Welcome
Health Impact Assessment Training
Welcome Participants

What do you most love about New Mexico?
New Mexico Health Equity Partnership, an initiative at the Santa Fe Community Foundation founded in 2012

**Shared Knowledge:**
Every NM should have the opportunity to lead a healthy life and have a say in decisions that impact their communities and lives.

**Purpose:**
Train groups on how to make a more compelling case to decision makers on issues they care about that affect their health.

**Tool:**
We provide financial resources, training and coaching to support communities to complete Health Impact Assessments.

**Strategy:**
We support community leaders to be their own champions and ensure residents have a real voice and seat at the table.

nmhep.org
Different HIA Projects

Thirteen different HIAs have been completed in New Mexico with HEP’s support. Three new HIAs are currently taking place. Topics include examining the health impacts of:

- Uranium mining
- Construction of a pipeline
- Food policy
- Park and trail development
- Housing development (gentrification/displacement)
- Comprehensive plan updates
- Reintegration for people who have been incarcerated
- Municipal funding distribution
- Wage theft
- Indian Health Services budget
- Amendments to the Radiation Exposure Compensation Act
- Roadway expansion
If You Want to Learn More About Us

Sign up to be a HEP member and/or for our newsletter at www.nmhep.org

Follow us on www.facebook.com/NMHEP

Please view HIA reports at http://nmhep.org/resources/hia-reports/
Objectives of this Training

- Describe the purpose of HIA and the importance of community participation.
- Introduce the new HIA project in San Juan County.
- Outline each step in the HIA process.
- Provide opportunities for participants to gain hands-on practices for the HIA steps.
- Create space for participants to strengthen their relationships with each other and deepen their understanding of HIA.
- Determine next steps.
Today’s Program

8:30 – Coffee and Registration
9:00 – Welcome, Opening, and Introductions
9:45 – HIA and Community Participation
10:30 – Screening (selection) / New HIA in San Juan County
11:15 – Brief Break
11:25 – Scoping (reach)
12:30 – Lunch
1:15 – Assessment (analysis): Current Conditions
2:00 – Recommendations
2:45 – Brief Break
2:55 - Reporting: Communications Plan and Clear Description of the Issue
3:40 - Evaluation and Monitoring
3:45 - What’s next?
3:55 - Closing
Health Impact Assessment

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity

*World Health Organization*

Many indigenous cultures extend the concept of health to include physical, mental, emotion, and spiritual dimensions, and define healthy living as being in harmony with the spirit world, with their community and with the land.
Why Bring Health Into Decision Making?

A health lens can provide information previously not considered.

A health frame can be persuasive.

Health is a shared experience.

Health is an indicator of quality of life.

People are surprised and concerned by health inequities.
HIA Definition

Health Impact Assessment is a systematic process that:

• Determines the potential effects of a proposed policy or plan on the health of a population
• Utilizes the voices of community partners
• Uses a variety of data sources and analytic methods
• Determines the distribution of those effects on specific populations
• Provides recommendations on monitoring and managing those effects

National Research Council of the National Academies, 2011
HIA Purpose

Through the HIA report and communications

Judge health effects of a proposed policy or plan
Highlight health inequities
Provide recommendations
Raise awareness among decision makers and the public
Make health impacts more explicit

Through the HIA process

Recognize lived experiences of community members
Engage & build community power and leadership
Build relationships, alliances and collaborations
Gather the best information available
Improve transparency in decision making
## Principles and Values of HIA

<table>
<thead>
<tr>
<th>HIA Principle</th>
<th>An HIA should . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democracy</td>
<td>Involve and engage the public, and inform and influence decision-makers</td>
</tr>
<tr>
<td>Equity</td>
<td>Consider how, where and to whom the health issues affect; pay attention to vulnerable groups; and recommend ways in which to better the decisions</td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>Judge short- and long-term impacts of a proposal</td>
</tr>
<tr>
<td>Ethical Use of Evidence</td>
<td>Use evidence to judge impacts and inform recommendations</td>
</tr>
<tr>
<td>Comprehensive Approach to Health</td>
<td>Be guided by the important determinants of health</td>
</tr>
</tbody>
</table>
## HIA Steps

