



JOHNS HOPKINS  
BLOOMBERG  
SCHOOL *of* PUBLIC HEALTH

**Keshia M. Pollack, PhD, MPH**  
**Teaching HIA in Universities**

**National HIA Meeting**  
**April 4, 2012**



Protecting Health, Saving Lives—*Millions at a Time*

# *Learning Objectives*

- Compare the development of the HIA field internationally with the U.S.
- Understand the core steps needed to conduct HIA.
- Recognize the range of methodological approaches used to conduct HIA.
- Describe how to evaluate the role of HIA for decision-making.
- Examine the challenges of applying HIA to the policymaking process.



# *Layout*

- Course in the Department of Health Policy and Management
- Prerequisite: graduate level policy course or with permission
- 8-week term; 2 units; Tuesday 1:30-3:20
- Lectures on methods; readings, HIA case examples, and discussion; guest lecturers
- Midterm: critical review of previously completed HIA
- Final: group project and presentation based on experiential learning



# ***Experiential Learning***

- Emphasis on learning by doing; a “real” topic
- Rapid/desktop HIA
- 1<sup>st</sup> day of class students ranked what they wanted to work on; we assigned them
- Year 1: Washington Area Bicycle Association – proposed bicycle infrastructure expansion in the 9<sup>th</sup> Ward
- Year 2: Baltimore City Health Department – one of 5 topics



# *Course Evaluations from Year 1*

- 66.7% response rate
- Rated excellent or good in all criteria: match b/w content and learning objectives, organization, assessment of learning, feedback, instructor, TA
- Opened-ended responses, key themes:
  - Learned a lot, emphasis on skills valuable
  - Guest lectures and discussion both valuable
  - Want more time devoted to HOW to do HIA – really getting into the mechanics
    - “Learned a lot, but do not feel prepared to do my own HIA”
    - “Consider teaching over 2 terms”
- Lasting impact on students



# *Course Evolution*

## **Year 1 (Spring 2011)**

- Maximum enrollment: 15 students (6 on waitlist)
- One project – each group focused on a different outcome
- Focused on developing pathways, assessment, recommendations

## **Year 2 (Spring 2012)**

- Maximum enrollment: 30 students
- 5 projects to choose from – each group will focus on one topic
- Lectures on local data and economic analysis
- Exposure to all steps – e.g., work through scoping and assessment; outline monitoring and evaluation
- Individual write-up/reflection on HIA



# *Challenges*

- Prerequisite
- Unexpected popularity of course!
  - Balance between good learning experience and number of students
- Each term is only 8 weeks
  - Making 2 term course?!
  - Summer Course: 2 day, 9-5 June 21 and 22
- Selecting “right” HIA for experiential learning
- Dissemination of HIA



# ***Contact Information***

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