

**THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
PUBH 4000 – ADVANCED PUBLIC HEALTH
Course Syllabus – Fall, 2014**

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Class Time: Tuesdays and Thursdays, 12:15 – 1:30 p.m.
September 4 – December 4, 2014
Room: AH116

COURSE DESCRIPTION:

This course will build upon and integrate learning from core Public Health courses including PUBH 1000, 2000, 3000 and HLSC 2700/SOCI 2700. The course focuses broadly on assessment, evaluation and knowledge translation and exchange. Program evaluation and health impact assessment (HIA) are applied to selected public health issues. HIA will be focused environmental public health (e.g., socioeconomic, sociopolitical, built, or physical environments). Theory and tools will be applied to examine complex Canadian public health issues and human health-environment interactions. Participation in class, completion of course assignments and service learning activities will support students in the development of selected core competencies for public health.

COURSE OBJECTIVES:

Student will be able to:

1. Demonstrate the ability to apply course concepts and develop core competencies for public health
2. Understand and apply tools for assessment and evaluation
3. Describe the strengths and limitations of differing types of evidence
4. Appraise evidence and apply an appropriate framework to complete a health impact assessment
5. Demonstrate the ability to apply a selected knowledge translation approach to communicate effectively about public health issues

APPROACH TO LEARNING:

Classes are 1 hour and 15 minutes twice per week. The primary format of instruction will be lecture; however, class and group discussions will be included a regular component of the course. Other methods of instruction include web-based resources in Moodle, guest lectures, videos and class handouts. Students are expected to check Moodle regularly for required readings, class assignments, discussion questions, and resources. Students are responsible for information provided through all formats.

REQUIRED TEXT:

There is no required textbook for this course; however, students are expected to download and read weekly readings and resources from Moodle prior to each class.

OPTIONAL TEXT:

Begun, J. & Malcolm, J. K. (2014). Leading public health: A competency framework. New York: Springer Publishing Company.

COURSE REQUIREMENTS:

Assignment	Due Date	% of Final Grade
Critical Appraisal	September 30	15%
Evaluation Assignment	October 21	20%
Health Impact Assessment	Report: November 18 Poster Presentation: November 26 (Wed.)	15% 15%
Participation	Oct. 16 and December 2	15%
Final Exam	December 4	20%

DESCRIPTION OF COURSE REQUIREMENTS:**Critical Appraisal (15%)**

The purpose of this individual assignment is to critically appraise two scholarly articles and prepare a short summary of key findings. Apply a critical appraisal tool to review each article (see Moodle for the National Collaborating Centre for Methods and Tools' [Compendium of Critical Appraisal Tools for Public Health Practice](#)). The articles should involve the same type of evidence and synthesis methods (e.g., systematic reviews, practice guidelines, random control trials, or population-based observational studies). Select and apply an appropriate critical appraisal tool to review each article. Provide a brief summary (maximum three pages) comparing the strengths and limitations of one course reading (may include one article from the required readings or supplementary resources in Moodle) and one self-identified scholarly article (see attached marking guide).

Evaluation Assignment (20%)

The purpose of this small group (3 – 5 students) assignment is to assess an existing health promotion program or population intervention. This assignment will be completed in three parts. The first step of the assignment is to complete a review of available evidences supporting this program or intervention. The second step is to identify the theoretical underpinnings (e.g., health promotion theories, health behaviour change theories or epidemiological concepts) within an existing public health program or intervention and link these to the program's objectives or desired outcomes. The third step is to develop a recommendation regarding this program or intervention. All group members should complete a component of each of the three steps of this assignment.

Part 1 Review of Scholarly Evidence, Best Practices & Evaluation Reports

- a) Choose one existing public health program or intervention to evaluate.
- b) Identify and evaluate the strengths and limitations of the program/interventions.
- c) Review three sources of evidence: scholarly literature (preferably synthesized evidence), best practice guidelines and evaluation reports (see resources in Moodle).
- d) Prepare a short summary (approximately 5 pages) on the evidence supporting this program or intervention.

