

# Online Continuing Education Course – HIA Step by Step

## Course outline – Winter 2014

### COURSE DESCRIPTION

HIA is most frequently used to assess proposals that are **outside of the traditional health care sector**, and which **do not target health as their principal goal**. The approach involves attempting to estimate, with the help of contextual and scientific information, the possible effects on health and health inequalities. Its main objective is to formulate recommendations that will minimize the negative impacts and maximize the positive impacts of the policy or project, and thus improve the decision makers' proposal before a final decision is made. HIA is a strategy of the Health in All Policy approach.

HIA of public policy is applied to policy proposals coming from the federal, provincial or local government levels. The National Collaborating Centre for Healthy Public Policy (NCCHPP) promotes the use of HIA as a tool to support policy makers in other sectors, in a voluntary process involving the policy makers and other relevant stakeholders.

Despite the growing popularity of HIA throughout the world, there are few accredited North-American based online training opportunities available. It was within this context that this online continuing education course was developed by expert professionals working at the National Collaborating Centre for Healthy Public Policy (NCCHPP), in collaboration with the Institut national de santé publique du Québec (INSPQ), Québec's public health institute. The NCCHPP's mandate is to increase the expertise of public health actors across Canada in healthy public policy through the development, sharing and use of knowledge. The course aims, among other things, to assist participants in developing and enhancing the competencies required to properly conduct an HIA of public policies, in collaboration with relevant stakeholders. Most of the content presented is equally relevant to the analysis of programs and projects.

In the winter of 2014, the course will be offered in English from **to March 3 to 28**. It will also be offered in French from May 26 to June 20, 2014.

The person responsible for this online course is Julie Castonguay, Network Development Officer at the NCCHPP. She can be reached by e-mail ([julie.castonguay@inspq.qc.ca](mailto:julie.castonguay@inspq.qc.ca)).

### DURATION

Approximately **12 hours** over the course of 4 weeks. Online access to the course is limited to the duration of the course. PDFs copies of the material will be available to all participants at the end of the course.



## TARGET AUDIENCE

The course is intended for those who wish to gain knowledge about the HIA of public policies. The course is aimed at practitioners, professionals and decision makers active in the health and social services sector (particularly public health), from non-governmental organizations, or for any person interested in public policies and their impacts on population health.

There is a minimum registration limit of 10 participants, and a maximum of 25. Please refer to the Terms and Conditions for more information: [http://www.ncchpp.ca/286/Course\\_Info.cnpqs](http://www.ncchpp.ca/286/Course_Info.cnpqs)

## PREREQUISITES

To ensure better understanding of the course content, we ask that candidates be familiar with these basic concepts in population health: health definitions, social determinants of health, health inequalities.

For all questions concerning the target audience and prerequisites, participants are encouraged to consult the course tutor, Julie Castonguay.

## CONTENT

The course is made up of 7 online modules and two webinars.

In **Module 1 (Before we begin)**, participants will be reminded of the course content and requirements, explore the course website and get to know the other students (discussion forum).

