

ENV H 536 A Sp 22: Health Impact Assessment

[Jump to Today](#)[Edit](#)

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.

Instructor

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 (<mailto:adannenberg@uw.edu>); cell 404-272-3978

Course collaborators

King County Parks: David Kimmett, Natural Lands Program, David.Kimmett@kingcounty.gov (<mailto:David.Kimmett@kingcounty.gov>),

King County Housing Authority: Sunnie Park, Development Manager, SunP@kcha.org (<mailto:SunP@kcha.org>)

Class sessions: Spring Quarter, Thursdays, 5:00-6:50pm, March 31 - June 2, 2022

Location: To be held in person: UW Health Sciences Building, Room T478

-

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 2022 class HIA project will focus on the proposed development of a new park in the Empire Parcels in the Skyway neighborhood of unincorporated King County, near Renton. The park will be developed by King County Parks in coordination with the development of affordable housing by the nonprofit corporation Manufactured Housing Community Preservationists. The Empire Parcels are currently owned by the King County Housing Authority. This new urban park helps address equity investments in King County by serving low-income neighborhoods that have few parks nearby. During the course, students will explore health and equity implications of the park project and participate in a field visit either virtually or in-person 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, 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: If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to us at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu (<mailto:uwdrs@uw.edu>) or <http://depts.washington.edu/uwdrs/> (<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> (<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/> (<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](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/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/> (<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

March 31: 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> (<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 Island Press, 2022 (www.makinghealthyplaces.com [_ \(http://www.makinghealthyplaces.com\)](http://www.makinghealthyplaces.com)). In press. Chapter 1 available on Canvas Share Space.

April 7: A) Introduction to Skyway Empire Parcels Park for class HIA project: David Kimmett King County Parks; Sunnie Park, King County Housing Authority

47. B) Review of site map: <https://www.google.com/maps/@47.4878773,-122.2625701,480m/data=!3m1!1e3>
(<https://www.google.com/maps/@47.4878773,-122.2625701,480m/data=!3m1!1e3>).

48. 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 [_ \(https://humanimpact.org/wp-content/uploads/2018/10/A-HIA-Toolkit_February-2011_Rev.pdf\)](https://humanimpact.org/wp-content/uploads/2018/10/A-HIA-Toolkit_February-2011_Rev.pdf)
- **REQUIRED:** UW Spring 2021 class project: Glendale Forest Park project: <https://www.dropbox.com/s/t11w2smjz01bhn/Glendale%20Forest%20Park%20HIA%20Final%20Report%20UW%2010June2021.pdf?dl=0>
(<https://www.dropbox.com/s/t11w2smjz01bhn/Glendale%20Forest%20Park%20HIA%20Final%20Report%20UW%2010June2021.pdf?dl=0>).
- Optional: Paid sick leave HIA: <https://humanimpact.org/hiprojects/paid-sick-days-hias-case-story/?strategy=all>
(<https://humanimpact.org/hiprojects/paid-sick-days-hias-case-story/?strategy=all>).
- Optional: Previous UW HIA class projects:
 - 2020: Seattle Interbay redevelopment project: http://www.seattle.gov/Documents/Departments/OPCD/OngoingInitiatives/IndustrialMaritimeStrategy/Spring2020_InterbayHIA_Document.pdf
(http://www.seattle.gov/Documents/Departments/OPCD/OngoingInitiatives/IndustrialMaritimeStrategy/Spring2020_InterbayHIA_Document.pdf).
 - 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 [_ \(https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/136/2018/08/08214011/LCY_BNE-12_HIA.pdf\)](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
(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
(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=> [_ \(https://www.cityofanacortes.org/DocumentCenter/View/4671/South-Commercial-Ave-HIA-Final-Report-PDF?bidId=\)](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>
(<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
(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) [_ \(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>
(<http://deohs.washington.edu/sites/default/files/2012-07-25-Duwamish-HIA-Report.pdf>).

