



Faculty of Architecture, Building and Planning

ABPL 90022

Healthy Communities



Image from:

Rudolph, L., Caplan, J., Ben-Moshe, K., & Dillon, L. (2013). *Health in All Policies: A Guide for State and Local Governments*. Washington, DC and Oakland, CA: American Public Health Association and Public Health Institute

TEACHING AND LEARNING TEAM 2019

Coordinator

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SUBJECT OVERVIEW

With over half the world’s population now living in urban areas, it is vital that built environments support health and wellbeing. A growing body of Australian and international evidence demonstrates that built environment attributes such as levels of housing density, the layout of streets, and the location of employment and infrastructure contribute to chronic disease outcomes. This subject explores the links between the built environment and health risk factors such as physical activity, diet, social interaction, and air quality; and how urban planning, design and policy can contribute to creating healthier communities. Theory, case studies and the current policy and legislative framework in Victoria and Australia are used to highlight health challenges in cities, including for key population groups such as children, older adults, and disadvantaged populations. Students will learn to assess the health impacts of planning and design decisions, and identify urban policy responses to protect and promote health.

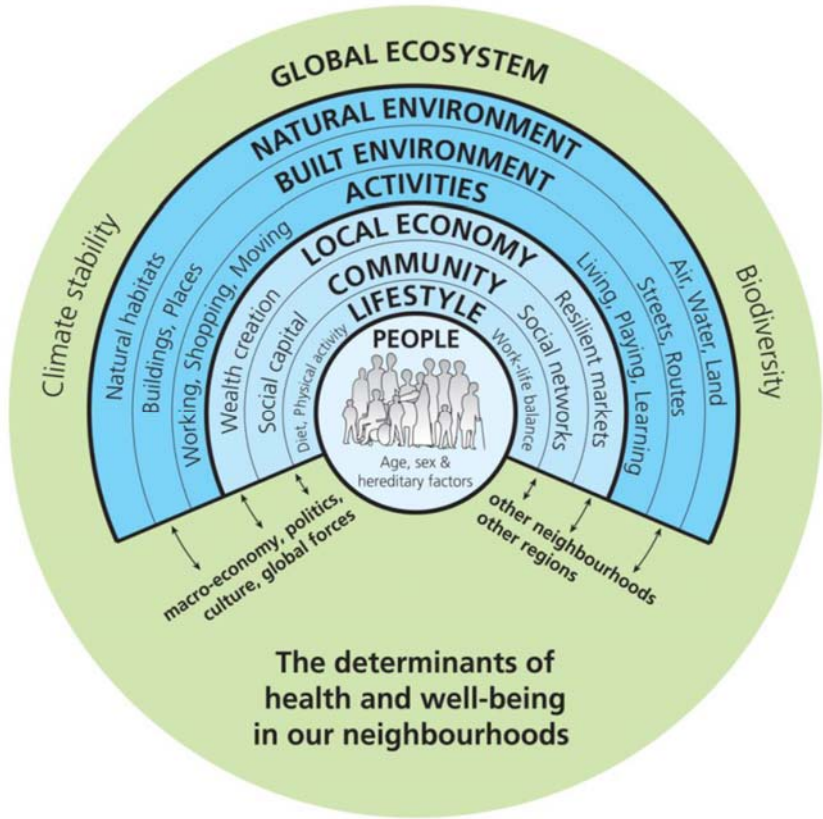


Figure 1: Barton, H., & Grant, M. (2006). A health map for the local human habitat. *Journal of the Royal Society for the Promotion of Health*, 126(6), 252 - 253.

Pre-requisites

Healthy Communities is an elective subject for Masters degrees in the Melbourne School of Design, the Master of Environments and the Master of Public Health. Students from other related disciplines can enrol with approval from the subject coordinators. There are no specific pre-requisites for this subject, however this subject requires high level writing and analytic skills and may not be appropriate for a student commencing the first semester of study.

