I. COURSE DOMAIN AND BOUNDARIES

The overall goal of this course is to develop skills in reviewing and conducting policy or health impact assessment (HIA) within the context of fostering an integrated understanding of how public policies and decisions influence the determinants of population health and wellbeing. Health Impact Assessment is an emerging policy evaluation practice that aims to inform policy decisions in many sectors in order to promote the conditions required for optimal health. This course will expose students to the rationale, practice and potential of HIA with a focus on its application to policy making. HIA encompasses diverse methods, tools, and processes by which the potential health impacts of policies, plans, programs, and projects and policies may be evaluated.

In this course, students consider the reasons for doing HIA, review a range of analytic methods, and consider the potential of HIA as well as the needs and challenges for practice development. As a class project, students will conduct an original HIA as they work to critically evaluate a specific policy, project, or plan, identifying health benefits and consequences, potential approaches to quantify or qualify how the project may change health determinants, and recommendations for alternatives or improvements.

Through the reading assignments, lectures and discussions, and class assignments and projects, students will gain knowledge and competencies needed for:

1. Analyzing how a proposed policy may influence social determinants of health the health status of individuals affected populations;
2. Describing the ethical and practical reasons for stakeholder participation in HIA;
3. Assessing the technical feasibility and political utility of an HIA for any given policy proposal;
4. Identifying and using available data to characterize the prevalence and distribution of health risk factors and health conditions in an affected population;
5. Building simple quantitative models to integrate available data and scientific evidence to estimate the direction and magnitude of potential effects on health and wellbeing.
6. Describing how policy proposals may affect health disparities and formulating strategies for minimizing these disparities;
7. Communicating the results of a HIA analyses to decision makers and community stakeholders in written reports and formal presentations.
II. MSW COMPETENCIES ADDRESS IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
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<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
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<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
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<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
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<tr>
<td>Engage in policy practice</td>
<td>C5</td>
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<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
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<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
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MPH COMPETENCIES ADDRESSED IN THIS COURSE

- Select quantitative and qualitative data collection methods appropriate for a given public health context.
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
- Interpret results of data analysis for public health research, policy or practice.
- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
- Assess population needs, assets and capacities that affect communities’ health.
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
- Design a population-based policy, program, project or intervention.
- Explain basic principles and tools of budget and resource management.
- Select methods to evaluate public health programs.
- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
- Advocate for political, social or economic policies and programs that will improve health in diverse populations.
- Evaluate policies for their impact on public health and health equity.
- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
- Apply negotiation and mediation skills to address organizational or community challenges.
- Select communication strategies for different audiences and sectors.
- Communicate audience-appropriate public health content, both in writing and through oral presentation.
- Describe the importance of cultural competence in communicating public health content.
- Apply systems thinking tools to a public health issue.
III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither
computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon relationship or sexual violence, including sexual harassment and stalking:** The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umbrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: [Title IX](https://www.wustl.edu/offices/titleix/)

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: [RSVP Center](https://www.wustl.edu/offices/titleix/rsvpcenter/)

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.
Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

VI. ORGANIZATION OF COURSE

This class will be approached as a practice class and employs multiple approaches to learning including lectures, presentations by speakers, reading groups and class discussion. The course is designed to build knowledge and understanding of impact assessment background, methods, and implications, while preparing students to be able to conduct impact assessments in their future work and careers.

Section I: Introduction, foundations, and history of impact assessment

Section II: Conducting impact assessments

Section III: Dissemination and communication

Lectures will also include discussion of social and environmental justice/equity and the need for assessment of distributional impacts. All assignments and exercises will contribute toward a final presentation.

VII. ROLE OF FACULTY AND STUDENT

Course Expectations.

The instructors will: (1) prepare and deliver course material; (2) be available to students during office hours, after class, and by appointment for consultation; and, (3) provide timely and clearly explained feedback on student performance.

The instructors expect students to: (1) attend each class on time; (2) complete all assignments in a timely manner; (3) come to class prepared, having read all assignments prior to the session for which they are assigned; (4) participate in class discussions; (5) seek any necessary clarification regarding course expectations from the instructor; and, (6) provide the instructor with feedback about the effectiveness of the course.

Any problems with attendance, meeting deadlines, or completing assignments should be discussed promptly with the instructors. Unless special arrangements are made with the instructors, late assignments will result in a four-point deduction per day late. Students are expected to be on time for class and to attend all class sessions, unless prior arrangements are made with the instructors. If a student misses more than seven hours of class time, he or she will be asked to withdraw from the course.
VIII. ASSIGNMENTS AND GRADING CRITERIA

Class Participation (10%, 100 points)
- Students are expected to attend all class sessions. Absences due to illness, family emergencies may be excused with advance notice. Students MUST email the instructor with regard to absences prior to class.
- Students are expected to complete all required readings prior to class and be prepared to participate. Students should come to class with one discussion question based on the week’s readings and will be called upon at random to use their question for class discussion.