<table>
<thead>
<tr>
<th>HIA Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Screening (selection)</strong></td>
<td>Determines the need and screens the issues</td>
</tr>
<tr>
<td><strong>Scoping (reach)</strong></td>
<td>After screening the group determines 2-3 health issues, identifies research questions, and creates a workplan</td>
</tr>
<tr>
<td><strong>Assessment (analysis)</strong></td>
<td>Provides:</td>
</tr>
<tr>
<td></td>
<td>1) a profile of existing health conditions</td>
</tr>
<tr>
<td></td>
<td>2) evaluation of potential health impacts</td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
<td>Provide strategies to manage adverse health impacts and maximize benefits to health</td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td>Includes:</td>
</tr>
<tr>
<td></td>
<td>1) development of the HIA report</td>
</tr>
<tr>
<td></td>
<td>2) communication of findings &amp; recommendations</td>
</tr>
<tr>
<td><strong>Evaluation &amp; Monitoring</strong></td>
<td>Tracks and evaluates:</td>
</tr>
<tr>
<td></td>
<td>1) the process of conducting the HIA</td>
</tr>
<tr>
<td></td>
<td>2) impacts on decision-making processes and implementation of the decision</td>
</tr>
<tr>
<td></td>
<td>3) impacts of the decision on health outcomes</td>
</tr>
</tbody>
</table>
HIA Addresses the Determinants of Health

How does the proposed project, plan, policy affect

lead to health outcomes

recommendations

nmhep.org
Community Participation

A diverse group of community members should be guide the HIA process

The people involved in conducting HIA should be assigned roles that best match their skills and capacity

Resources should be allocated to ensure that community members meaningfully participate in the process
Commitment and Empowerment of the Community

IAP2 Public Participation Spectrum
Developed by the International Association for Public Participation

Increasing Level of Public Impact

Inform Consult Involve Collaborate Empower
<table>
<thead>
<tr>
<th>Level</th>
<th>Community Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inform</strong></td>
<td>Community is informed about HIA process.</td>
</tr>
<tr>
<td><strong>Consult</strong></td>
<td>HIA team solicits feedback from the community.</td>
</tr>
<tr>
<td><strong>Involve</strong></td>
<td>HIA team offers opportunities for and gets feedback from community.</td>
</tr>
<tr>
<td><strong>Collaborate</strong></td>
<td>Decision-making is shared between HIA team and community.</td>
</tr>
<tr>
<td><strong>Empower</strong></td>
<td>Community has final HIA decision-making authority.</td>
</tr>
</tbody>
</table>
## Work Plan

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO / NAMES OF ORGS AND INDIVIDUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination / Project Management</td>
<td></td>
</tr>
<tr>
<td>Community Engagement</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Writing the Report</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
</tr>
<tr>
<td>Oversight/leadership</td>
<td></td>
</tr>
<tr>
<td>• Steering Committee</td>
<td></td>
</tr>
<tr>
<td>• Community advisory committee</td>
<td></td>
</tr>
<tr>
<td>• Technical advisory committee</td>
<td></td>
</tr>
</tbody>
</table>
Common Critiques of HIA

What do the critics say about HIA?

What are some of the barriers and solutions to implementing a HIA practice?

How do we use HIA as part of our work in community organizing?
## What the Critics Say

<table>
<thead>
<tr>
<th>Criticism</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIA is costly</td>
<td>Not as costly as treatment of health impacts in the long run</td>
</tr>
<tr>
<td></td>
<td>HIA is also less costly than many other types of required assessments</td>
</tr>
<tr>
<td>HIA is time-consuming and will slow decision-making processes</td>
<td>Conducting an HIA early will bring issues to the front of the decision-making process, potentially speeding approval processes and preventing costly litigation</td>
</tr>
<tr>
<td>HIA will stop economic development</td>
<td>The role of HIA is to identify mitigations and recommendations, not to say “don’t do that”</td>
</tr>
<tr>
<td>HIA is not scientific</td>
<td>Role of HIA is to pull together disparate pieces of available evidence to make a comprehensive statement about likely impacts</td>
</tr>
<tr>
<td>Barrier</td>
<td>Probable Solution</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>There is no money for HIA</td>
<td>Use funding sources creatively</td>
</tr>
<tr>
<td></td>
<td>Need an important ally</td>
</tr>
<tr>
<td></td>
<td>Need examples from other places where HIA has been done</td>
</tr>
<tr>
<td>Board of Supervisors will be upset by public health department’s HIA work</td>
<td>The main duty of the public health agency is to protect the public health</td>
</tr>
<tr>
<td></td>
<td>Staff do not have to take sides, but can look at the evidence and data</td>
</tr>
<tr>
<td></td>
<td>Some issues are not considered as “political” (e.g., tobacco and breastfeeding)</td>
</tr>
<tr>
<td>Not enough evidence to demonstrate health impacts</td>
<td>There is specific evidence, diverse and focused in the literature about public health especially in relationship with the environment</td>
</tr>
<tr>
<td></td>
<td>Role of HIA is to make a holistic declaration about health and inequities</td>
</tr>
<tr>
<td></td>
<td>Areas where there is a lack of any available evidence to predict impacts should be highlighted in the HIA</td>
</tr>
</tbody>
</table>
HIA Results in New Mexico!