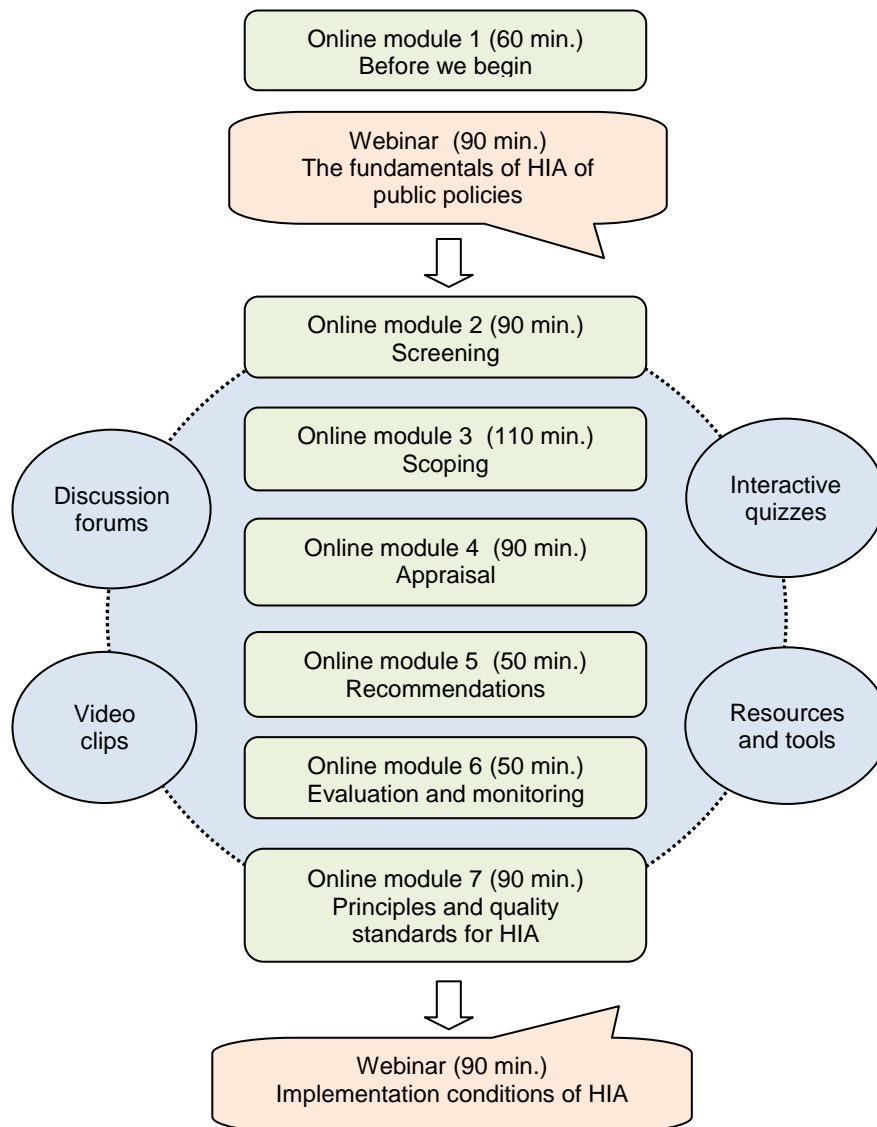
In the **first webinar (Foundations of HIA of public policies)**, participants will become familiar with the foundations of HIA, the different HIA models, and the public policy development process.

In **modules 2 to 7 (The steps of a high-quality HIA)**, participants will explore each of the five steps in an HIA. Discussion forum will explore how to use a screening tool, producing a logic model, and plan for data collection. The quality standards associated with each step will also be studied, and a reflection exercise will conclude these self-paced online modules.

In the **second webinar (Implementation conditions of HIA)**, participants will learn about the conditions for a successful implementation of HIA. A reflection exercise assigned in module 7 should be handed in one day prior to the webinar, as it will be used in a Q&A session to conclude this online training.



## OVERVIEW OF THE COURSE



## LEARNING OBJECTIVES

The main competency elements are described below:

### 1. Recognize the fundamentals of HIA of public policies

- Describe the different models of HIA
- Differentiate public policy from other types of policy
- Determine where health impact assessment fits in among the steps in the policy analysis cycle



## 2. Explain the steps of a high-quality HIA

- Make use of screening tools
- Produce a logic model
- Explain the steps of appraisal, recommendations, and evaluation and monitoring of a high-quality HIA
- Name the quality criteria for an HIA

## 3. Know the favourable conditions that promote a successful implementation of the practice of HIA

- Describe the contextual elements facilitating a successful implementation of the practice of HIA

### LEARNING METHODS

This continuing education course has been designed using a competency-based approach. An inventory of required competencies (the various elements of knowledge required for the practice of HIA: theoretical knowledge, tacit knowledge, attitudes), developed in consultation with HIA theoreticians and practitioners, was first realized before developing the instructional design and then writing the course material.

The learning method selected for this course is **fully online training** with self-paced online modules (in asynchronous mode) and webinars (synchronous mode). The tutor is a professional with the public health and HIA competencies required to provide online support. The tutor is available to answer participants' questions and discuss their concerns, as well as to guide them in their processes of reflection, analysis, discussion, communication, planning and design. The tutor will communicate with participants through private messaging and by means of the discussion forums.

The learning environment is designed to be interactive (discussion forums, small group exercises, interactive webinars) and to include individual study (reading online material and scientific articles, situational scenarios, reflective exercises, short questionnaires), as well as interprofessional collaboration and reliance on experts.

### LEARNING ACTIVITIES

- **Online modules**

The online modules contain the actual content of the course, as well as the links to all of the activities to be realized in each module. These online modules also contain video clips of interviews of HIA experts and practitioners. Each module begins with a presentation page, detailing the content, the activity, and the approximate duration of the module. Each module also ends with a page containing suggested readings and resources to learn more about the subject discussed. The modules are to be followed in a linear fashion, as represented in the figure above.