Learning outcomes

On completion of this subject, students should be able to:

- demonstrate an understanding of the changing nature of public health issues, and their relationship with the built and social environment;
- describe key health risk factors in cities and how these vary between different geographic, demographic and socioeconomic groups;
- critically analyse the integration of Council Plans, Municipal Strategic Statements, Municipal Public Health plans, and state government policies and plans in Victoria
- apply the concepts of healthy urban planning to current policy initiatives at the local, state and national level;
and
- assess planning proposals and existing areas for their current or potential health impacts;
- develop diverse planning responses for improving the health of communities

Generic skills

This subject will contribute to the development of the following generic skills:

- an understanding of the complexity inherent in planning problems;
- critical thinking and strong reasoning skills;
- ability to analyse current policies in light of theory and evidence;
- ability to advocate for a position, based on understanding of policy, theory and evidence
- capacity to effectively communicate in written, verbal and visual formats;
- ability to set goals and manage time and priorities;

- awareness and high regard for the principles of equity, particularly social and health equity; and
- ability to work collaboratively in interdisciplinary teams, including with people of diverse backgrounds

Time commitment

The time commitment for this subject is 170 hours over the semester, including contact time, readings and assessment. See the Subject Teaching Schedule below for further details on the contact hours.

Attendance and participation at class

Students are expected to attend all lectures and tutorials and are responsible for keeping themselves informed of the subject requirements. The Faculty and subject coordinators will only permit extended absences where grounds for special consideration exist and, in these cases, the subject coordinators may advise the student to consider withdrawal from the subject.

* Please note that, as a participation hurdle, students will be expected to submit, at the start of each tutorial, notes (300 - 500 words) on each week's readings. These should be in handwritten or typed hardcopy, not emailed. They will not be graded. The purpose is to encourage you to demonstrate your early and continued engagement with the material. The notes can be based on and extend upon the week's questions under **ANSWER** that will appear in the MS Word.doc Subject Guide (this document) / subject outline section of LMS.

Learning management system (the LMS)

Lectures, readings and further subject information are available through the subject's LMS website. Students can access the LMS here: <http://www.lms.unimelb.edu.au>. It is students' responsibility to refer to this site on a regular basis throughout the semester. The LMS can also be used by students for online discussion as part of group-based activities (consult your course coordinator).

Overview of teaching and learning activities

The subject involves a 2-hour interactive lecture followed by a 1-hour tutorial. Lecturers cover key concepts and evidence about healthy urban environments, as well as frameworks and case studies of how to improve the health of city residents. The lectures will be delivered by the subject coordinator and by guest speakers who will share their expertise and experience of planning healthy communities.

Tutorials provide an opportunity to discuss and debate literature and lecture materials as well as develop skills and work on assignments. A range of teaching and learning activities will be used during tutorials. These will include both *content-focused exercises* and *work-in-progress sessions* to work on assignments and receive formative feedback from tutors and peers.

In week 8 both the lecture and tutorial will be preplaced by a field trip, to assess an existing area in small groups, and then analyse the potential health impacts of a planning proposal in that area. This will contribute to addressing Assignment 3 and 4.

In addition to contact-based activities, there are a minimum of two or three required readings and/or video resources each week to broaden your learning and inform class and assessment activities. Required readings, lecture slides, field trip information and other subject resources are available through the subject's LMS site.

Class times & venues

Seminar: Wednesdays 1200 – 1400 in *Alan Gilbert 109, 'Theatre 2'* on Level 'L1' (Building 104*)

Tutorial 1: Wednesdays 1400 – 1500 in *Alan Gilbert 103* (Building 104*), or

Tutorial 2: Wednesdays 1515 – 1615 in 207-221 *Bouverie Street, Room B106* (Building 379*), or

Tutorial 3: Wednesdays 1400 – 1500 in *Alan Gilbert Lecture Theatre 1* (Building 104*),

EXCEPTION: In Week 8, a field trip off campus replaces both the lecture and tutorial(s).

*A University map is available at

https://maps.unimelb.edu.au/_data/assets/pdf_file/0008/30500/Map_2018_rev43_Grey_Border_CP_Portrait.pdf