Policy idea for HIA assignments (5%, 50 points)
- For this assignment, you must submit the policy you will be focusing the rest of the assignments leading up to your final HIA project.
- Submit a 2 paragraph description of the policy under consideration for your HIA including the location, and why you are interested in this topic.
- Due September 23. Must present policy in class

Literature Review and presentation (20%, 200 points)
- For this assignment we will conduct a comprehensive literature review regarding a policy being considered and its potential effect on the health and wellbeing of a community. The instructor will provide ideas, but students are also welcome to consider an area of their own interest. This is a thematic literature review and results should be organized by theme (i.e., effects of policy individual health, effects on physical wellbeing, effects of policy on community function, etc).
- This literature review should be 5-7 pages in length and include 15-20 citations (APA format). The review should include an abstract, an introduction or background information section; the body of the review containing the discussion of sources; a conclusion and/or recommendations section to end the paper, and finally a summary of the methodology used to develop your review.
- Due October 7. Must present findings during class

Community Health Profile and presentation (20%, 200 points)
- A community health profile is a snapshot of the overall demographic and health characteristics of a population. Profiles are used to identify major health issues, health needs, risk factors and causes of ill health and can form the basis of health plans and actions for HIAs.
- Community health profiles should include a written summary describing the community using the elements outlined in the assignment description on Blackboard. Community health profiles should be 3-5 pages in length. Please present your findings using many visual elements including tables, graphs, maps, and other data elements.
- Due on October 28. Must present findings during class

Key informant survey development and presentation (20%, 200 points)
- Students will develop a key informant survey to be used for qualitative data collection. A wealth of information can be collected via interviews with “key informants” (i.e., opinion leaders) who are knowledgeable about policy initiatives and effects on surrounding communities in a given study area.
• Key informant surveys should be developed as semi-structured interview tools. While students will not be required to use this to collect data, the exercise will be important in understanding the various components of policy analysis outside of those purely quantitative in nature.
• **Due on November 18.** Must discuss in class.

Final paper and presentation (25%, 250 points)

- For this assignment, students will write up one area of impact for the proposed policy. This paper should be written specifically for a policy maker/decision making body. Assessments are to be written clearly for a lay audience, based on sound analysis and based on current literature. Information used in previously assigned activities should be incorporated. The final paper should be 5-7 pages in length.
- **Due by 5 pm on December 13.** Presentations on December 2 and 9 - the final 2 days of class

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>MSW Competency/ies</th>
<th>MSW Dimension/s</th>
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<tbody>
<tr>
<td>Literature review/Community Health Profile/Key informant interview tool</td>
<td>Demonstrate Ethical and Professional Behavior; Engage Diversity and Difference in Practice; Engage in Practice-informed Research and Research-informed Practice; Engage in Policy Practice</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
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<tr>
<td>Final impact analysis</td>
<td>Demonstrate Ethical and Professional Behavior; Advance Human Rights and Social, Economic, and Environmental Justice; Engage in Practice-informed Research and Research-informed Practice; Engage in Policy Practice</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Presentations of all assignments</td>
<td>Demonstrate Ethical and Professional Behavior; Engage Diversity and Difference in Practice; Advance Human Rights</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
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## X. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments due</th>
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| **Class 1**  
August 26 | Introduction to course                                  | None                                                 |
| Labor Day  
September 2 | No class                                                |                                                      |
| **Class 2**  
September 9 | Social determinants of health and systems level approach |                                                      |
| **Class 3**  
September 16 | Screening                                               |                                                      |
| **Class 4**  
September 23 | Scoping                                                 | Submit policy initiative to be studied and present in class |
| **Class 5**  
September 30 | Identification and use of literature                    |                                                      |
| **Class 6**  
October 7   | Challenges to conducting HIA                           | Literature review due and presentations in class      |
| October 14 | No class                                                |                                                      |
| **Class 7**  
October 21 | Assessment                                              |                                                      |
| **Class 8**  
October 28 | Stakeholders and their roles                            | Community Profile due and presentation in class       |
| **Class 9**  
November 4  | Decision making and recommendations                    |                                                      |
| **Class 10** November 11 | Reporting                        |                                                      |
| **Class 11** November 18 | Evaluation and follow up                             | Key informant interview tool                          |
| **Class 12** November 25 | Building HIA capacity and supporting use of HIA        |                                                      |
| **Class 13** December 2  | Class presentations                                    | Final presentation                                   |
| **Class 14** December 9  | Class presentations                                    | Final presentation                                   |
| **Class 15** December 16 |                                                          | Final paper due                                      |
HIA General


Examples of HIAs


Stakeholder engagement

http://www.mdpi.com/1660-4601/12/4/3864/htm


Supporting use of HIA in the future