- **Webinars**

Two webinars will be presented on the NCCHPP's Virtual Classroom (on Blackboard, a web-based platform). All of the information needed to access the webinars is available on the main page of the online course. A recorded version of each webinar will be made available 72 hours after that webinar was held.

- **Self-assessment exercises**

These exercises, contained within the learning units, will make it possible to verify whether the material has been understood. Participants will receive automatic feedback following completion of the exercises. Initial and final self-assessment exercises are proposed at the very beginning and at the very end of the course to evaluate knowledge and progress.

- **Discussion forums**

The discussion forum is a discussion space available on the learning platform. The aim of the forum is to allow course participants to share ideas, as well as to argue their own points of view.

A general discussion forum will be available at all times for questions and comments on the course content. As well, there will be 4 forums directly linked to the content of the course: one introductory forum in module 1, one on screening in module 2, one forum on the logic model in module 3, and one forum on data collection in module 4. Those forums will take place in smaller sub-groups to facilitate exchanges. The links to, and the instructions for, these forums will be given directly within each module. These forums will be available at all times, and the tutor will give general feedback to each sub-group towards the end of the training. When needed, more specific feedback will be given by the tutor, but these forums aim mostly at knowledge sharing between the participants.

- **Final reflective assignment**

In order to gain a better understanding and better appreciation of the content of the online course, participants must submit a final reflective assignment. This final assignment will allow participants to reflect on a strategy for integrating the HIA approach into their professional practice. This will also be mandatory in order to obtain Continuing Education credits. This assignment must be handed in at least one day prior to the final webinar, i.e., no later than Thursday March 27 at 1:30 p.m. EST.

## **COURSE PARTICIPATION AND COMPLETION OF SHORT ASSIGNMENTS**

Throughout the course, participants are asked to participate in discussion forums and to write short assignments (individually or in small groups). Participants are encouraged to actively participate in these activities to gain better understanding of the content and share your knowledge and experiences. Active participation will also allow the tutor to give appropriate feedback. In short, none of these activities are mandatory, but all are strongly recommended.



To obtain Continuing Education credits, the final reflective assignment at the end of module 7 will be mandatory within the mentioned deadline, as well as the completion of the final self-assessment exercise.

## COURSE CALENDAR

Participants will have 4 weeks to complete the course. As adult learners, each participant will be responsible for his or her own learning process. Participants should nevertheless factor in the time required to read and study the content of each learning unit, complete the assignments and participate in group discussions.

Below is a suggestion for the spread of the workload over the 4 weeks of the online course.

	Module	Approximate duration	Group activities and assignments
Week 1 March 3 to 9	Module 1: Before we begin	60 min.	Introductory discussion forum Self-assessment of knowledge
	Webinar 1: The fundamentals of HIA of public policies	90 min.	On Wednesday March 5 at 1:30 p.m. EST
Week 2 March 10 to 16	Module 2: Screening	90 min.	Discussion forum: Screening
	Module 3: Scoping	110 min.	Discussion forum: Logic model
Week 3 March 17 to 21	Module 4: Appraisal	90 min.	Discussion forum: Data collection
	Module 5: Recommendations	50 min.	
	Module 6: Evaluation and monitoring	50 min.	
Week 4 March 24 to 28	Module 7: Principles and quality standards for HIA	60 min.	
	Final reflection assignment	30 min.	Deadline: Thursday March 27 at 1:30 p.m. EST*
	Final self-assessment	10 min.	Deadline: Friday March 28 at 5 p.m. EST*
	Webinar 2: Implementation conditions of HIA	90 min.	On Friday March 28 at 1:30 p.m. EST

\* PARTICIPATION IS MANDATORY TO OBTAIN CONTINUING EDUCATION CREDITS.

## CONTINUING EDUCATION CREDITS

The Vice Dean of Education and Continuing Professional Development of the Faculty of Medicine of the Université de Montréal is fully accredited by the Association of Faculties of Medicine of Canada (AFMC) and from the Collège des médecins du Québec (CMQ) (Quebec College of Physicians). For general practitioner/family medicine physicians, the Vice Dean of Education and Continuing Professional



Centre de collaboration nationale  
sur les politiques publiques et la santé  
National Collaborating Centre  
for Healthy Public Policy

Institut national  
de santé publique  
Québec



Development recognizes a maximum of 10 credit hours for the entire program (Category 1) and 2 credit hours (MainPro-M2). For specialists, the Vice Dean recognizes 1 credit per hour of participation (Section 1), for a maximum of 10 credits for the entire program as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada and 0,5 credit per hour of participation (Section 2) for a maximum of 1 credit. The Faculty of Nursing, Université de Montréal, recognizes 12 hours of accredited training for this program. For all other participating professionals, this program provides a certificate of participation of 12 hours. Participants must claim the number of hours according to their participation.