April 14: A) HIA Scoping step: Andrew Dannenberg

1. B) Interactive session: Scoping phase for Skyway Empire Parcels Park HIA

KEY PROJECT RESOURCES ON CANVAS

- Empire Parcels Park parcel map and aerial view of the site
- Skyway Coalition letter of support for Empire Parcels Park
- Links to public hearings on "Housing at Brooks Village and Empire Parcels" Part 1:

https://www.youtube.com/watch?v=_rUBRGDWk9U [. \(https://www.youtube.com/watch?v=_rUBRGDWk9U\)](https://www.youtube.com/watch?v=_rUBRGDWk9U)



[. \(https://www.youtube.com/watch?v=_rUBRGDWk9U\)](https://www.youtube.com/watch?v=_rUBRGDWk9U)

(5/22/2021) and Part 2:

<https://www.youtube.com/watch?v=WXi66gsZpbM> [. \(https://www.youtube.com/watch?v=WXi66gsZpbM\)](https://www.youtube.com/watch?v=WXi66gsZpbM)



[. \(https://www.youtube.com/watch?v=WXi66gsZpbM\)](https://www.youtube.com/watch?v=WXi66gsZpbM)

(12/11/2021)

- Slides and talking points from these two public hearings
- Environmental assessment and valuation report on project site
- *Model of a park HIA* à 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> [. \(https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/hia-map/state/arizona/bullhead-city-rotary-park-rapid-health-impact-assessment\)](https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/hia-map/state/arizona/bullhead-city-rotary-park-rapid-health-impact-assessment)

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 [. \(https://humanimpact.org/wp-content/uploads/2018/10/A-HIA-Toolkit_February-2011_Rev.pdf\)](https://humanimpact.org/wp-content/uploads/2018/10/A-HIA-Toolkit_February-2011_Rev.pdf)
- **REQUIRED:** 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> [. \(https://sophia.wildapricot.org/resources/Documents/HIA-Practice-Standards-September-2014.pdf\)](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/> [. \(http://www.humanimpact.org/downloads/hia-guide-for-practice/\)](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 Empire Parcels Park HIA report, due June 2. 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 21: A) Student presentations: Analysis of selected completed HIAs: All students should be prepared to present

1. 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> [. \(http://www.mdpi.com/1660-4601/11/8/8010\)](http://www.mdpi.com/1660-4601/11/8/8010)
 - **REQUIRED:** 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*. <https://doi.org/10.1007/s10901-020-09795-9> [. \(https://doi.org/10.1007/s10901-020-09795-9\)](https://doi.org/10.1007/s10901-020-09795-9) or <https://rdcu.be/cdkru> [. \(https://rdcu.be/cdkru\)](https://rdcu.be/cdkru)
- Optional: Bhatia R, Seto E. Quantitative estimation in Health Impact Assessment: Opportunities and challenges. *Environmental Impact Assessment Review* 2011; 31:301-309.
 - Optional: 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: 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> [. \(https://www.tandfonline.com/doi/pdf/10.3152/146155111X12959673796281?needAccess=true\)](https://www.tandfonline.com/doi/pdf/10.3152/146155111X12959673796281?needAccess=true)

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

April 28: A) Presentations of completed HIAs by all students who did not present on April 21

1. B) HIA Assessment step: Andrew Dannenberg

Interactive session: Assessment phase of Skyway Empire Parcels Park 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 (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> (<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> (<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> (<https://doi.org/10.3390/ijerph17186652>)

May 5: A) Further questions/answers on Skyway Empire Parcels Park Project: David Kimmett, King County Parks

1. 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 (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 (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> (<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*. <https://doi.org/10.1080/23748834.2021.1876377> (<https://doi.org/10.1080/23748834.2021.1876377>)

May 12: A) Environmental Impact Assessment: **Arthur Wendel, MD, MPH**, Medical Officer, Agency for Toxic Substances and Disease Registry, HHS Region 10, Seattle, arthurwendel@gmail.com (<mailto:arthurwendel@gmail.com>)

1. B) Health in All Policies: 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> (<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: 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> (<http://doi.org/10.3390/ijerph17217714>)
- 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 (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> (<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/> (<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 (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 (http://changelabsolutions.org/sites/default/files/From-Start-to-Finish_HIAP_Guide-FINAL-20150729_1_0.pdf)

May 19: Interactive: Detailed review of recommendations for Skyway Empire Parcels 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> (<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: 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> (<https://doi.org/10.1186/s12889-019-7165-7>)
- 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/> (<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> (<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*. 3(1):1-10. <http://journals.iupui.edu/index.php/chia/article/view/22249/21971> (<http://journals.iupui.edu/index.php/chia/article/view/22249/21971>)

