

ENV H 536 A Sp 23: Health Impact Assessment

[Jump to Today](#)



Spring Quarter 2023

31 March 2023

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

Course collaborators

Forterra: Jason Walsh, Project Manager Community Development, jwalsh@forterra.org (<mailto:jwalsh@forterra.org>)

YMCA of Greater Seattle: Josh Sutton, Facilities Executive, jsutton@seattlemca.org (<mailto:jsutton@seattlemca.org>) and

Geoff Eseltine: Outdoor Leadership Executive Director, geseltine@seattlemca.org (<mailto:geseltine@seattlemca.org>)

Class sessions: Spring Quarter, Thursdays, 5:00-6:50pm, March 30 - June 1, 2023

Location: UW Johnson Hall, Room 111

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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 2023 class HIA project will focus on the proposed development of a new YMCA outdoor youth education camp and community gathering place in the City of Federal Way. The camp will be developed through a joint venture of the non-profit land conservancy, Forterra, and the YMCA of Greater Seattle. The property, which includes historic landmark structures, is the site of the former Camp Kilworth Boy Scouts of America camp that operated from 1935 to 2016. The camp will help to increase access to green spaces and outdoor education opportunities for youth in South King County, focusing on building opportunities for the immigrant and refugee communities of the region. The camp will also be a site for culturally significant community gatherings and celebrations for the Puyallup Tribe of Indians on whose ancestral lands the site rests. During the course, students will explore health and equity implications of the camp project and participate in a field visit to help them visualize the issues involved in the camp 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: Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course. If you have not yet established services through DRS but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu (<http://depts.washington.edu/uwdrs/>).

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 30: 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

(<https://islandpress.org/books/making-healthy-places-second-edition> ↗ (<https://islandpress.org/books/making-healthy-places-second-edition>)).
Chapter 1 available on Canvas Share Space.

April 6: A) Introduction to Camp Kilworth Redevelopment for class HIA project: Jason Walsh, Forterra; Josh Sutton and Geoff Eseltine, YMCA of Greater Seattle

B) 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)
- **REQUIRED:** UW Spring 2022 class project: Empire Parcels Park HIA report. Available on Canvas.
- 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:
 - 2021: 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>)
 - 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)
 - 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)
 - 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)
 - 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=>)
 - 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>)
 - 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 13: A) HIA Scoping step: Andrew Dannenberg

1. B) Interactive session: Scoping phase for Camp Kilworth Redevelopment HIA

KEY PROJECT RESOURCES

- Camp Kilworth Management Plan, Forterra, March 2023, 22 pages – posted on Canvas
- Draft YMCA plan for Camp Kilworth outdoor educational programming – to be posted on Canvas when available
- Press release about Camp Kilworth purchase. <https://forterra.org/press-releases/forterra-acquired-the-30-acres-to-serve-the-site-and-meet-the-needs-of-the-surrounding-community/> ↗ (<https://forterra.org/press-releases/forterra-acquired-the-30-acres-to-serve-the-site-and-meet-the-needs-of-the-surrounding-community/>)
- History of Camp Kilworth. <https://www.kilworthpreserve.org/history> ↗ (<https://www.kilworthpreserve.org/history>)

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)

- **REQUIRED:** Bever E, Dills J, Lindberg R, Whitehead S. Society of Practitioners of Health Impact Assessment (SOPHIA). *Minimum elements and practice standards for health impact assessment*, Version 4. August 2022. <https://hiasociety.org/MEPS/> ↗ (<https://hiasociety.org/MEPS/>)
- Optional: Bhatia R. *Health impact assessment: a guide for practice*. Human Impact Partners, 2011. <http://www.humanimpact.org/downloads/hia-guide-for-practice/> ↗ (<http://www.humanimpact.org/downloads/hia-guide-for-practice/>) (skim this 89-page HIA reference guide now for later use in course).
- Optional: Bever E, Arnold KT, Lindberg R, Dannenberg AL, Morley R, Breyse J, Pollack Porter KM. Use of health impact assessments in the housing sector to promote health in the United States, 2002-2016. *Journal of Housing and the Built Environment*. <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>).

