunity to apply what they are learning, they will also contribute new knowledge that have a direct role in informing the public policy process.

This project will count 50% of your final course grade (300 points for the written paper and 150 points for the final oral presentation of the group’s findings to the agency and community stakeholders, 50 points group feedback). In most cases, we will assign a single grade for the group; however, in cases where individual contributions varied significantly, we will assign separate paper grades to individual group members. If problems develop in work groups as you work on your projects, you are expected to address them as early as possible with each other. If groups are unable to resolve their differences, group members may elect to restructure their work group or to complete individual projects; however, only after consulting with me. We will ask

each student to complete a group/team evaluation and ask them to rate both their own individual contribution and the contributions of each other member of the team. These evaluations will be treated confidentially by me and used to determine the individual grades for the final paper and presentation. You will post the group paper and power point in the forum.

ATTENDANCE

Attendance in this class (both for in-class meetings and team-/project-related meetings) will be recorded. While attendance *per se* will not be graded, it will be one factor considered in assigning your overall participation grade (see above). If you must miss a class, please notify the instructor in advance of the class.

STUDENTS WITH DISABILITIES

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in CA 001E and you can reach the office staff by calling 274-3241.

STUDENT COURSE EVALUATION

The Department of Public Health evaluates all courses. Student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of respondents.

CLASS SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Objectives</u>	<u>Readings/ Assignments</u>
Week 1 August 20, 2013	Course Overview; Review Syllabus; and, Introduction to Health Impact Assessment (HIA) <ul style="list-style-type: none"> • What is HIA (key definitions, purpose, benefits)? • The built environment and public health • HIA and Public Policy • Pre-assessment of SL • Service Learning Concepts 	<ul style="list-style-type: none"> • To introduce students to HIA as a public health methodology; • To understand the role that HIA can play in the policy process • To understand the purpose of service learning in an academic course 	<ul style="list-style-type: none"> • NAACHO and Centers for Disease Control and Prevention (CDC) (Due January 24, 2012) http://www.cdc.gov/healthplaces/hia.htm • Birley Chapters 1 and 2 • Blanchard Service Learning: The Reflection Concept • Service Learning Programs Contextual Statement • CDC website on HIA • Bond and Pope (2012) Editorial: The state of the art of impact assessment in 2012.
Week 2 August 27, 2013	Basic steps (screening, scoping, assessing, developing recommendations, reporting, evaluating/monitoring)	<ul style="list-style-type: none"> • To learn about the problem local health policymakers are trying to address. • To develop a broader perspective on how the HIA project will be utilized within the policy debate process. 	<ul style="list-style-type: none"> • A Health Impact Assessment Toolkit (2011) chapters 11 • Birley Chapter 3

<p>Week 3 September 3, 2013</p>	<p>Basic steps (screening, scoping, assessing, developing recommendations, reporting, evaluating/monitoring)</p> <ul style="list-style-type: none"> • 1:30 Steven Meyer, City of Indianapolis Department of Metropolitan Development 	<ul style="list-style-type: none"> • To acquire an overview of the types and logic of HIA. • To become familiar with the basic steps in conducting an HIA. 	<ul style="list-style-type: none"> • Review Human Impact Project website • Read Kemm (2007) More than a statement of the crushingly obvious: A critical guide to HIA • Read Paloma (2012). The intersection of health philanthropy and Housing • NACCHO self-study is due submit certificate of completion • Case studies assigned
<p>Week 4 September 10, 2013</p>	<p>HIA as a Public Health Policy Analysis Methodology</p> <ul style="list-style-type: none"> • Quantitative Methods <ul style="list-style-type: none"> ○ Sources of Data ○ Analytic Approaches • Qualitative Methods <ul style="list-style-type: none"> ○ Sources of Data ○ Analytic Approaches ○ Focus groups <p>Key informant interviews</p> <p>Guest Speaker: SAVI orientation Michelle Derr, IUPUI Polis Center</p>	<ul style="list-style-type: none"> • To develop a general understanding of the analytic logic of common quantitative methods used in HIA • To develop a general understanding of the analytic logic of common qualitative methods used in HIA • To demonstrate how to use SAVI 	<ul style="list-style-type: none"> • Birley Chapters 5, and 6 • A Health Impact Assessment Toolkit (2011), chapters 3-5 <ul style="list-style-type: none"> • Marshall, M.N. (1996). The key informant technique. Family Practice, 13(1), 92-97. • Qualitative Methods for the Social Sciences, Chapter 1 • Simon, How to Conduct a Focus Group • Toward integrating quantitative and qualitative methods

Week 5 September 17, 2013	Continue to discuss HIA Public Health Policy Analysis Methodology Guest Speaker: Sara VanSlambrook from LISC Indianapolis	<ul style="list-style-type: none"> To discuss LISC nationally and in Indianapolis To discuss past and current neighborhood projects 	<ul style="list-style-type: none"> Birley Chapters 7,8
Week 6 September 24, 2013	Cost-Benefit and Cost-Effectiveness Analysis Guest Speaker: Ann Holmes IU Richard M. Fairbanks School of Public Health	<ul style="list-style-type: none"> To develop a general understanding of the analytic logic of cost benefit and cost effectiveness methods 	<ul style="list-style-type: none"> Birley, Chapters 11, 12 Chapter 4 Economic efficiency and cost benefit analysis in Folland, S., Goodman, A., and Stano, M. (2007). <i>The Economics of Health and Health Care</i> (5th ed.). Pearson Prentice Hall. Upper Saddle River, NJ.
Week 7 October 1, 2013	National and International Case studies Guest Speaker: Sandy Cummings, MSW Marion County Public Health Department	<ul style="list-style-type: none"> To analyze case studies of published HIAs 	<ul style="list-style-type: none"> 2010 Hawai'i County Agriculture Development Plan HIA for a potential grocery store in the Meadows community Other selected readings noted in Oncourse
Week 8 October 8, 2013	Students Present case studies	<ul style="list-style-type: none"> To deepen and apply course concepts and critically evaluate prior HIA studies. 	<ul style="list-style-type: none"> <i>Present Case study power point due in forum October 7th</i>
October 15, 2013	No class fall break		
Week 9 October 22, 2013	Tentative: Attend IPHA Fall meeting		