FIRST DRAFT OF INDIVIDUAL HIA CHAPTERS DUE

May 26: Monitoring and evaluation of HIAs – Andrew Dannenberg

Interactive session: Monitoring and evaluation phases for Skyway Empire Parcels Park 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 (https://www.cdc.gov/pcd/issues/2016/pdf/15_0559.pdf)
- Optional: Evaluation of Health Impact Assessment: Clark County Bicycle and Pedestrian Master Plan. 2011. http://bikeportland.org/wp-content/uploads/2011/12/HIA_BPplan-copy.pdf (http://bikeportland.org/wp-content/uploads/2011/12/HIA_BPplan-copy.pdf)
- Optional: Mathias KR, Harris-Roxas B. Process and impact evaluation of the Greater Christchurch Urban Development Strategy Health Impact Assessment. *BMC Public Health*. 2009; 9:97. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2670296/pdf/1471-2458-9-97.pdf> (<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 2: Student presentations to King County Parks and King County Housing Authority stakeholders: Skyway Empire Parcels Park HIA report

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

June 7 (Tuesday): Due date for Skyway Empire Parcels Park final HIA report, ready for submission to King County Parks and King County Housing Authority 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:

1. List of 18 exemplary HIAs selected by SOPHIA – see below.
2. List of 400+ 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> (<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 21, 5:00pm

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

On **April 21 and April 28 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 21, 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 29 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 2, 5:00pm

4. Class report with contributions by all students: HIA of Skyway Empire Parcels Park Project

On **June 2 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 Skyway Empire Parcels Park 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 King County Housing Authority will be present and will provide feedback.

5. **Field trip to Skyway Empire Parcels Park Project site.** We may or may not be able to do a class field trip to the site during the Spring Quarter. 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/@47.4878773,-122.2625701,480m/data=!3m1!1e3>) (<https://www.google.com/maps/@47.4878773,-122.2625701,480m/data=!3m1!1e3>) and using Google Street View. You are encouraged to visit the park site in person on your own to observe the site from the adjacent public roads. **The owner of the site, the King County Housing Authority, has asked that we not physically enter the property.**

Examples of exemplary HIAs based on reviews by SOPHIA, available at <https://sophia.wildapricot.org/Model-HIA-Reports> (<https://sophia.wildapricot.org/Model-HIA-Reports>)

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

Other resources available

Books

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

Birley M. *Health impact assessment: Principles and practice*. London: EarthScan/Taylor and Francis, 2011.

<http://www.routledge.com/books/details/9781849712774/> (<http://www.routledge.com/books/details/9781849712774/>)

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

http://www.amazon.com/dp/0199656010/ref=rdr_ext_tmb (http://www.amazon.com/dp/0199656010/ref=rdr_ext_tmb)

O'Mullane M, editor. *Integrating health impact assessment with the policy process: Lessons and experiences from around the world*. Oxford: Oxford University Press, 2013. <http://ukcatalogue.oup.com/product/9780199639960.do> (<http://ukcatalogue.oup.com/product/9780199639960.do>).

Ross CL, Orenstein M, Botchwey N. *Health impact assessment in the United States*. New York: Springer, 2014.

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

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

http://www.euro.who.int/_data/assets/pdf_file/0003/98283/E90794.pdf (http://www.euro.who.int/_data/assets/pdf_file/0003/98283/E90794.pdf)

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

- Pew Charitable Trusts Health Impact Project: <https://www.pewtrusts.org/en/projects/health-impact-project> (<https://www.pewtrusts.org/en/projects/health-impact-project>)
- Human Impact Partners, Oakland CA: [humanimpact.org](http://www.humanimpact.org) (<http://www.humanimpact.org>)
- Society of Practitioners of Health Impact Assessment: [hiasociety.org](http://www.hiasociety.org) (<http://www.hiasociety.org>)
- American Planning Association: <https://www.planning.org/nationalcenters/health/planninghia/> (<https://www.planning.org/nationalcenters/health/planninghia/>)
- Wales HIA Support Unit (UK): <https://whiasu.publichealthnetwork.cymru/en/> (<https://whiasu.publichealthnetwork.cymru/en/>)
- UCLA HIA Clearinghouse: <http://www.ph.ucla.edu/hs/health-impact/index.htm> (<http://www.ph.ucla.edu/hs/health-impact/index.htm>)
- Centers for Disease Control and Prevention: [cdc.gov/healthypaces/hia.htm](http://www.cdc.gov/healthypaces/hia.htm) (<http://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> (<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 (https://www.who.int/health-topics/health-impact-assessment#tab=tab_1)

List of HIA publications with US authors, 1999-2022: available on Canvas

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

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> (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/> (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 (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> (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
[\(http://www.precaution.org/lib/06/mersey_hia_guide_2nd_edn.010601.pdf\)](http://www.precaution.org/lib/06/mersey_hia_guide_2nd_edn.010601.pdf)