Student teams to be formed to be responsible for sections of final Camp Kilworth Redevelopment HIA report, due June 1. 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 20: A) Student presentations: Analysis of selected completed HIAs: All students should be prepared to present

1. B) Interactive session: Assessment phase of Camp Kilworth Redevelopment HIA
2. C) Environmental Impact Assessment: **Arthur Wendel, MD, MPH**, Medical Officer, Environmental Medicine and Health Systems Intervention Section, Office of Capacity Development and Applied Prevention Science, Agency for Toxic Substances and Disease Registry, Seattle, arthurwendel@gmail.com (<mailto:arthurwendel@gmail.com>)

Readings:

- **REQUIRED:** Bhatia R, Wernham A. Integrating human health into environmental impact assessment: An unrealized opportunity for environmental health and justice. *Environmental Health Perspectives*. 2008; 116(8):991-1000. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2516559/pdf/ehp0116-000991.pdf> ↗ (<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2516559/pdf/ehp0116-000991.pdf>)
 - **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>).
- 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: Bhatia R, Seto E. Quantitative estimation in Health Impact Assessment: Opportunities and challenges. *Environmental Impact Assessment Review* 2011; 31:301-309.
 - Optional: Green L, Ashton K, Bellis M, Clements T, Douglas M. Predicted and observed impacts of COVID-19 lockdowns: two Health Impact Assessments in Scotland and Wales, *Health Promotion International*. 2022; 37(6):1-14.134, <https://doi.org/10.1093/heapro/daac134> ↗ (<https://doi.org/10.1093/heapro/daac134>)
 - 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>)

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

April 27: A) Presentations of completed HIAs by all students who did not present on April 20. Moderator: **Edmund Seto**, MS, PhD, Associate Professor, Dept. of Environmental and Occupational Health Sciences, UW School of Public Health, eseto@uw.edu (<mailto:eseto@uw.edu>).

1. B) Small group meetings to work on Camp Kilworth HIA chapters

Readings:

- **REQUIRED:** HIA Toolkit, pages 49-72, Chapter 5 (Assessment) https://humanimpact.org/wp-content/uploads/2018/10/A-HIA-Toolkit_February-2011_Rev.pdf ↗ (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 4: Field visit to Camp Kilworth hosted by Forterra/YMCA. Students depart UW by carpool at 4:00pm, meet at 5:00pm at Camp Kilworth in Federal Way.

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. <https://pubmed.ncbi.nlm.nih.gov/22341156/> ↗
(<https://pubmed.ncbi.nlm.nih.gov/22341156/>). **See especially Table 2** that links HIA findings, recommendations, and impacts.
- 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 11: A) Further questions/answers on Camp Kilworth Redevelopment Project: Jason Walsh, Forterra; Josh Sutton and Geoff Eseltine, YMCA of Greater Seattle

- B) Health in All Policies: **Arthur Wendel, MD, MPH**, Medical Officer, Agency for Toxic Substances and Disease Registry, arthurwendel@gmail.com ↗
(<mailto:arthurwendel@gmail.com>)

Readings:

- REQUIRED:** Gase LN, Schooley T, Lee M, Rotakhina S, Vick J, Caplan J. A practice-grounded approach for evaluating Health in All Policies initiatives in the United States. *Journal of Public Health Management and Practice*. 2017; 23(4):339-347.
- REQUIRED:** Rogerson B, Lindberg R, Baum F, Dora C, Haigh F, Simoncelli AM, Parry Williams L, Peralta G, Pollack Porter KM, Solar O. Recent advances in health impact assessment and Health in All Policies implementation: lessons from an international convening in Barcelona. *International Journal of Environmental Research and Public Health*. 2020; 17(21): E7714. <http://doi.org/10.3390/ijerph17217714> ↗
(<http://doi.org/10.3390/ijerph17217714>)
- 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 18: Interactive: Detailed review of recommendations for Camp Kilworth Redevelopment HIA: Andrew Dannenberg

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 25: Monitoring and evaluation of HIAs: Andrew Dannenberg

Interactive session: Monitoring and evaluation phases for Camp Kilworth Redevelopment 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 1: Student presentations to Forterra and YMCA stakeholders: Camp Kilworth Redevelopment HIA report

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

June 6 (Tuesday): Due date for Camp Kilworth Redevelopment final HIA report, ready for submission to Forterra and YMCA stakeholders. Students completing report synthesis and editing may receive 3rd credit hour for course.

