

PHCM9628

# Health Impact Assessment

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**Semester 1, 2011**

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**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF PUBLIC HEALTH  
AND COMMUNITY MEDICINE

## **Course Contact**

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## **Please Note**

This outline is for PHCM9628 Health Impact Assessment when it is offered through a three day workshop.

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The first part of these notes includes detailed guidance on the steps of HIA and will be a useful resource for your future HIA practice. The second part of the notes situates HIA within its broader disciplinary and academic context. The final part of the notes looks at HIA practice in Australia and internationally.

# Welcome

Welcome to *Health Impact Assessment*.

This course deals with health impact assessment (HIA), a structured process that can be used to assess the potential health impacts of a proposal prior to implementation. HIA is used in health and other sectors to:

- improve decision-making processes;
- to minimised negative population health impacts;
- to maximise population health gains;
- improve the distribution of health impacts and to minimise potential health inequities; and
- make transparent potential trade-offs.

The course has three major components – an introduction to HIA and important concepts and principles, an overview of HIA's disciplinary, national and international context, and an examination of HIA in practice.

The course takes a practical approach to HIA by encouraging student to (a) investigate HIA concepts and principles, (b) relate HIA to their existing public health knowledge and previous experience, and (c) experience key components of a HIA. Assignments involve analysis and reflection, as well as demonstrating ability to undertake components of a health impact assessment.

## Course staff

### Course convenor

Patrick Harris

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## Course information

Health impact assessment is a structured process by which the impacts of policies, plans programs or projects on health can be assessed. This course will cover the process of health impact assessment, its theoretical background, history and applications. Students will have an opportunity to gain practical experience by undertaking the initial steps of health impact assessment. This course is suitable for students who wish to gain a basic grounding in health impact assessment, with opportunities for more detailed investigation of specific concepts.

### Units of credit

This course is an elective course of the Master of Public Health and Master of Health Management Programs, comprising 6 units of credit towards the total required for completion of the study program.

There are no pre-requisites for this course, though students will benefit from undertaking related courses:

#### Core Courses

- PHCM9012 Health Promotion
- PHCM9516 Introduction to Public Health
- PHCM9503 Statistics for Public Health

#### Electives

- PHCM9612 Environmental Health
- PHCM9626 Inequalities and Health
- PHCM9108 Program Evaluation and Planned Change
- PHCM9120 Qualitative Research Methods

## Course aim



The overall aim of this course is to provide a basic understanding of health impact assessment (HIA) and for students to experience aspects of health impact assessment practice.

## Course outcomes

- Using HIA terms and concepts, explain HIA's process and possible applications.
- Appraise completed HIAs and HIA concepts and principles.
- Relate HIA to your knowledge and experience of public health practice.
- Undertake the screening and scoping steps of a HIA.
- Distinguish situations where HIA could/should be used and where it should not.

## SPHCM Health Management Attributes Addressed

- Utilise information for decision making in health service delivery
- Strategically plan and manage resources for health service delivery
- Enhance the capacity for collaborative and multidisciplinary teamwork
- Apply analytical and critical thinking for creative problem solving
- Engage in lifelong learning and reflective practice

## UNSW Graduate Attributes Addressed

- the skills involved in scholarly enquiry
- an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
- the capacity for analytical and critical thinking and for creative problem-solving
- the ability to engage in independent and reflective learning
- the capacity for enterprise, initiative and creativity

## Learning and teaching rationale

This course has been designed with HIA practice in mind. As such the learning activities that have been developed to link to, and reflect on, HIA practice.

The course comprises the compulsory 3 day on-campus workshop, an online learning component using UNSW Blackboard and three assignments that involve additional independent study of the course notes and further reading.

## Online learning component



This course involves an online component:

1. **All questions** should be posted to the Blackboard discussion area. Any questions of a non-confidential nature will be posted and answered on Blackboard. This allows (a) other students to benefit from the answer to your question and (b) other students to answer your question if they are able to.
2. **Course notes** can be accessed via Blackboard.
3. Web links to **required readings**.
4. Access to **web resources** that may be useful in your learning and assignments.
5. **Course notices** will be put on Blackboard if required.
6. A **'my learning community'** facility for unmoderated discussion with other students.
7. **Announcements** about the course will be made via Blackboard.