SEMESTER SCHEDULE

WEEK #	DATE	TOPIC	NOTES
1	July 31	Social determinants of health - Dr Geoff Browne Assignment 1 and other 'housekeeping' - Dr Geoff Browne	
2	Aug 7	Healthy planning for all abilities - Dr Jerome Rachelle Nanny state or prudent investor? - Professor Janet McCalman	
3	August 14	Children and the built environment - Dr Suzanne Mavoa Integrated policy for public health - Dr Geoff Browne	
4	August 21	Vic LG's statutory role - Dr Geoff Browne Delivering a MPHWP - Ms Lauren Treby	Assign 1 due
5	August 28	<i>Health in All Policies</i> - Dr Geoff Browne Gender, sexuality & the built form - Simona Castricum	
6	Sep 4	The benefits of level crossing removals - Dr John Stone Air quality & health – Dr Robyn Schofield	
7	Sep 11	Active transport - Professor Mark Stevenson Health impact assessment; assignment 3 - Dr Geoff Browne	
8 Elanna away	Sep 18	Field trip	Assign 2 due
9 Elanna away	Sep 25	Field trip recap & Environmental justice – Dr Geoff Browne TBC: Class Debates: 1) Compulsory bike helmets 2) LXR	
-	Sep 30 – Oct 6	NON-TEACHING PERIOD	-
10	Oct 9	Indigenous health is socially determined too – Emily Munro-Harrison Housing and health - Assoc Prof Rebecca Bentley	
11	Oct 16	Cities, climate change, air pollution and health - Dr Grace Davies Food OR PVAW TBC - Maureen Murphy	
12	Oct 23	Assignment 3 WIP presentations (students) Subject wrap up - Dr Geoff Browne	Assign 3a due
13	Oct 28 - Nov 1	<u>SWOT VAC</u> – no classes	
14	Nov 4 - Nov 8	Exam period week 1	Assign 3b due
15	Nov 11 - Nov 15	Exam period week 2	
16	Nov 18 - Nov 22	Exam period week 3	

ASSESSMENT GUIDE

Assignments in brief

	Assignment	Description	Weighting; Word Count	Due Date
1	Briefing paper	Understanding and communicating the characteristics of the built environment that influence health and wellbeing	20%; 1000 words	Tuesday Aug 20th 11:59pm
2	Policy analysis report	Comparative analysis of relevant council and state government plans	30%; 1600 words	Tuesday Sept 17 th , 11:59pm
3a	10-minute presentation	<i>'Work in Progress'</i> HIA presentation	10%, 10 mins + 5 mins for questions	Wednesday Oct 23 rd , 12:00pm
3b	Health Impact Assessment report	HIA Report based on site assessment and policy analyses	40%; 1600 words per student	Tuesday Nov 5 th 11.59pm

Assignment 1 (individual): Briefing Paper (20%)

Learning Objectives

- Develop an ability to communicate the significance of social determinants and how their influence varies for different geographic, demographic and socioeconomic groups;
- Demonstrate a developing understanding of the relationship between the built environment and health; and
- Develop an understanding of the principles of equity, particularly social and health equity.

Background

Built and social environments are a key determinant of health and the effects are more influential for those who, for whatever reason, may be disadvantaged by the nature of built and social environments.

This assignment is about 1) understanding how the characteristics of the built environment can influence the health and wellbeing of the population, and 2) practicing translating knowledge into action.

Task

You work in strategic planning in local government. Your manager has heard the terms ‘social determinants of health (SDH)’ and ‘health equity’ but is unclear on what they mean and on the extent of council’s responsibility to make a difference. Your manager has asked you to create clarity as to what they mean, why they are important and what council could do.

Choose a contemporary local government issue. Examples include public playgrounds, bicycle commuting, active transport to school, public libraries. Compose a **briefing paper** that 1) defines key terms, 2) uses the literature to explore the ideological underpinnings of two polarised opinions about the issue, 3) outlines - with reference to relevant literature - local government’s role and responsibility for the issue, and 4) provides guidance for developing a council policy position.

Format

The paper should be written as a briefing paper, so some subheadings might be appropriate. Keep your *audience* and the *purpose* in mind as you write. Draft and redraft, and please proof read. You may include one figure or table (containing up to 200 words) which will not contribute to the total word count. Use [APA style](#) for referencing.

Word limit

The word limit is 1000 words. The word limit includes in-text references (use APA style) but not the reference list. If you go more than 10% over the word limit, you will lose 10% of marks.