Part 2 Program Logic Model

- a) Create a graphic representation of the program logic model.
- b) Identify the following components:
 - a public health issue and a target group
 - underlying health promotion theories or public health concepts (implied or stated)
 - program outputs (activities) and the major strategies or interventions
 - measurement strategies (e.g., indicators),
 - program objectives or outcomes
- c) Link components of the program (e.g., a graphic drawing linking the program's main theories, strategies and intended outcomes). See the resources in Moodle.

Part 3 Recommendation

- a) Based on your assessment of the program or intervention and review of available sources of evidence, recommend whether this program or intervention should be:
 - continued (as is), discontinued, revised or whether more research is required.
- b) Document your contributions to the group assignment at the bottom of your Peer Evaluation Form.
- c) Post the Assignment and Peer Evaluation Form in Moodle prior to the start of class (see Marking Guide for the Evaluation Assignment).

Health Impact Assessment (HIA) (15% + 15%)

This assignment will be carried out in **small groups (2 – 3 students)**. Part 1 involves the completion of an impact assessment report and Part 2 involves developing a poster presentation as part of a knowledge translation and exchange (KT&E) plan to share your findings with other members of the university community and the public. This is a scholarly report based on APA 6th edition format.

Part 1 HIA Report (15%)

- a) Develop a written report of your Health Impact Assessment (HIA) on an issue of importance for public health in Canada. This issue may address one of the following:
 - the social, economic and cultural environment—e.g., a new airport, sports or cultural center
 - the sociopolitical environment—e.g, public policies and health inequity
 - the built environment— e.g., urban design and health outcomes, or housing and health equity
 - the physical environment—e.g., air, water, climate change, or sustainable development and the health of a population group
- b) Cite a broad range of scholarly evidence (See Marking Guide for the Health Impact Assessment).
- c) Utilize the [World Health Organization](#) (2013; 1999) steps for completing a HIA: screening, scoping, appraisal, reporting and monitoring (see Moodle for resources). You may also use tools from the [National Collaborating Center for Healthy Public Policy](#) to complete your assessment.
- d) Identify a few policy recommendations based on your analysis and identify a potential target for policy advocacy (e.g., organizational, municipal, provincial or federal government).
- e) Post your HIA report, and peer evaluation in Moodle (approx. 10-15 pages) prior to the start of class.

Part 2 HIA Poster Presentation (15%)

- a) Each HIA group will present their findings in poster format* at the Faculty of Health Sciences Research Day (tentatively **Wednesday November 19 2014 in Markin Hall**). Attendance is required.
- b) Structure your poster presentation to address the five step HIA processes and to highlight one or two policy recommendations.
- c) Apply knowledge translation strategies to develop a one-page summary for the target audience (a handout written in plain English) with key messages and selected scholarly references.
- d) Utilize graphics and color to create visual appeal.
- e) Assure an appropriate font size is used for readability (see the template in Moodle and the Marking Guides for the Poster Presentation).
- f) Post your one-page summary and peer evaluations in Moodle prior to the start of the event.

* Groups are **required** to pay the poster fee of approximately \$66 (cost estimate based on a 3'x4' colour poster).

** Note that the poster presentation will take place on **Wednesday November 26** as part of the Faculty of Health Sciences Research Day, an event that will be open to students, university faculty and the public. Posters will be set up between 11:00 and 1:00 pm, and poster presentations will occur between 1:00 and 4:00 pm. Students must be prepared to answer questions about their poster. Bring copies of your one-page summary to hand out at the event.

Participation (15%)

The purpose of the participation mark is to encourage student accountability for cooperative and group-based learning, regular attendance in class and engagement in leadership development or volunteer activities in the field of public health. All students are expected to complete required readings prior to class and to participate in class discussions, activities and base-groups. The participation mark will be evaluated through: (a) peer-evaluations, (b) attendance and participation in class and (c) leadership development or volunteer activities supporting the development of selected core competencies for public health (see the Peer Evaluation form attached and resources posted in Moodle). The instructor will make the final determination on participation marks.