## EVALUATION OF THE QUALITY AND RELEVANCE OF THE ONLINE COURSE

At the end of the course, students are invited to evaluate all aspects of the online training. The comments submitted will allow us to improve the course content.

## MAIN REFERENCES

- Benoit, F., Druet, C., Hamel, G. & St-Pierre, L. (2012). *Implementation of Section 54 of Québec's Public Health Act*. Montréal, Québec: National Collaborating Centre for Healthy Public Policy. Retrieved from: [http://www.ncchpp.ca/133/publications.ccnpps?id\\_article=124](http://www.ncchpp.ca/133/publications.ccnpps?id_article=124)
- Bhatia, R., Branscomb, J., Farhang, L., Lee, M., Oreinstein, M. & Richardson, M. (2010). *Minimum elements and practice standards for health impact assessment (HIA)*. (Version 2). Oakland, CA: North American HIA Practice Standards Working Group. Retrieved from: <http://www.humanimpact.org/news/24-hiapracticestandards>
- Birley, M. (2003). Health impact assessment, integration and critical appraisal. *Impact Assessment and Project Appraisal*, 21(4), 313-321. doi: [10.3152/147154603781766158](https://doi.org/10.3152/147154603781766158)
- Birley, M. (2011). *Health impact assessment: Principles and practice*. London: Routledge.
- Blau, G. & Mahoney, M. (2005). *The positioning of health impact assessment in local government in Victoria*. Deakin University, Health Impact Assessment Unit.
- Department of National Health and Welfare. (1974). *A New Perspective on the Health of Canadians*. (Lalonde Report). Retrieved from: <http://www.hc-sc.gc.ca/hcs-sss/com/fed/lalonde-eng.php>
- European Centre for Health Policy. (1999). *Health impact assessment: Main concepts and suggested approach. Gothenburg consensus paper*. Brussels: WHO-Regional Office for Europe. Retrieved from: <http://www.apho.org.uk/resource/item.aspx?RID=44163>
- Gauvin, F.-P. & Ross, M.-C. (2011a). *Citizen Participation in Health Impact Assessment (HIA): An Overview of the Risks and Obstacles*. Montréal, Quebec: National Collaborating Centre for Healthy Public Policy. Retrieved from: [http://www.ncchpp.ca/133/publications.ccnpps?id\\_article=698](http://www.ncchpp.ca/133/publications.ccnpps?id_article=698)
- Gauvin, F.-P. & Ross, M.-C. (2011b). *Citizen Participation in Health Impact Assessment (HIA): An Overview of the Principal Arguments Supporting It*. Montréal, Quebec: National Collaborating Centre for



Healthy Public Policy. Retrieved from:  
[http://www.ncchpp.ca/133/Publications.ccnpps?id\\_article=694](http://www.ncchpp.ca/133/Publications.ccnpps?id_article=694)

Harris, P., Harris-Roxas, B., Harris, E. & Kemp, L. (2007). *Health impact assessment: A practical guide*. Sydney, NSW: Centre for Health Equity, Training, Research and Evaluation. Part of the UNSW Research Centre for Primary Health Care and Equity, UNSW. Retrieved from:  
[http://hiaconnect.edu.au/wp-content/uploads/2012/05/Health\\_Impact\\_Assessment\\_A\\_Practical\\_Guide.pdf](http://hiaconnect.edu.au/wp-content/uploads/2012/05/Health_Impact_Assessment_A_Practical_Guide.pdf)

Harris-Roxas, B. (2008). *Conceptual framework for the impact and effectiveness of health impact assessment*. Sydney, NSW: Centre for Health Equity, Training, Research and Evaluation. Retrieved from: <http://www.apho.org.uk/resource/view.aspx?RID=115912>

Harris-Roxas, B. & Harris, E. (2011). Differing forms, differing purposes: A typology of health impact assessment. *Environmental Impact Assessment Review*, 31, 396-403. doi: [10.1016/j.eiar.2010.03.003](https://doi.org/10.1016/j.eiar.2010.03.003)