Marking criteria (‘rubric’): See next page

ASSIGNMENT 1; BRIEFING NOTE - RUBRIC

CRITERION	Less than 50 <i>'Unsatisfactory'</i> N	50 - 64 <i>'Adequate' or 'satisfactory'</i> P	65 - 69 <i>'Sound'</i> H3	70 – 74 <i>'Good'</i> H2B	75 - 79 <i>'Very good'</i> H2A	80 - 100 <i>'Excellent' to 'Outstanding'</i> H1
<p>1: USE & COMPREHENSION OF RESOURCES AS EVIDENCE (40%) This criterion assesses awareness and understanding of the literature, as exhibited by use of prescribed and other readings, plus other evidence and data. It also assesses research skills, e.g. synthesis and use of evidence from external sources.</p>	Poor support towards one's argument due to a lack of evidence; limited evidence that the relevant literature and data has been used and / or understood.	The number and range of references are adequate for minimal depth of the argument, e.g. includes relevant references from the reading list only.	Assertions and conclusions are satisfactory supported with referencing from urban planning public health and sociology, exhibiting satisfactory awareness of literature and sound research skills.	Assertions are well supported by appropriate referencing. Sourcing of evidence goes beyond the required reading list thus exhibiting a good awareness of relevant literature and sound research skills.	The assignment shows solid support of its conclusions by using multiple, complementary sources of evidence from well beyond the recommended readings.	The assignment strongly supports its findings by using multiple, complementary and cohesive sources of evidence which clearly demonstrate excellent awareness and understanding of a wide range of relevant literature.
<p>2: QUALITY OF ANALYSIS (40%) This criterion assesses the quality of critical analysis in your assignment. It looks at the identification and exploration of the relationships between issues, how well you construct your case and how well your assertions are supported.</p>	Insufficient description and analysis of the relationship between the built environment and health for the issue chosen.	Sufficient but somewhat simplistic identification and exploration of the relationship between the built environment and the health issue. Limited exploration of equity aspects.	Sound identification and exploration of the relationships between the built environment and the health issue. Some exploration of equity.	Good identification and exploration of the relationships between green infrastructure, the services it provides, or between GI and other terms.	Perceptive identification and exploration of the links between the built environment and health for the chosen issue. The extent of inequities is astutely explored, and some insightful recommendations for council are made.	Sophisticated identification and exploration of the relationships between the built environment and health for the chosen issue, resulting in novel insight/s and leading-edge recommendations.
<p>3: QUALITY OF SCHOLARLY PRESENTATION (20%) This criterion assesses clarity and logic in the expression of ideas and concepts presented. It also assesses grammar, accurate use of citations & referencing (using APA style), and formatting requirements.</p>	Lack of structure and logic in expressing ideas and concepts, numerous grammatical errors making it difficult to understand the assignment. It does not use appropriate, consistent and accurate citation and referencing style.	Sentences are adequately structured and logical in expressing ideas and concepts. There are several grammatical errors. Mostly used consistent and accurate referencing conventions. Poor formatting which detracts from the flow of ideas.	Some minor errors in structure and logic of sentences. There are some grammatical errors. Generally used appropriate, consistent and accurate referencing conventions. Some errors in formatting. Progression of ideas may be unclear.	A few errors in structure or logic of sentences. There are minor grammatical errors. Used appropriate, consistent and accurate referencing conventions. Some inadequacies in formatting.	Very minor errors in structure and logic of sentences. There are few grammatical errors. Consistently used appropriate and accurate referencing conventions. Minor errors in formatting. Structure is suitable for the purpose.	All sentences are clear, well-structured and logical in expressing ideas and concepts. There are no grammatical errors. Excellent progression of ideas. Accurate and consistent citation conventions. Excellent structure & signposting.

Assignment 2 (individual): Policy Analysis Report (30%)

Background

The qualities of the built and social environments are key determinants of health, and many decisions about these environments are made by local government. Consistent with this, the State Government requires each of Victoria's 79 local government (or 'councils') to prepare a four-yearly evidence-based *Municipal Public Health and Wellbeing Plan* (MPHWP) that is consistent with the council's municipal strategic statement (MSS) and 'has regard' to the priorities in the *Victorian Public Health and Wellbeing Plan*. This assignment focuses on developing your understanding of the potential for these key state and local government policies /plans to create healthier urban environments.

Learning Objectives

- Ability to critically analyse the integration of policies and plans in Victoria;
- Apply concepts of healthy urban planning to current policy initiatives at the local, state and national level;
- Ability to analyse current policies in light of theory and evidence; and
- Ability to effectively advocate and communicate for a position, based on understanding of policy, theory and evidence, in written, verbal and visual formats.