University of Minnesota, Design for Health. *Rapid health impact assessment toolkit*. 19 pages. 2008. [http://designforhealth.net/wp-](http://designforhealth.net/wp-content/uploads/2012/12/BCBS_Rapidassessment_011608.pdf)

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

Reviews of HIAs used in specific sectors

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>
[\(https://foodsystemsjournal.org/index.php/fsj/article/view/493/pdf\)](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> (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> (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> (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, 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](https://doi.org/10.1007/s10901-020-09795-9) (<https://doi.org/10.1007/s10901-020-09795-9>) or <https://rdcu.be/cdkru> (<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> ([https://urldefense.proofpoint.com/v2/url?u=https-3A_planning-2Dorg-2Duploaded-2Dmedia.s3.amazonaws.com_document_State-2Dof-2DHealth-2DImpact-2DAssessment-2Din-2DPlanning.pdf&d=DwMFaQ&c=2qwu4RrWzdINOCmb_drAcw&r=cFxcM8GyHz8WPGpjyZz-oYBWJjCLF5LjvvHP0MxyWIs&m=8Z8OILFXsMjIveGfXv16vaCwwDzh0cSTb0Tnoce2dRM&s=TILYOPmCm1Av_4GFvB9-xExkI5XN05sE1vSh1_4Row&e=\).](https://urldefense.proofpoint.com/v2/url?u=https-3A_planning-2Dorg-2Duploaded-2Dmedia.s3.amazonaws.com_document_State-2Dof-2DHealth-2DImpact-2DAssessment-2Din-2DPlanning.pdf&d=DwMFaQ&c=2qwu4RrWzdINOCmb_drAcw&r=cFxcM8GyHz8WPGpjyZz-oYBWJjCLF5LjvvHP0MxyWIs&m=8Z8OILFXsMjIveGfXv16vaCwwDzh0cSTb0Tnoce2dRM&s=TILYOPmCm1Av_4GFvB9-xExkI5XN05sE1vSh1_4Row&e=).)
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 ([https://urldefense.proofpoint.com/v2/url?u=https-3A_digital.lib.washington.edu_researchworks_bitstream_handle_1773_33839_Sohng-5Fwashington-5F02500-5F14688.pdf-3Fsequence-3D1&d=DwMFaQ&c=2qwu4RrWzdINOCmb_drAcw&r=cFxcM8GyHz8WPGpjyZz-oYBWJjCLF5LjvvHP0MxyWIs&m=8Z8OILFXsMjIveGfXv16vaCwwDzh0cSTb0Tnoce2dRM&s=GJHftt2a1vRJuRgldxbqkxAH3zE1_7sMSzr9nTHvbXQ&e=\).](https://urldefense.proofpoint.com/v2/url?u=https-3A_digital.lib.washington.edu_researchworks_bitstream_handle_1773_33839_Sohng-5Fwashington-5F02500-5F14688.pdf-3Fsequence-3D1&d=DwMFaQ&c=2qwu4RrWzdINOCmb_drAcw&r=cFxcM8GyHz8WPGpjyZz-oYBWJjCLF5LjvvHP0MxyWIs&m=8Z8OILFXsMjIveGfXv16vaCwwDzh0cSTb0Tnoce2dRM&s=GJHftt2a1vRJuRgldxbqkxAH3zE1_7sMSzr9nTHvbXQ&e=).)

Land Acknowledgement

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip, and Muckleshoot nations.

COVID-related expectations

Per UW policy, this class will be conducted in person. You should only register for this class if you can attend in person, or if you meet the criteria for an accommodation from Disability Resources for Students (DRS) or a special arrangement approved by the SPH Office of the Dean that allows you to take the course remotely.

- Please [contact UW Disability Resources for Students \(DRS\)](https://depts.washington.edu/uwdrs/) (<https://depts.washington.edu/uwdrs/>) directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.
- If you are a student enrolled in a program in SPH, and you are either living with an individual who is immunocompromised, OR you are unable to obtain a visa to travel to the US, you may be eligible for a "special arrangement" that will allow you to take this course remotely. To further clarify, immunocompromised refers to individuals with no/critically weakened immune response to the vaccines. Immune compromised is not the same as underlying health concerns which may lead to a more severe response to COVID. Requests for special arrangements to take the class remotely should have been submitted to and approved by the Students and Academic Services team in the Office of the Dean before the beginning of the quarter.