Students are expected to log into Blackboard at least once a fortnight during the semester: Login: <http://telt.unsw.edu.au/>

## Guidance for using UNSW Blackboard

The School runs a Blackboard tutorial during residential week at the start of each semester. If you are unable to attend this tutorial, guidance for using UNSW Blackboard, including some basic tips, can be found at: <http://support.telt.unsw.edu.au/blackboard> If you are still experiencing difficulties with UNSW Blackboard, please contact the UNSW IT Service Desk for assistance.

## Assessment

There are four components to the assessment for this course:

1. Submitting a 600-1,000 word review of a completed HIA.  
**20%, due 15 April 2011**
2. Submitting an HIA-related essay. The essay should be 1,200-2,000 words long and should address one of the topics outlined below.  
**30%, due 20 May 2011**
3. Submitting a final assignment that includes a screening report and a scoping report. This assignment also includes a reflective component.  
**50%, proposal to be assessed due 29 April 2011 – final report due 16 June 2011**
4. **Attendance at the 3 day workshop 23-25 February 2011** is compulsory.

## Guidelines for the preparation and presentation of Assignments

1. Your assignments should show evidence that you have identified the key literature and/or reports in the area and not relied solely on the course notes or one or two summary papers.
2. All your assignments should be referenced. References should be included to support the information and evidence presented.
3. Your references should be in Harvard, Vancouver or British Medical Journal style and the style should be consistent throughout your assignment. Footnote referencing is not permitted.
4. Tables and figures used in your assignments should be labelled and numbered. You should also reference them if they are drawn from another source.
5. It is important to demonstrate that you have reflected on the material you have read and are able to comment critically on the strengths and weaknesses of the material you have drawn on, and its implications for practice.
6. The presentation of your assignment is important. This includes grammar, using a clear structure throughout the assignment and layout.
7. Assignments are to be written using essay- or report-style prose. Dot points or bulleted text should be used with care. Limited use of bulleted text is allowed, though it should not comprise substantial portions of your assignment. Under no circumstances should a section of your assignment be solely bulleted text.

## Assignment 1: Review of a Completed HIA Report

**Due date: Review due 15 April 2011**

**Weighting: 20%**

### Task description

#### Review of a Completed HIA Report (600-1,000 words)

HIA reports represent the end-points of completed HIAs. The methods reported and the way information is presented plays a large role in determining the legitimacy of the HIA in the eyes of stakeholders. Their recommendations form the basis for action to protect and promote population health. This assignment involves critically appraising a completed HIA report.

Look at the following HIA websites and identify a completed HIA report to review:

HIA Community Wiki

<http://www.healthimpactassessment.info>

HIA Connect

<http://www.hiaconnect.edu.au>

HIA Gateway

<http://www.hiagateway.org.uk>

WHO HIA Portal

<http://www.who.int/hia/en>

There is no prescribed structure for your review but it should address the following questions:

1. What was the HIA report you reviewed? (include a link to the URL)
2. What proposal did it assess?
3. Why did you select this HIA report?
4. What were the strengths and weaknesses of the HIA and the HIA report?
5. What would you have done differently?
6. What is your overall appraisal of the HIA? Why?
7. What has reviewing this HIA report taught you about how to write a HIA report?

## **Assignment 2: HIA-Related Essay**

**Due date: 20 May 2011**

**Weighting: 30% (1,200-2,000 words)**

### **Task description**

Select one of the following essay topics:

1. It is more important for health impact assessments to develop and use scientifically robust evidence than it is for them to influence decision-making and implementation.
2. Integrated impact assessments should be carried out instead of separate health impact assessments, environmental impact assessments and social impact assessments.
3. Human health is not a necessary component of sustainability.
4. Community participation is sufficient to ensure that equity and vulnerability issues are addressed in health impact assessments.

You are expected to take a position in relation to the topic, i.e. to advance an argument. There is no right or wrong answer – your assignment will be assessed based on the clarity, coherence, structure and nuances of the argument presented.

Your essay should (i) clearly identify the topic selected and (ii) include evidence of further reading and at least eight (8) references. Your essay may also refer to relevant personal and professional experience as well as activities within the three day workshop.