Task

Critically examine the extent to which a Victorian local government is committed to the creation of healthy built environments by analysing the integration of state and local policies and plans. Choose a local government area. Obtain the council's Municipal Public Health and Wellbeing Plan (MPHWP) and Municipal Strategic Statement (MSS). Use the Public Health and Wellbeing Act (2008) and the Victorian Public Health and Wellbeing Plan 2015 - 2019 as reference documents to assess;

- 1) The extent to which the MPHWP 'has regard' to the priorities in the State Plan
- 2) How well the MSS and the MPHWP are integrated

With reference to peer reviewed literature, assess the implications for health attributable to the level of integration. Is it necessary to increase the alignment of the state and local government plans? Explain why or why not. Is it necessary to increase alignment between the two local plans? Again, say why or why not and make some recommendations for the local government.

Format

Your assignment should report how you performed the analysis, the results it yielded, their implications (i.e. for policy consistency and public health) and your recommendations. Use [APA style](#) referencing. Use sections with headings to introduce the local government you have chosen, to provide a rationale for the analysis, and to explain the approach you used. Articulate the results and their implications and finish with a conclusion. Recommendations should be included, be clearly stated and include to whom they are targeted. You can include one figure, table or boxed example (up to 200 words) which will not contribute to the total word count.

Word limit

The word limit is 1600 words. The word limit includes in-text references (use [APA style](#)) but not the reference list. If you go more than 10% over the word limit, you will lose 10% of marks.

Marking criteria ('rubric'): See next page

ASSIGNMENT 2; POLICY ANALYSIS – RUBRIC

	Less than 50 (N) <i>'Unsatisfactory'</i>	50 - 64 (P) <i>'Adequate' or 'satisfactory'</i>	65 - 69 (H3) <i>'Sound'</i>	70 – 74 (H2B) <i>'Good'</i>	75 - 79 (H2A) <i>'Very good'</i>	80 - 100 (H1) <i>'Excellent' to 'Outstanding'</i>
<p>1: USE & COMPREHENSION OF RESOURCES AS EVIDENCE (40%)</p> <p>This criterion assesses awareness and understanding of the literature, as exhibited by use of prescribed and other readings, plus other evidence and data. It also assesses research skills, e.g. synthesis and use of evidence from external sources.</p>	Poor support towards one's argument due to a lack of evidence; limited evidence that the relevant literature and data has been used and / or understood.	The number and range of references are adequate for minimal depth of the argument, e.g. includes relevant references from the reading list only.	Assertions and conclusions are satisfactory supported with referencing from urban planning public health and sociology, exhibiting satisfactory awareness of literature and sound research skills.	Assertions are well supported by appropriate referencing. Sourcing of evidence goes beyond the required reading list thus exhibiting a good awareness of relevant literature and sound research skills.	The assignment shows solid support of its conclusions by using multiple, complementary sources of evidence from well beyond the recommended readings.	The assignment strongly supports its findings by using multiple, complementary and cohesive sources of evidence which clearly demonstrate excellent awareness and understanding of a wide range of relevant literature.
<p>2: QUALITY OF ANALYSIS (40%)</p> <p>This criterion assesses the quality of critical analysis in your assignment. It looks at the identification and exploration of the relationships between issues, how well you construct your case and how well your assertions are supported.</p>	Insufficient or shallow analysis of the plans, limited insights drawn. Either no recommendations made, or recommendations are inconsistent with preceding sections. Feasibly, relevance, and applicability are poor.	Sufficient but somewhat simplistic exploration of policy integration, limited examination of equity. Only simple recommendations made, or they are of questionable feasibility	Sound analysis of policy integration. Some exploration of equity. Recommendations provide some cogent ideas that could be developed by LG and may enable improvements to health and wellbeing. Feasibility may be underdeveloped.	A convincing assessment of the extent of policy integration. Some solid recommendations that could be readily adopted by the LG to improve health and wellbeing.	Perceptive identification and exploration of the extent of policy integration. Risk of inequities is astutely explored, and some insightful recommendations are made	A sophisticated and literature-informed policy analysis. A suite of complementary recommendations that exhibits superior insight into the nature of the problem and is highly likely to improve health and wellbeing. Limitations are made explicit.
<p>3: QUALITY OF SCHOLARLY PRESENTATION (20%)</p> <p>This criterion assesses clarity and logic in the expression of ideas and concepts presented. It also assesses grammar, accurate use of citations & referencing (using APA style), and formatting requirements.</p>	Lack of structure and logic in expressing ideas and concepts, numerous grammatical errors making it difficult to understand the assignment. Either does not use APA or numerous omissions and errors in APA style.	Sentences are adequately structured and logical in expressing ideas and concepts. There are several grammatical errors. Several issues with structure and progression of ideas. Several errors using APA referencing conventions.	Some minor errors in structure and logic of sentences. There are some grammatical errors. Generally used appropriate, consistent and accurate referencing conventions. Some errors in formatting. Progression of ideas may be unclear.	A few errors in structure or logic of sentences. There are minor grammatical errors. Some errors in formatting. Used APA conventions with some errors	Very minor errors in structure and logic of sentences. There are few grammatical errors. Used APA citation conventions with minor errors. Minor errors in formatting. Structure is generally suitable for the purpose.	All sentences are clear, well-structured and logical in expressing ideas and concepts. There are no grammatical errors. Excellent progression of ideas. Structure and signposting used excellently. Minimal errors in use of APA citation conventions.