- Learning and strengthening of leadership abilities
- New alliances and relationships among diverse groups
- Community recommendations being adopted by decision makers
- Common vocabulary for action and learning
HIA Step 1: Screening (selection)

Objective
To decide whether a HIA is feasible, timely, and would add value to the decision-making process.
Example HIA Project: The Health Impacts of Language Access in Refugee and Immigrant Communities

Connections to Health: The HIA will assess the connection between what increased language access for refugees and immigrants would mean for access to: 1) safe schools, 2) quality employment, and 3) transportation options.
What is the policy topic that you chose?
What 2-3 health determinants are you focusing on?
Who are your key partners?
What communities are most impacted by the policy? How will you engage community members throughout the process?
Where do you want to do your HIA?
HIA Step 2: Scoping (reach)

Objective

To create a plan for conducting a HIA that defines priority issues, research questions and methods.
Creating an HIA Scope (reach) and Action Plan

- Develop a project timeline and work plan
- Develop a plan for community participation
- Determine HIA goals, health determinants, and develop a 1 page community study
- Identify vulnerable populations
- Identify geographic boundaries
- Confirm health determinants and identify health outcomes
- Generate research questions
- Identify data sources and methods
- Consider how HIA will be promoted
Common HIA Goals

Encourage better decision making by elected officials
Include health in the decision-making process
Involve diverse stakeholders, including community members
Build the capacity of stakeholders to use HIA

<table>
<thead>
<tr>
<th>HIA Project</th>
<th>Goals</th>
</tr>
</thead>
</table>
| Global 505  | 1) Build beloved community between immigrant families and refugee families in Albuquerque.  
2) Create community accessible data that can support increasing access to schools, transportation, and jobs.  
3) Connect language to health outcomes. |

nmhep.org
Sample Graphic (Pathway Diagram) for HIA Report

Pathway Diagram for Health Determinant #3 Access to schools (draw visual below)

<table>
<thead>
<tr>
<th>Planning Issue</th>
<th>Immediate Impact</th>
<th>Intermediate Impact</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase access to safe and inclusive schools</td>
<td>Change in awareness of parental and student rights e.g. through APS policies and student handbooks translated into different languages</td>
<td>Change in school responsiveness to immigrant and refugee families by schools having increased awareness of LEP policies</td>
<td>Change in psychological health</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Anxiety</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Depression</td>
</tr>
<tr>
<td>Change in parent engagement in schools</td>
<td>Change in school responsiveness to immigrant and refugee families by schools having increased awareness of LEP policies</td>
<td>Change in student engagement in schools</td>
<td>Change in student achievement and leadership development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Access to resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Social support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Enhancing early childhood development</td>
</tr>
<tr>
<td><em>hiring diverse staff</em></td>
<td></td>
<td></td>
<td>Change in safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Decreased bullying</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Decreased truancy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Improved behavioral health</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Improved relationship between families and schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Safer communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Awareness of student rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Change in school practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Inclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Teaching from culture and histories of students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Better grades, more participation in social activities, decrease isolation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Increase graduation rates</td>
</tr>
</tbody>
</table>
Developing Graphics (pathway diagrams)

• Break into groups of 5-6 with people from your HIA team.
• Identify one health determinant you would like to focus on.
• Using the sticky notes, newsprint, and markers, visually represent one of your pathway diagrams by showing the impacts you think the determinant will have on health.
• Each group will present on their graphic, explaining the connections, and receive feedback from their peers.
# Health Determinant: Access to Safe Schools