## Assignment 3: Screening and Scoping Report

**Due date: Proposal to be assessed due 29 April 2011**  
**Final report due Monday 16 June 2011**

**Weighting: 50%**

### Task description

This assignment involves undertaking the first two steps of a health impact assessment on a real-world proposal. You will select a proposed policy, program, plan or project and then use this as the basis for completing screening and scoping reports.

HIAs should be conducted prospectively, i.e. before the proposal is implemented in order to allow maximum opportunity to change the proposal. This may not be possible for purposes of this assignment and you are permitted to select a proposal that has already been implemented to assess, *though you should not draw on information about the implementation, or subsequent impacts that eventuated, in conducting your assessment.* For example, you could do your screening and scoping reports on the health impacts of the Sydney Airport Rail Link proposal (which was actually opened in 2000). However you could not use information about what impacts eventuated during construction and ongoing operation in your assessment.

You are recommended to select a well documented proposal to assess. Detailed documentation will form the backbone of your screening and scoping reports. You are also recommended to select a proposal with clear impacts on health and health inequalities, both positive and negative, as this will help you in conducting the screening step.

You should email the proposal you would like to assess to the course convenor by **29 April 2011**.

The final assignment you submit will have three components and is due on **16 June 2011**:

1. A screening report (20%)
2. A scoping report (20%)
3. A reflective report on undertaking the screening and scoping steps (10%)

## 1. Screening Report (800-1,500 words)

The purpose of screening is to determine whether or not the proposal warrants a HIA. Your screening report should:

- Detail the proposal being assessed.
- Describe the jurisdictional, political, policy and decision-making context for the proposal.
- Include a list of draft potential health impacts, including potential impacts on health inequalities;
- Set out the rationale for the HIA proceeding.
- Detail the capacity required to conduct the HIA (N.B. This deals with the organisational capacity that would be required to undertake the remaining steps of the HIA – not just for you to do this assignment).
- Describe the manuals, guidelines or screening tools you have used.

Refer to the section of the notes on screening for more information on this step.

## 2. Scoping Report (1,000-1,800 words)

The purpose of scoping is to design and plan the HIA. Your scoping report should:

- Include terms of reference for the HIA steering group.
- A written project plan for the HIA, including:
  - A justification for the level of HIA to be conducted.
  - Preliminary plan for the methods and procedures to be followed in the subsequent identification and assessment steps.
  - Stakeholders to be involved in the HIA, how they will be involved and why.
  - Preliminary plan for decision-making and developing recommendations.
  - Preliminary plan for the evaluation, monitoring and follow-up step of the HIA.
- Describe the manuals, guidelines or screening tools you have used.

Some of the elements in your scoping report will involve making up details, such as in the terms of reference for the HIA steering group. These should be contextually appropriate and justified where required. Refer to the section of the notes on scoping for more information on this step.

## 3. Reflective Report (600-1,000 words)

This portion of your assignment should cover your reflections on undertaking the screening and scoping steps of a HIA and place these reflections within a

broader context of HIA practice. Examples of issues that you may want to address include:

- What was the rationale for the HIA?
- What did you want to get out of doing the HIA?
- What assumptions did you bring to the HIA? How did these change after doing the screening and scoping steps?
- What factors influenced your screening and scoping?
- What did you find easy? What did you find difficult?
- If you were giving advice to someone else who was about to undertake the screening and scoping steps of a HIA, what would you recommend they do?
- What has this assignment taught you about HIA?
- How has this assignment changed your understanding of HIA practice?

## Grading and marking

Grades to be used are represented by the following symbols (and corresponding range of marks):

**HD** (85%-100%), **DN** (75%-84%), **CR** (65%-74%), **PS** (50%-64%), **FL** (<50%)

**HD** This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.

**DN** This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)

**CR** This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).

**PS** This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding.

Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.

- FL** This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

**NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.**

## Submitting your assignments

1. **All assignments** must be submitted via email to Patrick Harris (patrick.harris@unsw.edu.au) and Cced to Mary Knopp (mary.knopp@sswahs.nsw.gov.au).
2. Students **submitting assignments** must ensure that the electronic assignment coversheet is attached. Student number, course code, date and assignment title should be included in the header or footer on every page, and in the file name.
3. See School website for more information on **guidelines on assessment**, including information on extensions and late assignments:  
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines>

## Return of assignments

Marked assignments will be emailed back to students.