Assignment 3a (group): 'Work in Progress (WIP)' HIA presentation (10%)

Learning Objectives

- Critically analyse and apply the Health Impact Assessment (HIA) process to a real-world proposal,
- Ability to advocate for a position, based on understanding of policy, theory and evidence,
- Awareness and high regard for the principles of equity, particularly social and health equity,
- Capacity to effectively communicate in verbal and visual formats in collaboration

Task

This assignment is about presenting your *work in progress* towards your HIA (see assignment 3b). It is your opportunity to show that you have gathered evidence and research about the site, understood the proposal, have considered the proposal's strengths and weaknesses, as well as key stakeholders' points of perspectives, and are on the way to developing recommendations. Your recommendations can be at any scale, provided they consider all stakeholders and are designed to improve the health and wellbeing of people impacted by the proposal. This is also an opportunity to 'test' both the evidence you have gathered, and your recommendations with your student audience and to refine them to ensure they are as accurate / effective as possible.

Your presentation should:

- Provide a background to the site and the proposal, with reference to the SDH model,
- Explain both the issue(s) the proposal is seeking to address, and other related issues,
- Clearly and concisely explain what your recommendations are,
- Explain the rationale for the recommendations, in terms of the social determinants of health,
- Consider how they will be achieved, potential barriers and how realistic they are.

Make sure you practice your presentation, as marks will be deducted for going overtime. Everyone in the group needs to contribute to the ideas and preparation of the presentation slides and all group members should present. It is expected that all group members will be present to answer questions. Introduce your group members at the start of your presentation, with a brief statement of what each group member did to contribute to the presentation. You are strongly encouraged to attend to other groups' presentations, to support and learn from your fellow students.