Base-Group & Class Participation (5% + 5%)

Base-groups will be selected or assigned (5 – 6 students) by **Class 2**. Files may be shared with the class or your group in Moodle. Peer evaluations, attendance and participation in class will be used to calculate participation marks (mid-term and final evaluations). The instructor will make the final determination of participation marks.

Leadership Development or Service Learning Activities (5%)

Complete two leadership development activities either in-class, or outside the classroom (at the university). Alternatively, participate in 15 hours of service learning (community volunteer activities).

*Only leadership and volunteer activities completed during the fall term with a focus as specified below will be considered for the participation mark.

Leadership activities on campus may include one of the following (as approved by the instructor by **Class 3**).

- a) Lead two of these: an *in-class activity* to support the development of core competencies for public health or an *outside-of-class* skill development session for new public health students (e.g., help to organize an event, develop a skill session – making an effective presentation, etc.), or
- b) Engage in a student leadership role with a public health association (e.g., PHSA, APHA or CPHA) or
- c) Participate as a student representative on a committee (e.g. university committees, city of Lethbridge Youth Advisory Committee) and attend regular meetings.

Service Learning (volunteer hours with a community organization) – complete 15 hours of documented service learning focused on one of the following (as approved by the instructor by **Class 3**):

- a) Participate in knowledge translation activities to promote public awareness
- b) Participate in health promotion activities
- c) Participate in health advocacy activities

A police record check (allow 4 weeks) may be required prior to volunteer work with a community agency, so plan for this early in the term.

Reporting Requirements for Leadership Development or Volunteer Activities

For leadership development activities involving in-class or outside of class skill development sessions:

- a) Post a 1-page summary report in Moodle on each student leadership activity (on or before **Dec. 4**)
- a) Develop an evaluation tool and collect participant evaluation feedback and submit **to the instructor** (in-class on the day of the scheduled activity or for out-of-class skills development activities – submit evaluations at the next class).

For service learning activities, post the following in Moodle (on or before **Dec. 4**)

- a) a *service learning log* including dates and times of volunteer hours and the type of activities completed with a community organization (See the Service Learning Log in Moodle). Please have this form signed by an agency contact.
- b) a *1-page summary report* (describe how service learning activities supported the development of one core competency for public health)

Final Exam (20%)

The in-class final exam (75 minutes) will cover content presented from October 2 to the end of term. The exam will consist of multiple-choice questions and one long-answer question.

COURSE EXPECTATIONS:**General**

- All assignments are to be submitted in Moodle on or before the start of class on specified dates.
- Students are responsible for completing all course requirements as scheduled. Late assignments will be deducted 5% of the total mark per day (per Faculty of Health Sciences policy).
- A request for an extension must be made 24 hours prior to the due date for an assignment.
- Notify your instructor within 24 hours of a legitimate absence from class in relation to your participation mark or a scheduled assignment (supporting document may be requested). Rescheduling an assignment is at the discretion of the instructor.
- Scholarly references in this course refer to journal articles, books or scholarly grey literature reports with citations listed (e.g., Statistics Canada reports).
- Utilize the American Psychological Association's (APA) 6th edition format for assignments in this course. See: <http://www.uleth.ca/lib/guides/research/display.asp?PageID=1> Review the APA Tutorial on-line or see the APA Manual available in the library. If you need assistance, please speak to the instructor or consult a librarian.
- Assignment materials will be returned in class or during office hours.