Week 10 October 29, 2013	Presentations on mini-HIA projects Discuss Service Learning projects further	<ul style="list-style-type: none"> To understand the policy and political context of HIA 	<ul style="list-style-type: none"> Mini-HIA Paper Due October 28; Students should submit their papers electronically through Oncourse in the assignment tab and power point in the forum
Week 11 November 5, 2013	No class students to do focus groups, and key informant interviews, surveys	<ul style="list-style-type: none"> To collect data for project 	Conduct focus groups, key informant interviews, surveys
Week 12 November 12, 2013	Class time work on maps/projects		
Week 13 November 19, 2013	Reflection/discussion on interviews and focus groups Develop pathways and presentations	<ul style="list-style-type: none"> To develop the individual team projects and to provide helpful feedback as projects are developed. 	<ul style="list-style-type: none"> In class reflection activities
Week 14 November 26, 2013	Dry-Run of Final Project Presentation Complete post assessment of service learning and course	<ul style="list-style-type: none"> Project teams will practice their presentations in class during the first hour to prepare them for the formal stakeholder presentation. During the second hour, students will discuss the draft papers and provide feedback to the authors. 	Review Draft Reports and Presentation Materials From All Teams Post Service Learning survey
Week 15 December 3, 2013	Final Project Presentation to Agency and Community Leaders		Final paper and presentation slides due December 2nd; students should submit their papers electronically through Oncourse

Academic Misconduct

The IUPUI Code of Student Rights, Responsibilities, and Conduct identifies six areas of academic misconduct: cheating, fabrication, facilitating academic misconduct, interference, plagiarism, and violation of course rules. Definitions and examples of these types of misconduct are given below. These are taken directly from the IUPUI website 'IUPUI Guidelines for Dealing with Academic Misconduct.'

The IU School of Education's 'How to Recognize Plagiarism' is an online tutorial that can help students ensure that their work is not plagiarized. This tutorial can be accessed at <http://www.indiana.edu/~istd/>. Students who have any questions about what constitutes academic misconduct for a course they are taking should ask the instructor for an explanation.

Types of Academic Misconduct

1. Cheating

Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

- a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
- b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.
- c. A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
- d. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- e. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
- f. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom he work is being submitted.
- g. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism

Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 1. Directly quoting another person’s actual words, whether oral or written;
 2. Using another person’s ideas, opinions, or theories;
 3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 4. Borrowing facts, statistics, or illustrative material; or
 5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

4. Interference

A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the

evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. Violation of Course Rules

A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

Civility and Disorderly Conduct

Students are expected to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. This requires each person to be courteous, tolerant, and respectful during interactions with one another in all interactions, including face-to-face interactions, e-mail, and telephone conversations. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, talking or laughing with others, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. The use of language, tone, or gestures that are inappropriate or offensive is also discourteous. These behaviors are not acceptable, and faculty and staff will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Students should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iupui.edu/code/> in order to understand their responsibilities as a student.

Communication between Faculty and Students

Consistent with campus policy, a student's campus email address is the official means of communication between current Department of Public Health students and Department of Public Health staff. For email communication with Department of Public Health faculty, current Department of Public Health students should refer to course syllabi for instructors' preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Students can forward IUPUI email to another account and still meet the requirements of this policy. Instructions for forwarding IUPUI email to another account can be found at <http://uits.iu.edu/scripts/ose.cgi?berh.def.help>.

Students Called to Active Duty

The Department of Public Health encourages any student who is in the Indiana Military Reserves and is called to active duty, specialized training, or as part of disaster relief efforts to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, if they meet certain requirements. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please contact the Director of Undergraduate Education.

Course Withdrawals

Students who stop attending class without properly withdrawing from the class will receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that

withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

Withdrawal forms will not be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, the Department of Public Health does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information.

Withdrawal Deadlines	
Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)	Week 1 (last day)
Withdrawal with automatic grade of W (Advisor signature IS required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with grade of W or F (Advisor and instructor signatures ARE required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

Incompletes

A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. Students should contact their instructor to determine if they are eligible for the incomplete. **Poor performance in a course is not grounds for an incomplete.** The Department of Public Health follows the campus guidelines, which may be accessed at the Office of the Registrar's website at <http://registrar.iupui.edu/incomp.html> in awarding incompletes. Incompletes must be removed within a time period specified by the instructor, but the time period may not exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an 'F' if not completed within the specified timeframe.

Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar's Office. **In the Department of Public Health, a student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, the Department of Public Health may consider petitions filed after this date. The Department of Public Health will review the request and make a final decision on a case-by-case basis. The Change of Grade petition form is located at the Office of the Registrar's website at <http://registrar.iupui.edu/grdfm.html>.