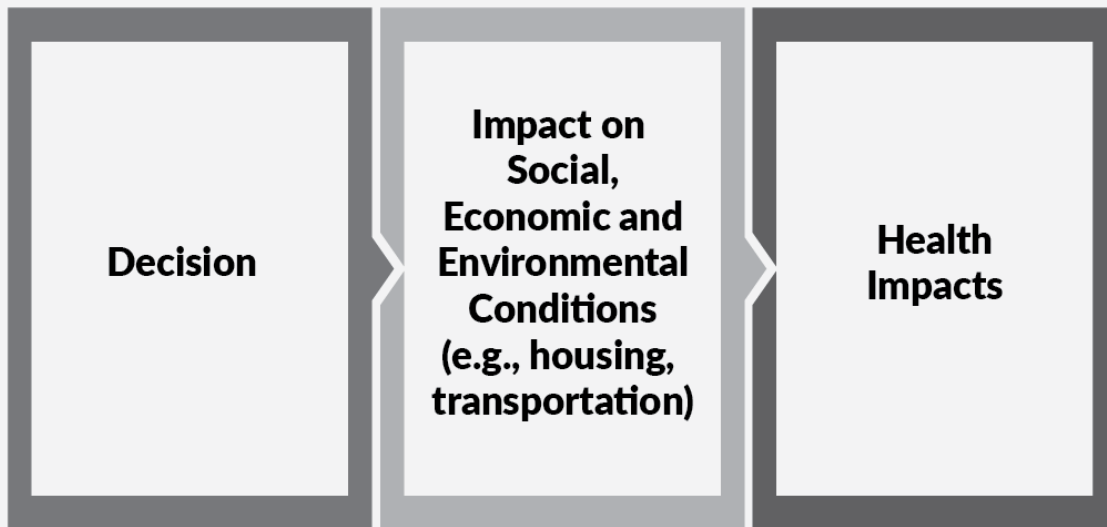


# Health Impact Checklist

Do you want to make your community a better place to live?  
Do you want to understand how proposals impact housing, transportation  
and other key conditions in your community?

Use this Health Impact Checklist (HI-C) today to learn how a proposal that is being considered  
by your organization, city council, county commission or state legislators  
can impact the health of the community.



For the purposes of the HI-C, "proposal" can be understood to include policies, programs, bills, ordinances, regulations, organizational decisions and other proposed actions by decision makers.

**Users:** *The information included in this tool can be used by individuals and organizations interested in ensuring that decisions have a positive impact on the health of communities. Some users could include but are not limited to state, county and local elected officials, planners, engineers, community members, community-based organizations, local health departments and hospitals, among others.*

*For instructions and information about who should complete this checklist and how to use it, please review Health Impact Checklist Toolkit at [khi.org/policy/article/HI-C](http://khi.org/policy/article/HI-C)*



# Health Impact Checklist

## *Summary Page*

Proposal Name

Key Points of Proposal

Impacted Social, Economic and Environmental Conditions

Potential Health Impacts

Impacted Population(s)

Recommendations

Entity Completing the HI-C	Entity Receiving the HI-C	Completion Date

# Health Impact Checklist

## Section I. General Information

1. Name of proposal:

2. Provide a short summary of the key points of the proposal, including expected outcomes if specified in the proposal. *(Type in.)*

3. Which of the following social, economic and environmental conditions (determinants of health) does the proposal have the greatest potential to impact? *(Check at least three.)*

Social, Economic and Environmental Conditions <sup>1, 2</sup>		
<b>Economic Stability</b>	<b>Neighborhood &amp; Physical Environment</b>	<b>Education</b>
<input type="checkbox"/> Employment	<input type="checkbox"/> Housing Quality	<input type="checkbox"/> Early Childhood Education and Development
<input type="checkbox"/> Income	<input type="checkbox"/> Transportation	<input type="checkbox"/> High School Graduation
<input type="checkbox"/> Housing Instability/ Homelessness	<input type="checkbox"/> Environmental Conditions (e.g., water, air and soil quality)	<input type="checkbox"/> Higher Education
<input type="checkbox"/> Food Insecurity	<input type="checkbox"/> Access to Healthy Food	<input type="checkbox"/> Language
<input type="checkbox"/> Poverty	<input type="checkbox"/> Safety	<input type="checkbox"/> Literacy
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
<b>Community and Social Context</b>	<b>Health and Health Care</b>	<b>Note:</b> The number of social, economic or environmental conditions examined could depend on available resources, stakeholder interest and timeline. After examining three, additional conditions may be examined further.
<input type="checkbox"/> Civic Participation	<input type="checkbox"/> Health Coverage	
<input type="checkbox"/> Discrimination	<input type="checkbox"/> Provider Availability	
<input type="checkbox"/> Toxic Stress	<input type="checkbox"/> Access to Health Care	
<input type="checkbox"/> Social Isolation	<input type="checkbox"/> Access to Behavioral Health Services	
<input type="checkbox"/> Incarceration	<input type="checkbox"/> Quality of Care	
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	

## **Section II. Description of Impacts**

**Instructions:** Having described the proposal and identified its potential impacts on various social, economic and environmental conditions, collaborate with organizations that might have research capacity to complete items included in Section II.