CLASS ACTIVITIES/REQUIREMENTS

- Required paper #1** (submit to Canvas): 3 to 5 page single-spaced paper reviewing and critiquing an existing completed HIA, including
 - Who conducted the HIA and why was it done
 - Description of project/policy
 - HIA quantitative and qualitative methods used
 - Major findings
 - Major recommendations
 - Strengths and weaknesses of this HIA
 - Impact of HIA on subsequent decisions if available.

See **Kemm: [Checklist for HIA Reports](#)** on Canvas for checklist on how to critique an HIA report

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

- List of 18 exemplary HIAs selected by SOPHIA – see below.
- 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 20, 5:00pm

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

On **April 20 and April 27 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 20, 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 28 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 1, 5:00pm

4. Class report with contributions by all students: HIA of Camp Kilworth Redevelopment Project

On **June 1 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 Camp Kilworth Redevelopment 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 Forterra and YMCA will be present and will provide feedback.

5. Field trip to Camp Kilworth Redevelopment site: Thursday May 4.

Students organize own carpools, depart UW at 4:00pm, arrive Camp Kilworth in Federal Way at 5:00pm. Students are encouraged to take photos during the field visit for use in the final HIA report.

Examples of exemplary HIAs based on reviews by SOPHIA, available at <https://sophia.wildapricot.org/Model-HIA-Reports> 
<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>)
- 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/healthyplaces/hia.htm](http://www.cdc.gov/healthyplaces/hia.htm) ↗ (<http://www.cdc.gov/healthyplaces/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, 1999-2023: 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)

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)

University of Minnesota, Design for Health. *Rapid health impact assessment toolkit*. 19 pages. 2008. http://designforhealth.net/wp-content/uploads/2012/12/BCBS_Rapidassessment_011608.pdf ↗
(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>)
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>) or <https://rdocu.be/cdkru> ↗
(<https://rdocu.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=8Z80iLFXsMjIveGfXv16vaCwwDzh0cSTb0Tnoce2dRM&s=TILYOPmCm1Av_4GFvFB9-xExl5XN05sE1vSh1_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_0250O_14688.pdf?sequence=1 ↗
(https://urldefense.proofpoint.com/v2/url?u=https-3A_digital.lib.washington.edu_researchworks_bitstream_handle_1773_33839_Sohng-5Fwashington-5F0250O-5F14688.pdf-3Fsequence-3D1&d=DwMFaQ&c=2qwu4RrWzdINocmb_drAcw&r=cFxcM8GyHz8WPGpjyZz-oYBWJjCLF5LjvvHP0MxyWis&m=8Z80iLFXsMjIveGfXv16vaCwwDzh0cSTb0Tnoce2dRM&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.

ILLNESS PROTOCOLS AND SAFETY: If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email. Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction or a plan for making up the class. **Additional recommendations include:**

1. **Get boosted with the updated COVID-19 vaccines** (http://we.discover.uw.edu/NTI3LUFUI0yNjUAAAGikoz8-ku4dK1F60Qwx5sVB9F2zPf2PjPbEQN0oAXWTw4xyUlayD-3Dn6tkPV-b9qYPVKn_s). These vaccines are available at clinics and pharmacies, as well as [through UW Medicine](http://we.discover.uw.edu/NTI3LUFUI0yNjUAAAGikoz8-rZLYUV3OKyCGDzGK2pj5QyxQq14YnSJSLWoEiG_BskVghbuDCoOCaDQZDj1HhDtQ28) (http://we.discover.uw.edu/NTI3LUFUI0yNjUAAAGikoz8-rZLYUV3OKyCGDzGK2pj5QyxQq14YnSJSLWoEiG_BskVghbuDCoOCaDQZDj1HhDtQ28) and local health agencies.