CLASSROOM ETIQUETTE:

Students are expected to attend all classes, be prepared for discussions and to stay for the duration of class. If you are unable to attend, need to come late or leave early, please notify the instructor in advance. Please show respect for the ideas of others and avoid dominating classroom or base-group discussions. A cell phone or laptop may be used in class to support course-based activities, however, texting and accessing non-course related websites are not allowed during class.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

Class Schedule (Tentative)

Date	Topic	Readings (posted in Moodle), Activities/Guest Speaker
Class 1 Sept. 4	Overview Core competencies for public health Developing competencies in leadership	See Moodle: PHAC Core Competencies for Public Health
Class 2 Sept. 9	Evidence-informed or evidence-based public health? What is critical appraisal? Are RCTs enough to develop policy?	Reading: NCCMT Evidence-Informed PH Brownson et al (2014) See Moodle: NCCMT Critical Appraisal Tools for PH Practice
Class 3 Sept. 11	Using evidence synthesis Best practices and practice guidelines	Reading: Jetha et al (2008) See Moodle: Best Practices Portal (PHAC)
Class 4 Sept. 16	Evaluation as a participatory process	Reading: Lavinghouze & Snyder (2013) Identify topics for leadership development or volunteer (service learning)
Class 5 Sept. 18	Evaluation and quality improvement	See Moodle
Class 6 Sept. 23	Program logic models and theories-in-use	Reading: Yanicki & Phillips (2012) p 425-431 See: Program Planning Toolkit
Class 7 Sept. 25	Exploring public health roles – A day in the life: – Health Promotion Coordinators - Why consider rural practice?	Guest Speaker – Ellen Pearce, Manager Healthy Children & Youth, AHS See Moodle
Class 8 Sept. 30	Exploring public health roles – A day in the life: – Health Promotion Facilitators - Applying evaluation in practice	Critical Appraisal Assignment – Post in Moodle Guest Speaker – Megan Heroux & Andrea Klassen, Population Health Promotion, AHS
Class 9 Oct. 2	What is Health Impact Assessment (HIA)? Guiding principles Four types of HIA used in Canada	Reading: Kemmer, (2003) See: NCCCHPP What is HIA? See: IAIA HIA International Best Practice Principles
Class 10 Oct. 7	The HIA Process In-class Activity	Reading: WHO (1999)
Class 11 Oct. 9	Evaluating HIA –How effective is HIA in influencing decision-making?	Reading: Wismar et al (2007)
Class 12 Oct. 14	Citizen participation in HIA How does HIA differ from program evaluation?	Reading: Wright et al (2005) See Moodle: IAIA Public Participation: International Best Practice Principles
Class 13 Oct. 16	What are the benefits and limitations of HIA?	Readings: Ahmad et al (2008) Krieger et al (2003)
Class 14 Oct. 21	Canadian Policy Environment & HIA Toronto & Peel - HIA Examples	Evaluation Assignment – Post in Moodle Reading: Williams (2013) TPH Rapid Appraisal Form

Date	Topic	Readings (posted in Moodle), Activities/Guest Speaker
Class 15 Oct. 23	Selected Topics: Leadership Development	Reading: See Moodle
Class 16 Oct. 28	Climate Change & Health	Guest Speaker: TBA Reading: Fugal & Seguin (2006) Optional: Cardwell & Elliott (2013)
Class 17 Oct. 30	HIA – Group Time Selected Topics in HIA in Canada	See Moodle
Class 18 Nov. 4	HEIA – Health equity & policy advocacy In-class activities	See Moodle
Class 19 Nov. 6	Knowledge Translation & Exchange (KT&E) Health Literacy Adapting communications for health literacy	See Knowledge Translation Planning Primer (PHAC) NCCMT – Implementing KT
Nov. 11	Stat Holiday	No Class
Class 20 Nov. 13	Policy advocacy – Why is this controversial? How do we influence Healthy Public Policy?	See Moodle
Class 21 Nov. 18	Selected Topics: Leadership Development	See Moodle
Class 22 Nov 20	Health risk versus hazard Communicating with the public	Guest Speaker: Dr. Vivien Suttorp, MOH See Moodle
Nov 25	No Class	Cancelled
Class 23 Nov. 26	Faculty of Health Sciences Research Day Attendance Required. (Wednesday)	HIA - Poster Presentations Set up at 11:00 – 1:00 pm, Poster Session & Lecture 1:00 – 4:00 pm Faculty of Health Sciences Research Day
Class 25 Nov. 27	Health risk assessment & the MOH role	Guest Speaker: Dr. Vivien Suttorp, MOH See Moodle
Class 26 Dec. 2	Review for the final Debriefing on participation experiences.	See Moodle
Class 27 Dec. 4	In Class Final	Final Exam – In Class (75 min.)