- 4. What partners can help you find research regarding potential impacts of the proposal on the social, economic and/or environmental conditions identified in Question 3? (Type in.)**

Specific Partner(s)	Partnership Contribution(s)

*Potential partner types include community foundations, nonprofit organizations, governmental agencies, universities or colleges, health care organizations, community coalitions, stakeholder groups, community organizations (including those representing populations facing significant barriers to health and well-being) and others.*

- 5. Describe how the proposal could impact the social, economic and/or environmental conditions identified in Question 3 and how it could result in associated health impacts for the community overall. (Type in.)**

Social, Economic or Environmental Condition	Impact of the Proposal on Condition	Impact of the Condition on Health	Overall Impact on Health
			<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Mixed <input type="checkbox"/> None <input type="checkbox"/> Unclear
			<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Mixed <input type="checkbox"/> None <input type="checkbox"/> Unclear
			<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Mixed <input type="checkbox"/> None <input type="checkbox"/> Unclear

**6. Based on the potential impact of the proposal on the social, economic or environmental conditions identified in Question 3, identify populations who could be impacted and how the proposal might affect their health. (Describe at least three populations.)**

*Note: Focus on populations that are at a higher risk for poor health as a result of the barriers they experience to social, economic, political and environmental resources, as well as limitations due to illness or disability. For a full list of potential populations of focus, see Section IV. Glossary of Terms.*

Social, Economic or Environmental Condition	Impacted Population	Impact on Health	Overall Impact on Health
			<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Mixed <input type="checkbox"/> None <input type="checkbox"/> Unclear
			<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Mixed <input type="checkbox"/> None <input type="checkbox"/> Unclear
			<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Mixed <input type="checkbox"/> None <input type="checkbox"/> Unclear

### **Section III. Recommendations**

**Instructions:** Having described the potential impacts of the proposal and populations who may face significant barriers to health and well-being, use Section III to identify collaborative approaches to addressing these findings.

**7. What partners can help you to develop recommendations to address or mitigate the potential health impacts identified in Questions 5 and 6? (Type in.)**

Specific Partner(s)	Partnership Contribution(s)

*Potential partner types include community organizations, impacted population(s), community foundations, nonprofit organizations, governmental agencies, universities or colleges, health care organizations, community coalitions, stakeholders, populations who face significant barriers to health and well-being, and others.*

**8. Based on the results of this Health Impact Checklist, suggest recommendations that can help to maximize potential positive health impacts and/or mitigate potential negative health impacts of the proposal. (Type in.)**

Recommendation(s)

## ***Section IV: Glossary of Terms***

*Summary definitions for determinants of health were pulled from Healthy People 2020<sup>3</sup> and additional sources.<sup>4,5</sup> Additional information is available [here](#).*

**Civic Participation:** Encompasses a wide range of both formal and informal activities including voting, volunteering and participating in group activities or organizations.

**Determinants of Health:** The “conditions in the environments in which people are born, live, learn, work, play, worship and age that affect a wide range of health, functioning and quality-of-life outcomes and risks.”

**Discrimination:** A socially structured action that is unfair or unjustified and harms groups or individuals. Discrimination occurs at both structural and individual levels and can be attributed to social interactions that occur to protect more powerful and privileged groups at the detriment of other groups. Discrimination on the basis of race is one example of discrimination.

**Food Insecurity:** The disruption of food intake or eating patterns due to a lack of money or other resources.

**Housing Instability:** Despite no standard definition, housing instability encompasses a number of housing-related challenges including trouble paying rent, overcrowding, staying with relatives, moving frequently, or spending the bulk of income on housing.

**Impacted Populations:** Populations who were identified by completing the Health Impact Checklist as being impacted by the proposal. Those groups may include populations who face significant barriers to health and well-being (populations of focus).

**Populations of Focus:** Populations may include racial and ethnic minorities, including persons of Black, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander races and persons of Hispanic ethnicity; rural/urban residents; children; pregnant women; persons who are LGBTQIA+; older adults; persons with chronic illnesses; persons with housing instability or who are homeless; immigrant populations; displaced persons; persons with limited English proficiency; persons with low literacy; persons with low income; persons with disabilities; and others.

**Social Isolation:** A person’s lack of social connectedness is measured by the quality, type, frequency and emotional satisfaction of social ties. Social isolation exists when an individual lacks opportunities to be socially connected. Social isolation can impact health and quality of life, as well as ability and motivation to access adequate support. It also can impact the quality of the environment and communities in which a person lives.

**Toxic Stress:** A strong, frequent or prolonged activation of the body’s stress management system. Stressful events that are chronic, uncontrollable and/or experienced by children without access to support from caring adults tend to provoke toxic stress responses. Studies indicate that toxic stress can have an adverse impact on brain architecture.

## Section V: References & Sources

**Instructions:** In your preferred format, provide citation or reference information on the resources used to complete the HI-C.


<sup>1</sup> The list of social, economic and environmental conditions is adapted from Healthy People 2020 and the Kaiser Family Foundation. Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health> and <https://www.kff.org/disparities-policy/issue-brief/beyond-health-care-the-role-of-social-determinants-in-promoting-health-and-health-equity/>

<sup>2</sup> U.S. Department of Health and Human Services. (2019). *Healthy People 2020*. Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources>

<sup>3</sup> U.S. Department of Health and Human Services. (2019). *Healthy People 2020*. Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources>

<sup>4</sup> National Scientific Council of the Developing Child. (2014). *Excessive Stress Disrupts the Architecture of the Developing Brain*. Retrieved from: [https://developingchild.harvard.edu/wp-content/uploads/2005/05/Stress\\_Disrupts\\_Architecture\\_Developing\\_Brain-1.pdf](https://developingchild.harvard.edu/wp-content/uploads/2005/05/Stress_Disrupts_Architecture_Developing_Brain-1.pdf)

<sup>5</sup> AARP Foundation. *Framework for Isolation in Adults Over 50*. Retrieved from [https://www.aarp.org/content/dam/aarp/aarp\\_foundation/2012\\_PDFs/AARP-Foundation-Isolation-Framework-Report.pdf](https://www.aarp.org/content/dam/aarp/aarp_foundation/2012_PDFs/AARP-Foundation-Isolation-Framework-Report.pdf)



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