## Referencing

**It is your responsibility** to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

Faculty of Medicine

<http://web.med.unsw.edu.au/infoskills/cite.htm>

SPHCM

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre

<http://www.lc.unsw.edu.au/olib.html#Referencing>

## Academic honesty and plagiarism

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is. You need to ensure you understand what it is so you avoid it in any of your assignments or other work:

### What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.\* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: [www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

\* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

## Collusion

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other's material and submitted it as their own. Lecturers, despite their heavy workload, are alert to this practice. It is emphasised that where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct. You should not attempt the assignment questions together and submit the same work as someone else. **It is also not acceptable to submit an assignment which has been submitted by a student in a previous year.**

## Readings and resources

Learning resources for this course consist of the following:

1. A three day residential workshop
2. These course notes with readings included in each section
3. An online learning component
4. Links to HIA online resources via UNSW Blackboard

## Additional Readings

There are no required texts for this course apart from the readings included in each section of these notes; however I recommend students refer to:

1. Kemm, J, Parry, J & Palmer, S. (2004) *Health Impact Assessment: Concepts, theory, techniques and applications*, Oxford: Oxford University Press, ISBN 0198526296.
2. Ståhl, T, Wismar, M & Ollila, E, et al. (2006) *Health in All Policies: Prospects and potentials*, Helsinki: Finnish Ministry of Social Affairs and Health. Includes several chapters on HIA and can be downloaded for free from: [http://www.hiaconnect.edu.au/files/Health\\_in\\_All\\_Policies.pdf](http://www.hiaconnect.edu.au/files/Health_in_All_Policies.pdf)
3. Wismar M, et al. (2007) *The Effectiveness of Health Impact Assessment: Scope and limitations of supporting decision-making in Europe*. World Health Organization, 2007. Includes information on HIA in Europe and can be downloaded for free from: [http://www.hiaconnect.edu.au/files/The\\_Effectiveness\\_of\\_HIA.pdf](http://www.hiaconnect.edu.au/files/The_Effectiveness_of_HIA.pdf)

## Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and Improvement Group. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff.

An evaluation form will also be circulated at the end of the workshop to provide further feedback on specific components of the course that could be improved.

## Additional support to students

### IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy. Viewable online at:

[http://www.its.unsw.edu.au/policies/policies\\_home.html](http://www.its.unsw.edu.au/policies/policies_home.html)

### UNSW IT Service Desk (UNSW Blackboard support)

The IT Service Desk is your central point of contact for assistance and support with UNSW Blackboard, UniPass, zPass, UniMail, UniWide, zMail and Anti-virus software. Contact them directly for assistance with IT related matters, including UNSW Blackboard:

Website: <http://www.it.unsw.edu.au/index.html>

Tel: +61 (2) 9385 1333

Email: [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au)

Location: UNSW Library

### UNSW library support

Staff at the library can help you:

- find information resources for your assignments

- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://www.library.unsw.edu.au/>  
Postgraduate Services: <http://www.library.unsw.edu.au/servicesfor/PGandH.html>  
Tel: 02 9385 2650  
Location: UNSW Library, Level 2 Service desk

## Library resources

### Online training and resources

There are a variety of online tutorials and resources available to Postgraduate students to help equip you with the information skills you will need to get started in your program. It is **highly recommended** that you complete these tutorials and get familiar with the resources available prior to commencing your studies and assignments. <http://elise.library.unsw.edu.au/home/welcome.html>

### Online Information Skills Tutorial - ELISE Plus

This is a task-based approach to the information literacy and the skills you need to be effective. It contains modules on searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites and citing references. This tutorial is designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. Entering coursework students should complete the ELISE quiz: <http://eliseplus.library.unsw.edu.au/>

### The ELISE postgraduate tutorial – ELISE Advanced

The five modules will step you through the fundamental processes of research and information seeking, they cover; selecting and searching, finding and using and critically evaluating all sources of information.  
<http://pgelise.library.unsw.edu.au/>

### Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.  
<http://subjectguides.library.unsw.edu.au/>

### Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources – see <http://vph.sphcm.med.unsw.edu.au/>

## Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: <http://www.lc.unsw.edu.au>

## Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your UniPass etc. at: <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

See the school website for information on school assessment guidelines, including extensions and late assignments: <http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/AssessmentGuidelines>

If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download it from the web. <http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/Current%20Students>

For any further assistance, you can contact:

Postgraduate Office  
School of Public Health and Community Medicine  
The University of New South Wales  
Level 2, Samuels Building  
UNSW Sydney NSW 2052, Australia

T: + 61 (2) 9385 1699 - Graduate Health Management Programs  
T: + 61 (2) 9385 2507 - Graduate Public Health Programs  
T: + 61 (2) 9385 1928 - Graduate Clinical Education Programs

F: + 61 (2) 9385 1526  
E: [postgrad-sphcm@unsw.edu.au](mailto:postgrad-sphcm@unsw.edu.au)

## Other matters

Occupational Health & Safety: [http://www.hr.unsw.edu.au/ohswc/ohswc\\_home.html](http://www.hr.unsw.edu.au/ohswc/ohswc_home.html)

Complaints procedures: <https://my.unsw.edu.au/student/atoz/Complaints.html>

Equity & Diversity: <https://my.unsw.edu.au/student/atoz/EquityDiversity.html>

# Health Impact Assessment 2011 MPH Course Schedule

	Monday 23 February 2011	Tuesday 24 February 2011	Wednesday 25 February 2011
9:00am	Introductions (20 mins) <i>Patrick Harris</i> <i>Pre-training evaluation forms</i>	Health Promotion Issues in HIA (1 hr) <i>Marilyn Wise</i>	Identification and Assessment (30 mins) <i>Patrick Harris</i>
	What is HIA? (1 hr 40 mins) <i>Patrick Harris</i>	Healthy equity in HIA (30 Mins) <i>Patrick Harris</i> Screening and scoping (30 Mins) <i>Ben Harris-Roxas</i>	Group Work: Assessment Exercise (1 ½ hours) <i>Patrick Harris</i>
11:00am	Morning Break	Morning Break	Morning Break
11:30am	HIA in Australia, Internationally and in the Future (45 mins) <i>Ben Harris-Roxas</i>	Group Work: Screening and Scoping Exercise (45 mins) <i>Ben Harris-Roxas, Patrick Harris (UNSW)</i>	HIA in Practice: HIA of the Northern Territory Emergency Response (45 mins) <i>Marilyn Wise</i>
	Group Work: Thinking like a HIA Practitioner (45 mins) <i>Ben Harris-Roxas</i>	Social impact assessment (45 mins) <i>Alison Ziller (TBC)</i>	HIA and Other Forms of Impact Assessment (45 mins) <i>Patrick Harris, Ben Harris-Roxas</i>
1:00pm	Lunch	Lunch	Lunch
2:00pm	Group Work: Steps of HIA Jigsaw Exercise (1 ½ hrs) <i>Patrick Harris and Ben Harris Roxas</i>	Group Work: Using an Equity Lens (1 hr) <i>Elizabeth Harris and Ben Harris-Roxas</i>	Decision-Making and Recommendations Exercise (1 hr) <i>Patrick Harris</i>
		Health Protection Issues in HIA (30 Mins) <i>Ben Harris-Roxas</i>	Evaluation and Follow-Up (30 mins) <i>Ben Harris-Roxas</i>
3:30pm	Afternoon Break	Afternoon Break	Afternoon Break
4:00pm 5:00pm finish	HIA in Practice: HIA of the Sustainable Native Pastures Project (45 mins) <i>Andrew Gow (Greater Southern Area Health Service)</i>	HIA in Practice: HIAs in South West Sydney (45 mins) <i>Michelle Maxwell (Sydney South West Area Health Service)</i>	Questions from Day 3 (15 mins) <i>Patrick Harris</i>
	Questions from Day 1 (15 mins) <i>Patrick Harris</i>	Questions from Day 2 (15 mins) <i>Patrick Harris</i>	Assignments <i>Patrick Harris</i> <i>Post-training evaluation forms</i>