Marking Guide – Critical Appraisal

Student ID # _____ Date _____

Reading Reviewed _____

Marks Available	Criteria	Marks Received
<p>Content (marks)</p>	<ul style="list-style-type: none"> • Is the context of the article considered? The same type of evidence or knowledge synthesis methods are used in each of the two articles reviewed: <ul style="list-style-type: none"> (a) Best practice guidelines for public health (e.g., PHAC Best Practices Portal, WHO Frameworks) (b) Summaries (e.g., PHAC Reports, WHO Reports on management of a given health issue) (c) Synopses of synthesis (e.g., a Cochrane Collaboration Summary of a review of systematic reviews, HealthEvidence.org) (d) Synthesis (eg., Systematic review articles) (e) Single quantitative, qualitative or mixed methods research studies) • What are the strengths and limitations of the two articles? Consider at least two of the following: <ul style="list-style-type: none"> (a) Are the results valid? (b) What are the results? (c) Will the results help locally • Does the writing reflect depth of thought and critical reflection? 	
<p>Structure</p>	<ul style="list-style-type: none"> • Is a brief critical appraisal tool applied? • Does the critical appraisal tool selected match the type of evidence/study design & methods of the article selected? 	
<p>Style (marks)</p>	<ul style="list-style-type: none"> • Assignment meets requirements for APA 6th edition format (e.g., title page, headings, citations) • Assignment within the 2-3 pages (body of text) limit? • Is the reading analysis free from spelling and other editorial errors? • Are key points presented and summarized clearly? 	

Total Available Marks: /10 (15% of final mark)