Harris-Roxas, B., Viliani, F., Bond, A., Cave, B., Divall, M., Furu, P., ... Winkler, M. (2012). The health impact assessment: The state of the art. *Impact Assessment and Project Appraisal*, 30(1), 43-52. doi: [10.1080/14615517.2012.666035](https://doi.org/10.1080/14615517.2012.666035)

Joffe, M. & Mindell, J. (2006). Complex causal process diagrams for analyzing the health impacts of policy interventions. *American Journal of Public Health*, 96(3), 473-479. doi: [10.2105/AJPH.2005.063693](https://doi.org/10.2105/AJPH.2005.063693)

Kemm, J. (2001). Health impact assessment: A tool for healthy public policy. *Health Promotion International*, 16(1), 79-85. doi: [10.1093/heapro/16.1.79](https://doi.org/10.1093/heapro/16.1.79)

Kemm, J. (2005). The future challenges of HIA. *Environmental Impact Assessment Review*, 25(7-8), 799-807. doi : [10.1016/j.eiar.2005.07.012](https://doi.org/10.1016/j.eiar.2005.07.012)

Kemm, J. (2007a). *More than a statement of the crushingly obvious: A critical guide to HIA*. West Midlands Public Health Observatory. Retrieved from:  
<http://www.apho.org.uk/resource/item.aspx?RID=44422>

Kemm, J. (2007b). What is HIA and why might it be useful? In M. Wismar, J. Blau, K. Ernst & J. Figueras (Eds.), *The effectiveness of health impact assessment: Scope and limitations of supporting decision-making in Europe*. (pp. 3-13) Brussels: European Observatory on Health Systems and Policies. Retrieved from: [www.euro.who.int/document/e90794.pdf](http://www.euro.who.int/document/e90794.pdf)

Kickbusch, I. & Buckett, K. (2010). *Implementing health in all policies: Adelaide 2010*. Department of Health, Government of South Australia. Retrieved from:  
<http://www.who.int/sdhconference/resources/implementinghiapadel-sahealth-100622.pdf>

Lemire, N., Souffez, K. & Laurendeau, M.-C. (2009). *Animer un processus de transfert de connaissances : bilan des connaissances et outil d'animation*. Québec: Institut national de santé publique du





- Québec. Retrieved from:  
[http://www.inspq.qc.ca/publications/transfert\\_connaissances/default.asp](http://www.inspq.qc.ca/publications/transfert_connaissances/default.asp)
- Lock, K. (2000). Health impact assessment. *British Medical Journal*, 320, 1395-1398. doi:  
[10.1136/bmj.320.7246.1395](https://doi.org/10.1136/bmj.320.7246.1395)
- Marmot, M. & Wilkinson, R. G. (1999). *Social determinants of health*. Oxford: Oxford University Press.
- Milner, S. J. (2004). Using HIA in local government. In J. Kemm, J. Parry, J. & Palmer, S. (Eds.), *Health impact assessment*. Oxford: Oxford University Press.
- Ministère de la Santé et des Services sociaux. (2006). *Évaluation d'impact sur la santé lors de l'élaboration de projets de loi et de règlement au Québec - Guide pratique*. Québec: Gouvernement du Québec. Retrieved from:  
<http://msssa4.msss.gouv.qc.ca/fr/document/publication.nsf/fb143c75e0c27b69852566aa0064b01c/fdeb9f49b9032ac98525726400698644?OpenDocument>
- North American HIA Practice Standards Working Group. (2009). *HIA Practice Standards Document* (Version 1). Retrieved from: [http://www.ncchpp.ca/133/publications.ccnpps?id\\_article=268](http://www.ncchpp.ca/133/publications.ccnpps?id_article=268)
- Nutley, S. M., Walter, I. & Davies, H. T. O. (2007). *Using evidence: How research can inform public services*. Bristol: The Policy Press.
- Parry, J. M. & Kemm, J. M. (2005). Criteria for use in the evaluation of health impact assessments. *Public Health*, 119(12), 1122-1129. doi: [10.1016/j.puhe.2005.05.002](https://doi.org/10.1016/j.puhe.2005.05.002)
- Quigley, R., den Broeder, L., Furu, P., Bond, A., Cave, B. & Bos, R. (2006). *Health impact assessment: International best practice principles*. (Special publication series No 5). Fargo, USA: International Association for Impact Assessment. Retrieved from:  
<http://www.iaia.org/publicdocuments/special-publications/SP5.pdf>
- Quigley, R. J. & Taylor, L. C. (2003). *Evaluation as a key part of health impact assessment: The English experience*. (81). Retrieved from: [www.who.int/bulletin/volumes/81/6/quigley.pdf](http://www.who.int/bulletin/volumes/81/6/quigley.pdf)
- Quigley, R. J. & Taylor, L. C. (2004). Evaluating health impact assessment. *Public Health*, 118(8), 544-552. doi: [10.1016/j.puhe.2003.10.012](https://doi.org/10.1016/j.puhe.2003.10.012)
- Scott-Samuel, A., Birley, M. & Ardern, K. (2001). *The Merseyside guidelines for health impact assessment*. (Second Edition). Liverpool, UK: International Health IMPACT Assessment Consortium. Retrieved from: <http://www.who.int/hia/examples/toolkit/whohia131/en/index.html>
- St-Pierre, L. (2009). *Introduction to HIA*. Montréal, Québec: National Collaborating Centre for Healthy Public Policy. Retrieved from: [http://www.ncchpp.ca/133/publications.ccnpps?id\\_article=302](http://www.ncchpp.ca/133/publications.ccnpps?id_article=302)
- St-Pierre, L. (2010). *HIA and Inequities*. Montréal, Québec: National Collaborating Centre for Healthy Public Policy. Retrieved from: [http://www.ncchpp.ca/133/publications.ccnpps?id\\_article=317](http://www.ncchpp.ca/133/publications.ccnpps?id_article=317)