All UW students are expected to complete their [vaccine attestation](https://www.washington.edu/coronavirus/vaccination-requirement/) (<https://www.washington.edu/coronavirus/vaccination-requirement/>) before arriving on campus. [Per President Cauce's message March 8](https://www.washington.edu/coronavirus/2022/03/08/spring-quarter-classes-and-uw-mask-policies-message-to-uw-students/?utm_source=uwhp&utm_medium=tiles&utm_campaign=spring-quarter), (https://www.washington.edu/coronavirus/2022/03/08/spring-quarter-classes-and-uw-mask-policies-message-to-uw-students/?utm_source=uwhp&utm_medium=tiles&utm_campaign=spring-quarter) following changes to state and local health policies, masks will become optional inside most University facilities starting March 28, the first day of spring quarter. Masks will continue to be required in clinical and other health-care settings and on public transportation, including UW shuttles. We strongly recommend wearing masks indoors during the first two weeks of spring quarter. Please monitor yourself daily for symptoms and stay home if you are sick. It's also strongly recommended to get tested after travel. Refer to the [UW Face Covering Policy](https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-requirements?_ga=2.102791810.305611696.1646677337-2095419026.1632253748) (https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-requirements?_ga=2.102791810.305611696.1646677337-2095419026.1632253748) for the latest guidance and follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or [campus policy](https://www.washington.edu/coronavirus/2022/03/08/spring-quarter-classes-and-uw-mask-policies-message-to-uw-students/?utm_source=uwhp&utm_medium=tiles&utm_campaign=spring-quarter) (https://www.washington.edu/coronavirus/2022/03/08/spring-quarter-classes-and-uw-mask-policies-message-to-uw-students/?utm_source=uwhp&utm_medium=tiles&utm_campaign=spring-quarter), you are responsible for notifying your instructors as soon as possible by email. **If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing covidehc@uw.edu (<mailto:covidehc@uw.edu>) or calling 206-616-3344.**

Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is complying with UW policies and unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction.

COMMUNICATION SKILLS

Communication through writing and speaking is an important transferable skill for all career pathways. Establishing a strong foundation in communication skills will help you be successful throughout your future course work and career. Therefore, this course includes assignments with the goal to help you identify areas of strength and improvement in your communication. If you feel that you could benefit from additional opportunities to improve your writing skills in particular, a list of resources at the UW and others accessible online can be found on the SPH website

at <https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf> (<https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>).

INCLUSION & DIVERSITY

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

1. 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.
2. 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.
3. 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.

CLASSROOM CLIMATE

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:

- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.
- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.

[Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly*, 1 & 2, 126-134.]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each member of our group and class.
- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Beware of either-or thinking.
- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.
- Be authentic in my engagement with all members of our class.

PRONOUNS

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

BIAS CONCERNS

The Office of the Dean has a [student concern policy](https://sph.washington.edu/students/student-concern-policy) (<https://sph.washington.edu/students/student-concern-policy>), a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edu (<mailto:dcinfo@uw.edu>) for immediate follow up. Bias concerns can be anonymously and confidentially reported via the online form found here: <https://sph.washington.edu/about/diversity/bias-concerns> (<https://sph.washington.edu/about/diversity/bias-concerns>). Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.



SEXUAL HARASSMENT

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
 - Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
 - Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the [bias concerns link \(https://sph.washington.edu/about/diversity/bias-concerns\)](https://sph.washington.edu/about/diversity/bias-concerns). The University also has designated offices to help you: [SafeCampus \(https://www.washington.edu/safecampus/\)](https://www.washington.edu/safecampus/); [Office of the Ombud \(https://www.washington.edu/ombud/\)](https://www.washington.edu/ombud/); [Title IX Investigation Office \(https://www.washington.edu/titleix/report/\)](https://www.washington.edu/titleix/report/); and [University Complaint Investigation and Resolution Office \(https://www.washington.edu/compliance/uciro/\)](https://www.washington.edu/compliance/uciro/).

Course Summary:

| Date | Details | Due |
|------------------|---|------------|
| Thu Apr 21, 2022 |  Required paper #1: Critique of existing completed HIA https://canvas.uw.edu/courses/1547492/assignments/7285157 | due by 5pm |
| Thu Jun 2, 2022 |  Required paper #2: Comments on class draft HIA report and reflections on HIA process https://canvas.uw.edu/courses/1547492/assignments/7285186 | due by 5pm |