Marking Guide - Evaluation Assignment

Name of Individual _____ or Group Members: _____
 Topic: _____ Date _____

	Poor/Failing			Outstanding/Excellent
Review of Evidence & Best Practices /30%	<input type="checkbox"/> A public health program or intervention is named but little evaluation data is presented. <input type="checkbox"/> Minimal scholarly references (does not meet specified requirements). Evaluation reports or best practices are missing. <input type="checkbox"/> References for theories in use missing. <input type="checkbox"/> Program outcomes or measures are missing or unclear.	<input type="checkbox"/> A public health program or intervention is identified. Limited evidence of assessment of strengths and weaknesses. <input type="checkbox"/> Incorporates limited range of scholarly references, evaluations or best practices. <input type="checkbox"/> Minimal identification of theory in use in program/intervention <input type="checkbox"/> A few outcomes and measurements are named, but not clearly linked to the program goals.	<input type="checkbox"/> A public health program or intervention is identified and some strengths and limitations are identified. <input type="checkbox"/> Incorporates an adequate range of scholarly references, evaluations and best practices. <input type="checkbox"/> Supportive evidence presented for theories in use in program/intervention. <input type="checkbox"/> Outcomes and measurement are appropriately named. May at times not be clearly linked to program goals/ strategies/ interventions.	<input type="checkbox"/> A public health program or intervention is critically reviewed and strengths and limitations are summarized. <input type="checkbox"/> Incorporates a broad range of scholarly references, evaluations and best practices (exceeds requirements). <input type="checkbox"/> Supportive evidence integrated with original expression of ideas to describe theories in used and link these to identified program strategies /interventions <input type="checkbox"/> Outcomes and measurement are consistent with the program's goals/ strategies/interventions
Program Logic Model /30%	<input type="checkbox"/> Logical connections between public health issue and components of the program not evident, vague or unclear. <input type="checkbox"/> Logic model components are not clearly identified. <input type="checkbox"/> The schematic is missing or lacks clarity	<input type="checkbox"/> Logical connections between public health issue and components of the program often unclear. <input type="checkbox"/> Logic model components are described, but some elements are missing. <input type="checkbox"/> A schematic is presented by elements are missing or linkages are unclear at times.	<input type="checkbox"/> Logical connection between public health issue and components of the program sometimes unclear. <input type="checkbox"/> Logic model components are described by links to theory, strategies, interventions or outcomes are not always clear. <input type="checkbox"/> A schematic is presented and adequately represents linkages.	<input type="checkbox"/> Logical connections between public health issue and components of the program clearly identified. <input type="checkbox"/> Logic model components are clearly identified linking theory to strategies, interventions, indicators and outcome measures. <input type="checkbox"/> A schematic is presented which improves clarity of the linkages.
Recommendations /20%	<input type="checkbox"/> Summary of the literature predominates and outcome measures may be missing or vague. <input type="checkbox"/> A short summary of the scholarly evidence and/or best practices is missing or unclear.	<input type="checkbox"/> Outcomes of interest are identified but measures may lack clarity <input type="checkbox"/> Explanation of key points and conclusions occasionally lacking. <input type="checkbox"/> A short summary of recommendations based on scholarly evidence or best practices is present, but may be unclear at times.	<input type="checkbox"/> Outcomes of interest and measured are appropriately identified. <input type="checkbox"/> Adequate explanation of key points and conclusions <input type="checkbox"/> A short summary of recommendations based on scholarly evidence and/or best practices is appropriately described.	<input type="checkbox"/> Outcomes of interest and measures are identified from multiple perspectives. <input type="checkbox"/> Elaboration of key points, arguments, and conclusions. <input type="checkbox"/> A short summary of recommendations based on scholarly evidence and/or best practices is insightfully described.
Expression of Ideas /15%	<input type="checkbox"/> Expression of ideas frequently unclear and confusing.	<input type="checkbox"/> Inconsistent clarity, wordiness or duplication. Flow of logic is unclear at times.	<input type="checkbox"/> Generally clear, succinct and logical expression of ideas.	<input type="checkbox"/> Logical, succinct development of ideas.
Format, Grammar & Spelling 5%	<input type="checkbox"/> Grammatical and spelling errors interfere with expression of ideas. <input type="checkbox"/> Multiple and repeated errors in APA format.	<input type="checkbox"/> Significant grammatical errors including incomplete sentence structure, poor usage of terms, colloquial expressions and spelling errors. <input type="checkbox"/> Significant APA format errors.	<input type="checkbox"/> Minor grammatical errors, colloquial expressions and occasional spelling errors. <input type="checkbox"/> Minor APA format errors.	<input type="checkbox"/> No grammatical or spelling errors. <input type="checkbox"/> No APA format errors.

COMMENTS

Total /100 (Group mark) Individual marks include peer evaluations of each person's contributions to the assignment. This assignment = 20% of the final mark.

Marking Guide - Health Impact Assessment Report

Project Title _____ Group Members _____

	Criteria	Description
Health Impact Assessment Report /50marks	<i>Chosen policy, program or project</i> <i>/15 marks</i>	Does the report present a logical relationship between the policy/program/project and the potential health impacts? Does the issue involve multiple sectors (e.g., health, environment, human services, government, and the private sector)?
	<i>Content</i> <i>/40 marks</i>	Does the content presented in the report meet the criteria for a Health Impact Assessment? Does the report present a plan for assessing the chosen policy, program or project? Is the WHO HIA framework applied (e.g., screening, scoping, appraisal, reporting, monitoring)? Is this plan feasible? Is the report appropriately targeted to impact change? Does the report address both the positive and negative potential health impacts of the chosen policy, program or project? Is the content of the report compelling?
	<i>Support</i> <i>/15 marks</i>	Is a sufficient body of evidence (e.g. academic literature, government reports) reviewed to identify the relationships among policy, program or project and health impacts?
	<i>Style</i> <i>/10 marks</i>	Words are chosen for their precise meaning and used with an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused. Is the report presented systematically?
	<i>Mechanics</i> <i>/5 marks</i>	Spelling, punctuation, APA 6 th edition format use of headings and subheadings, grammar.
	<i>Creativity</i> <i>/15 marks</i>	Does the report make creative linkages between the chosen policy, program or project and the potential health impacts? Is the chosen policy, program or project novel in its relationship to health?