Marking criteria ('rubric'): See next page

ASSIGNMENT 3A; HIA 'WORK IN PROGRESS' – RUBRIC

	Less than 50 (N) 'Unsatisfactory'	50 - 64 (P) 'Adequate' or 'satisfactory'	65 - 69 (H3) 'Sound'	70 – 74 (H2B) 'Good'	75 - 79 (H2A) 'Very good'	80 - 100 (H1) 'Excellent' to 'Outstanding'
<p>SITE CONTEXT (25%)</p> <p>This criterion assesses the quality of evidence gathering and synthesis that you have undertaken to understand the site, the proposal and its impacts all with reference to the SDH.</p>	Overly simplistic site analysis that fails to consider key issues, demographics or stakeholders' concerns	Sufficient but somewhat simplistic site analysis. Little insight beyond exploration of key issues, demographics or stakeholders' concerns is displayed.	Strong site analysis appropriate scientifically derived and colloquial data. Sound identification and exploration of key issues, demographics or stakeholders' concerns is displayed.	A complete assessment that uses both site and published data provides a full assessment of issues that act as determinants of health. Issues such as context and culture are acknowledged.	Comprehensive site analysis using a range of appropriate scientifically derived and colloquial data. Robust identification of context, key site issues, demographics and stakeholders' concerns is displayed.	Sophisticated site analysis using a wide range of appropriate scientifically derived and colloquial data. All key issues, demographics and stakeholders are considered, and astute or insightful connections are made.
<p>SITE RESPONSE / RECOMMENDATIONS (25%)</p> <p>This criterion assesses the quality of the analysis and the development of the rationales for the recommendations. It looks at the suitability of literature and case studies you have drawn upon, coverage, scope and feasibility of recommendations.</p>	The presentation fails to make sufficient reference to data and evidence to make recommendations. Recommendations poorly thought out and may be unconnected with preceding material, lack feasibility, and / or are poorly based on existing evidence.	Adequate rationales are developed for draft recommendations. Recommendations may lack vision or scope to make notable contributions to health and wellbeing.	Generally solid rationales and logic, which draw upon relevant literature to support draft recommendations. The recommendations are appropriate but may lack in some areas (e.g. ambition, feasibility or analysis of limitations).	The evidence is used to develop convincing rationales for draft recommendations. The recommendations are appropriate but may lack in some areas (e.g. ambition, feasibility or analysis of limitations).	The presentation draws upon multiple, complementary sources of evidence, demonstrating a solid understanding of relevant literature. The draft recommendations are appropriate to the site.	The presentation strongly supports the draft recommendations by using multiple, complementary and cohesive sources of evidence which clearly demonstrate excellent awareness and local application of relevant literature.
<p>STYLE (50%)</p> <p>This criterion assesses clarity and logic in the expression of ideas and concepts presented. It also assesses how well you presented, including voice projection, body language, engagement with the audience, and the quality of slides.</p>	Lack of structure and logic in expressing ideas and concepts. Poor cohesion of presented points. Style of presenting is not engaging (due for example to lack of eye contact of other reasons). Poor content (e.g. too much text) in slides.	Structure of presentation is adequate for understanding the main points made. Engagement may be reduced via, for example, poor eye contact or voice projection or inexpert flow between speakers.	Structure of presentation enables understanding of the main points. Engagement with the material may be less than ideal due to, for example, poor eye contact or voice projection.	Verbal and visual presentation provides a sound overview of the situation, recommended responses and presenters' views on the topic. Presentation is soundly engaging if not compelling.	A compelling and well-structured presentation that engages the audience. Good eye contact, body language & voice projection. Slides and verbal presentation complement each other well. Good balance between text and images.	Highly coherent and logical structure of presentation. Presenters are fully engaged with the material and 'draw in' the audience. Slides are well designed, content is appropriate for the talk, and excellently balanced.

Assignment 3b (group): Health Impact Assessment report (40%)

Background

A Health impact assessment (HIA) is a technique that enables those responsible for planning decisions to make informed decisions that maximise the health benefits and minimise negative impacts of a proposed development. HIA has been used to assess a wide range of proposals, including projects, programmes and policies, to predict their likely impact on health and its determinants. HIA methodology generally involves 1) screening, 2) scoping, 3) appraisal, 4) recommendations, 5) reporting and 6) monitoring and evaluation.

Task

In small groups, you will conduct an HIA on the proposed level crossing removals on the Upfield train line (see map on LMS). You should use published HIA protocols when conducting your assessment, for example those available as prescribed readings for Week 7. As these readings suggest, your HIA report should cover direct and indirect impacts (including effects on 'upstream' determinants), positive and negative impacts, and issues that may impinge the health of groups differently (health equity).

This assignment should be fulfilled using a report style, so sections with headings and sub headings are appropriate. It is recommended, for example, that you use an executive summary, introduction, and sections based on typical HIA protocol. Recommendations will be an important part of this report. These should be designed to manage, monitor and mitigate impacts, or even to enhance the positive attributes of the proposal. Recommendations may be targeted to council or anyone else involved, such as infrastructure and service providers. Finish with a conclusion or summary. You are encouraged to appropriately use photos, maps, images, and figures that aid your explanation and analysis. These will not be included in the total word count. Tables may also be used, but not for text that would be better placed in the body of the report

Data for the assignment will be available via:

- 1) A site visit (week 8), including presentations by key stakeholders:
 - a. City of Moreland (Richard Tolliday)
 - b. Upfield Corridor Coalition (James)
 - c. ~~LXRP (TBC)~~ declined invitation to speak
- 2) Desk-top assessment of the proposal's effects on the built environment / social ecology

- 3) Other material will be made available on the LMS under 'Assignment 3(a & b)', on there LMS and in Lecture 7

In addition to the data that you will gather during the site visit and via your desk-top analysis, you should access and actively use the available literature that describes what is known about creating healthy urban environments.