<table>
<thead>
<tr>
<th>Existing Conditions Research Question</th>
<th>Impact Research Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of language access trainings currently exist for teachers and administrators?</td>
<td>How would having language access trainings for teachers improve health outcomes for all students?</td>
</tr>
<tr>
<td>What is the current status of students’ health?</td>
<td></td>
</tr>
</tbody>
</table>
Creating Research Questions

• Use the graphic you developed with your group, identify 1 existing conditions research question and 1 impact research question related to your health determinant.
• Each group will share their research questions with the larger group for feedback.
Step 3: Assessment (analysis)

**Objective**

To provide existing conditions data and an evaluation of potential health impacts.
Assessment (analysis) Process

- Conduct and write up a report.
- Create and share the survey.
- Analyze survey results.
- Describe methods for greater community participation.
Assessment - Major Components

1. Existing conditions
   - Research current conditions (by income, race, gender, age and place when possible)
   - Identify populations that may be vulnerable to impacts of the proposal
   - Describe factors that may affect health

2. Evaluate potential health impacts
   - Describe how the health of the community could be impacted by the proposed decision
Existing Conditions Data

Step 1: Gather data.

Sources include:

- Community expertise (community conversations, photo voice, focus groups, face-to-face interviews, surveys)
- Demographic, health, social, economic, and planning statistics
- Regulatory criteria, standards and benchmarks
Community Expertise

Knowledge or perceptions about conditions, vulnerabilities, and day-to-day experiences of those potentially impacted by a decision

Residents
Neighborhood organizations
Workers
Medical practitioners
Public officials
Health agencies

“Thirty years ago I was in jail and when I got out I never drank again because they had a treatment program in there at that time and they need to bring that back to help many that are faced with these issues.”

- Interviewee, San Miguel County HIA
Example of Places Where You Can Find Information

- United States Census Bureau, American Fact Finder
- Population data on demographics, social and economic characteristics, at state, county, city, zip code, census tract
- Behavioral Risk Factor Surveillance System
- Health survey tracking health conditions and risk behaviors in U.S.
- Public Agencies
Those earning $15,000 /yr are 3x more likely to die prematurely than those earning $70,000.

Children living within 500 ft of a busy freeway have reduced lung capacity.

Children who live closer to their school are more likely to walk to school than those who live further away.
Comparing Current Data to Future Projections

Healthy People 2020
Centers for Disease Control and Prevention (CDC)
City or County General Plans
Local Ordinances or benchmarks that set goals for health
EPA regulatory standards

Example: “According to the U.S. EPA, some areas near the mines in McKinley County exhibit 800 picocuries per gram of radiation, while 2.24 picocuries per gram of radiation is considered safe”
Presenting Existing Conditions Data

Maps are a useful tool for displaying data

- Identify the relationship between places, people, and environmental conditions
- Show differences in the intensity of hazards
Gathering Data from Multiple Sources

<table>
<thead>
<tr>
<th>Method</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Known information</td>
<td>Increasing the number of multi-use trails in a community potentially increases transit options such as cycling and walking (Elvik, 2009)</td>
</tr>
<tr>
<td>Newly collected data</td>
<td>Nearly 50% of county residents do not live within walking distance of a park or multi-use trail</td>
</tr>
<tr>
<td>Focus group findings</td>
<td>Existing walking trails in Vado and Anthony are popular with people of all ages, but residents expressed frustration that they could not easily get to them without a car.</td>
</tr>
<tr>
<td>Existing regulatory standard</td>
<td>Adults are advised to participate in at least 150 minutes of moderate intensity physical activity per week (US Department of Health and Human Services, 2008)</td>
</tr>
</tbody>
</table>
Small Group Discussions

What creative data collection methods will you use to collect data?