Total: /100 (15% of the final mark, Group Mark, Individual mark based on peer evaluation and contribution to the assignment)

Health Impact Assessment – Poster Presentation Marking Guide

Project Title _____ Group Members _____

Health Impact Assessment Presentation /10 marks	<i>Clarity /20marks</i>	Does the presentation clearly identify the focus of assessment and the context surrounding this assessment? Are the elements of the WHO procedure for HIA used as headings and clearly described?
	<i>Organization /20marks</i>	Is the logic and procedure of the assessment evident in headers and the organization of the poster? Does the presentation respect the allotted time (8 min. for presenting information to community members)?
	<i>Content /40 marks</i>	Does the audience gain insights into the process of the HIA and the implications for health? Is an environmental public health issue critically reviewed? Are stakeholders identified and involved in the process of the HIA? Is a rationale described for the decision-makers identified for this public health issue and HIA? Are the recommendations presented consistent with the evidence presented? Is a one-page summary developed?
	<i>Creativity /20 marks</i>	Is the presentation intriguing and thoughtful? Is the layout of the poster, graphics and font size appropriate (e.g., readability, clarity of message, and a pleasing format)? Does the group employ a number of strategies to communicate with the audience during the poster presentation?

Total: /100 (Group Mark) Individual marks will include peer evaluation and contributions to the assignment
This assignment = 15% of the final mark

Peer Evaluation Form

Your Student ID #: _____ **Date:** _____

Provide a copy of this peer evaluation form for each assignment (Check one):

- Mid-term – Base-Group/In-Class Discussions
- Evaluation Assignment HIA Paper HIA Poster
- Final – Base-Group/In-Class Discussions

Group members _____

Group member ratings:

- | | |
|------------------------------|-------------------------|
| 1) Team Member's Name: _____ | total score _____ (/50) |
| a) Preparation: _____ (/10) | |
| b) Contribution: _____ (/10) | |
| c) Respect: _____ (/10) | |
| d) Flexibility: _____ (/10) | |
| e) Dedication: _____ (/10) | |
| | |
| 2) Team Member's Name: _____ | total score _____ (/50) |
| a) Preparation: _____ (/10) | |
| b) Contribution: _____ (/10) | |
| c) Respect: _____ (/10) | |
| d) Flexibility: _____ (/10) | |
| e) Dedication: _____ (/10) | |
| | |
| 3) Team Member's Name: _____ | total score _____ (/50) |
| a) Preparation: _____ (/10) | |
| b) Contribution: _____ (/10) | |
| c) Respect: _____ (/10) | |
| d) Flexibility: _____ (/10) | |
| e) Dedication: _____ (/10) | |
| | |
| 4) Team Member's Name: _____ | total score _____ (/50) |
| a) Preparation: _____ (/10) | |
| b) Contribution: _____ (/10) | |
| c) Respect: _____ (/10) | |
| d) Flexibility: _____ (/10) | |
| e) Dedication: _____ (/10) | |
| | |
| 5) Team Member's Name: _____ | total score _____ (/50) |
| a) Preparation: _____ (/10) | |
| b) Contribution: _____ (/10) | |
| c) Respect: _____ (/10) | |
| d) Flexibility: _____ (/10) | |
| e) Dedication: _____ (/10) | |

Describe your contributions to a group assignment:

For Base-Group Participation, each individual group member will receive a percentage of the participation mark based on their participation rating score at mid-term and final ratings (e.g., a participation rating score of 50/50 at mid-term and at final evaluation = 5/5 + 5/5 = 10/10)

For the **Group Assignment** each individual group member will receive a percentage of the group mark based on their participation rating score (e.g., a participation rating score of 50/50 = 100% of the group mark, and a score of 25/50 = 50% of the group mark).