Marking criteria ('rubric'): See next page

ASSIGNMENT 3B; HIA REPORT - RUBRIC

	Less than 50 (N) <i>'Unsatisfactory'</i>	50 - 64 (P) <i>'Adequate' or 'satisfactory'</i>	65 - 69 (H3) <i>'Sound'</i>	70 - 74 (H2B) <i>'Good'</i>	75 - 79 (H2A) <i>'Very good'</i>	80 - 100 (H1) <i>'Excellent' to 'Outstanding'</i>
<p>USE OF EVIDENCE (30%)</p> <p>This criterion assesses awareness and understanding of the literature, as exhibited by use of prescribed and other readings, plus other evidence and data.</p>	Poor support towards one's argument due to a lack of evidence; limited evidence that the relevant literature has been used and / or understood.	The number and range of references is adequate for minimal depth of the argument, e.g. includes relevant references from the reading list only.	The essay supports its argument with satisfactory referencing. Sourcing of evidence goes beyond the required reading list thus exhibiting a satisfactory awareness of relevant literature and adequate research skills.	The essay shows sound support of its argument by using multiple, complementary sources of evidence from beyond the recommended readings thus demonstrate a solid understanding of relevant literature.	The report shows solid support of its conclusions by using multiple, complementary sources of evidence, including from well beyond the recommended readings.	The essay strongly supports its argument by using multiple and complementary sources of evidence to clearly demonstrate excellent awareness and understanding of a wide range of relevant literature.
<p>QUALITY OF ANALYSIS & RECOMMENDATIONS (30%)</p> <p>This criterion assesses the quality of critical analysis in your assignment. It looks at the identification and exploration of the relationships between relevant issues and how well you justify your recommendations</p>	Insufficient description and analysis of the relationship between built environment and health risk factors. Recommendations are absent, applicability is poor, they are inconsistent with preceding sections or they are of limited feasibility.	Sufficient but somewhat simplistic identification and exploration of the relationship between built environment and health risk factors for the proposal. Simple recommendations are made or are questionable in feasibility	Sound identification and exploration of the relationships between built environment and health risk factors resulting in insights that are consistent with existing literature. Recommendations provide some cogent ideas that but need further development	Perceptive identification and exploration of the relationships between built environment and health risk factors resulting in pertinent insight/s and solid, implementable recommendations	Perceptive identification and exploration of proximal and distal implications for health. Risk of inequities is astutely explored, and some insightful recommendations are made	Sophisticated identification and exploration of the relationships between the project and health risk factors resulting in original or novel insight/s. A suite of complementary recommendations that exhibit superior insight, are implementable and likely to improve health & wellbeing. Limitations are explicit.
<p>QUALITY OF SCHOLARLY PRESENTATION (20%)</p> <p>This criterion assesses clarity and logic in the expression of ideas and concepts presented. It also assesses grammar, appropriate and accurate use of citations, referencing (APA), and formatting requirements.</p>	Lack of structure and logic in expressing ideas and concepts, numerous grammatical errors making it difficult to understand the assignment. It does not use appropriate, consistent and accurate citation and referencing style.	Sentences are adequately structured and logical in expressing ideas and concepts. There are several grammatical errors. Mostly used consistent and accurate referencing conventions. Several issues with formatting which detracts from the flow of ideas.	Several errors in structure and logic of sentences. There are several grammatical errors. Generally used appropriate, consistent and accurate referencing conventions. Some errors in formatting.	Minor errors in structure and logic of sentences. There are few grammatical errors. Generally used appropriate, consistent and accurate referencing conventions. Minor errors in formatting.	Very minor errors in structure and logic of sentences. There are few grammatical errors. Used APA citation conventions with minor errors. Minor errors in formatting. Structure is generally suitable for the purpose.	All sentences are clear, well-structured and logical in expressing ideas and concepts. No grammatical errors. Excellent command of language and progression of ideas. The report uses accurate and consistent APA citation conventions.

TEACHING & LEARNING GUIDE

* The following week by week *Teaching and learning guide* was correct at time of publication. Some small changes to activities may be necessary due to unforeseen circumstances.

Before the class session commences, students are expected to prepare by reading the key reading materials (**READ**) and answering the questions posed after each reading materials (**ANSWER**) as well as other preparatory tasks (e.g. **WATCH**). Students are also expected to bring their own notetaking equipment, may this be a notebook (paper-based or computer), laptop, or tablet, to be used for taking down notes. Note your responses to the guide questions, which follow each required reading material. This will assist you in better understanding the articles and will help in our class discussion.