How will you engage community members in the process?
Objective

To provide recommendations to mitigate negative and maximize positive health impacts.
## Examples of HIA Projects

<table>
<thead>
<tr>
<th>HIA Project</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uranium mining moratorium</td>
<td>McKinley County Commissioners should:</td>
</tr>
<tr>
<td></td>
<td>Pass the proposed moratorium.</td>
</tr>
<tr>
<td></td>
<td>Provide funding to maintain county roads and infrastructure from Red Water Pond Road to Black Tree Mesa.</td>
</tr>
<tr>
<td>Doña Ana County</td>
<td>Adopt agreements with school districts to enable residents to access recreational facilities after school hours.</td>
</tr>
<tr>
<td>CO2 Pipeline</td>
<td>The County Commission and Planning and Zoning Board should designate utility corridors for infrastructure development. The process should take into consideration broad community input, existing patterns of land use, historical and cultural impacts, economic impacts, quality and way of life, fragile ecosystems and resources, health and safety. Existing industrial corridors should be prioritized.</td>
</tr>
</tbody>
</table>
Recommendations are developed throughout the HIA process

Recommendations may be considered during scoping, refined as impacts are characterized in assessment, and made final during the recommendations phase

Proposed recommendations should be shared with, discussed amongst and prioritized by HIA stakeholders

Decision-makers must translate health-based recommendations into actionable measures (e.g. modifying legislation, drafting regulations, etc.), therefore, communication between the HIA team and decision-makers can help to generate recommendations that are feasible and appropriate.
Group Activity

Part 1:

Consider 2-3 potential recommendations that may be developed as part of your community HIA study.

Use the worksheet in your binder to help craft these recommendations.

Part II:

Identify 2 participants to act as decision makers.

Each table selects one person to present 1 of the recommendations to the decision makers.

Decision makers ask follow up questions and confer and provide feedback.
Objective
To develop the HIA report and communicate findings and recommendations.
Transparency in HIA Reporting

Allows findings to be reviewed and improved
Informs affected communities of possible health impacts
Informs agencies of potential changes in demand for services (e.g. emergency response)
Educate those responsible of the impacts they have caused
Allows people to take voluntary actions to avoid risk
HIA Report Formats

Formal report
Letter to proponents & decision-makers
Comment letter on draft EIAs
Public testimony
Presentation
Fact sheet / newsletter / infographics
Peer-reviewed publication
Website

Film – San Miguel HIA on the Reintegration Center
Radio Program – McKinley Worker Justice Coalition HIA on Wage Theft
Communicating Findings: Examples

**Uranium mining moratorium HIA**
HIA submitted to County Commissioners, Legislative Indian Affairs Interim Committee, and the Navajo Nation Health and Education Committee.

HIA could be used as a model for others impacted by uranium mining.

**Doña Ana County HIA**
Presented to other community organizations in Del Cerro and La Union.

Shared at National HIA conference in Washington D.C.

Shared with students doing research related to HIAs in the County

**CO₂ pipeline HIA**
HIA was presented by local residents to county commissioners, planning and zoning board.
Findings covered in local media and an environmental blog.
Presentation of process and findings at National HIA Meeting.
Develop a Communications Plan:

Establish communication goals
Determine your audience(s)
Identify methods to be used
Clearly explain the issue
Create your message
Frame the Issues

Consider how framing for the following health issues have shifted:

<table>
<thead>
<tr>
<th>ISSUES SHIFTED</th>
<th>INDIVIDUAL FRAME: PEOPLE USED TO TALK ABOUT...</th>
<th>ENVIRONMENTAL FRAME: NOW PEOPLE TALK ABOUT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco</td>
<td>Smokers</td>
<td>Tobacco</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Alcoholics</td>
<td>Alcohol problems</td>
</tr>
<tr>
<td>Traffic Crashes</td>
<td>Dangerous Drivers (&quot;the nut behind the wheel&quot;)</td>
<td>Auto and road safety</td>
</tr>
</tbody>
</table>

Berkeley Media Studies Group – Media Advocacy Training. More at http://www.bmsg.org/about/media-advocacy-training

Framing is one important factor that shapes how health and equity issues can be discussed in relation to a pending decision, and is important to consider in the communication of HIA findings.
Group Activity

1. Select one organization type that your message will be coming from (i.e. university, agency, etc.)

2. Discuss your frame, and write a message that you want to communicate about your HIA findings

3. Choose a spokesperson at your table to be interviewed by one of our reporters (i.e., your audience)
Step 6: Evaluation

Objective

To evaluate:
1) the process of conducting the HIA
2) impacts on the decision-making process and implementation of the decision
3) impacts of the decision on health outcomes
Step 6: Monitoring

Objective
To track progress on whether or not the HIA recommendations are implemented.
Looking to the Future

What are the next steps for your HIA?

Are there community members that should be engaged in the process that have not been?
Conclusion and Acknowledgements