- St-Pierre, L. & Mendell, A. (2011). *HIA Implementation in Canada: HIA Pilot Project in Montérégie, Québec*. Montréal, Québec: National Collaborating Centre for Healthy Public Policy. Retrieved from: [http://www.ncchpp.ca/133/Publications.ccnpps?id\\_article=666](http://www.ncchpp.ca/133/Publications.ccnpps?id_article=666)
- Taylor, L. & Blair-Stevens, C. (2002). *Introducing health impact assessment (HIA): Informing the decision-making process*. London, UK: Health Development Agency. Retrieved from: [http://www.nice.org.uk/aboutnice/whoweare/aboutthehda/hdapublications/introducing\\_health\\_impact\\_assessment\\_hia\\_informing\\_the\\_decisionmaking\\_process.jsp](http://www.nice.org.uk/aboutnice/whoweare/aboutthehda/hdapublications/introducing_health_impact_assessment_hia_informing_the_decisionmaking_process.jsp)
- Taylor, L., Gowman, N. & Quigley, R. (2003). *Evaluating health impact assessment*. (Learning from practice bulletin). London, UK: Health Development Agency. Retrieved from: <http://www.who.int/hia/evidence/en/practice.pdf>
- Wismar, M., Blau, J. & Ernst, K. (2007). Is HIA effective? A synthesis of concepts, methodologies and results. In Wismar, M., Blau, J., Ernst, K. & Figueras, J. (Eds.), *The effectiveness of health impact assessment: Scope and limitations of supporting decision-making in Europe*. (pp. 15-33). Brussels: European Observatory on Health Systems Policies. Retrieved from: [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)
- Wismar, M., Blau, J., Ernst, K. & Figueras, J. (2007). *The effectiveness of health Impact Assessment. Scope and limitations of supporting decision-making in Europe*. Brussels: European Observatory on Health Systems and Policies. Retrieved from: [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)
- World Health Organization. (1978). The declaration of Alma-Ata on primary health care. Retrieved from: [http://www.who.int/publications/almaata\\_declaration\\_en.pdf](http://www.who.int/publications/almaata_declaration_en.pdf)
- World Health Organization. (1986). *Ottawa Charter for Health Promotion*. (An international conference on health promotion. Towards a new public health). Retrieved from: <http://www.phac-aspc.gc.ca/ph-sp/docs/charter-chartre/pdf/charter.pdf>
- World Health Organization - Commission on Social Determinants of Health. (2008). *Closing the gap in a generation: Health equity through action on the social determinants of health*. (Final report). Retrieved from: [http://www.who.int/social\\_determinants/thecommission/finalreport/en/index.html](http://www.who.int/social_determinants/thecommission/finalreport/en/index.html)
- World Health Organization. (2012). Health impact assessment (HIA). The HIA procedure. Retrieved on November 5, 2012 from: [www.who.int/hia/tools/process/en/](http://www.who.int/hia/tools/process/en/)