2. **Get your annual flu shot** (<http://we.discover.uw.edu/NTI3LUFUI0yNjUAAAGIkoZ8-p8AShT60UfuTPp6L1-t9MeMiS8rrCJoY1HdFNMDUpsMKUUh95VFz6INtjKf3R2dEH3M=>).
3. **Wear a high-quality mask in indoor public spaces and while traveling. Masks are strongly recommended the first two weeks of spring quarter.** High-quality masks help protect against a range of respiratory viruses, and are [available for free in locations on each UW campus](http://we.discover.uw.edu/NTI3LUFUI0yNjUAAAGIkoZ8-vvPawo32qTEDivNHXudxfJ86KNJ7wSFb24jzmDKknFXp_lcn7BOiAk0vTZcfssVCQY=) (http://we.discover.uw.edu/NTI3LUFUI0yNjUAAAGIkoZ8-vvPawo32qTEDivNHXudxfJ86KNJ7wSFb24jzmDKknFXp_lcn7BOiAk0vTZcfssVCQY=).
4. **Take a coronavirus test if you have symptoms or have been exposed.** Rapid antigen tests are widely available for [free at on-campus locations linked here](https://www.washington.edu/coronavirus/testing/?mkt_tok=NTI3LUFUI0yNjUAAAGIkoZ8-lh4rJkVTP0uu0x9Qjo03it8Dqjcg-b8MMF3oVqsuHG2uoxdCV_LSqQ4pXPG_I3dC3PI76N-P0Pk7a0LzK9p8iT0fsJ4PvzXS155og) (https://www.washington.edu/coronavirus/testing/?mkt_tok=NTI3LUFUI0yNjUAAAGIkoZ8-lh4rJkVTP0uu0x9Qjo03it8Dqjcg-b8MMF3oVqsuHG2uoxdCV_LSqQ4pXPG_I3dC3PI76N-P0Pk7a0LzK9p8iT0fsJ4PvzXS155og). The [Husky Coronavirus Testing](http://we.discover.uw.edu/NTI3LUFUI0yNjUAAAGIkoZ8-vzM5PdwrHbUB_QiTo_vUCpaMHj5R4-EPxZHeHpW885q6tKNP_evGy-Nqcx025qjyxc=) (http://we.discover.uw.edu/NTI3LUFUI0yNjUAAAGIkoZ8-vzM5PdwrHbUB_QiTo_vUCpaMHj5R4-EPxZHeHpW885q6tKNP_evGy-Nqcx025qjyxc=) voluntary research study is also available for UW students.
5. **Activate WA Notify on your phone** (http://we.discover.uw.edu/NTI3LUFUI0yNjUAAAGIkoZ8-pPDyiN6GI5YTqHyjmQA3y8d4y3WLT-C66_TuWe9QeeuVV_YE2asMhxcqvx8m4XSZM=) to receive exposure notifications and so that you can anonymously let others know of their exposure if you test positive.

CLASSROOM CLIMATE: The UW School of Public Health seeks to ensure all students are fully included in each course. We strive to create an environment that reflects community and mutual caring. We encourage students with concerns about classroom climate to talk to your instructor, your faculty or academic advisor, or a member of the departmental or SPH Diversity Committee. Victoria Gardner (vg@uw.edu (<mailto:vg@uw.edu>)), SPH Assistant Dean for Equity, Diversity & Inclusion, is also a resource for students with concerns related to equity, diversity, and inclusion.

EQUITY, DIVERSITY AND INCLUSION: 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.

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.

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.

Course Summary:

Date	Details	Due
Thu Apr 20, 2023	Required paper #1: Critique of existing completed HIA (https://canvas.uw.edu/courses/1633825/assignments/8270014)	due by 5pm
Thu Jun 1, 2023	Required paper #2: Comments on class draft HIA report and reflections on HIA process (https://canvas.uw.edu/courses/1633825/assignments/8270062)	due by 5pm

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