

Department of Environmental and Occupational Health Sciences
Environmental Health Seminar (ENVH 580, Autumn 2016)

DAY AND TIME: Thursdays, 12:30-1:20

LOCATION: Health Sciences Building, T435

FACULTY: Jeremy Hess, MD, MPH
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Office hours: by appointment

COURSE PURPOSE

The purpose of this course is to expose DEOHS students to a broad range of environmental and occupational research, practice, and policy issues. The students will attend a weekly seminar that is presented by an invited speaker in the field of environmental and occupational health sciences.

COURSE LEARNING OBJECTIVES

At the end of this course, the student should be able to:

- Discuss a range of occupational and environmental issues and their effects on practice and policy implementation.
- Discuss the basic approaches to assessing and controlling environmental and occupational hazards.
- Review the role of laws and regulations in controlling occupational and environmental health hazards.
- Describe the roles played by statutes, stakeholders, and institutions in occupational and environmental health.
- Contrast the skills, language, and models for professional presentations.

COURSE REQUIREMENTS

Attendance

Since this class is intended to be interactive, participation is important. We encourage you to take advantage of the background reading available on the course Canvas site and to come prepared to ask the speaker questions. If you are unable to attend one of the regularly scheduled DEOHS ENVH 580 seminars, one seminar may be substituted with a seminar or conference outside of the DEOHS, with prior approval of the instructor. The outside seminar should be in a field that is relevant to your program of study.

Assignments

You will be asked to provide feedback about the seminar each week. This is done using an assignment on the course Canvas website. Each assignment will ask you to reflect on the content of the seminar and provide some constructive feedback to the speaker. The assignment becomes available immediately following the seminar and remains available until the following Wednesday at 5:00 PM. Late submissions will not be counted. In order to pass the class, you are required to submit complete follow-up assignments for at least 8 seminars that you attended during the quarter.

FOLLOW-UP ASSIGNMENT INSTRUCTIONS

1. Log onto the ENVH 580 Environmental Health Seminar web page:
<https://canvas.uw.edu/courses/1065292>
2. On the home page you will see a banner displaying the current seminar title and a link to the corresponding assignment.
3. You can also navigate to the assignments using the “Modules” or “Assignments” buttons in the navigation bar on the left.

PROCEDURE FOR SUBSTITUTING A SEMINAR

To obtain credit for a seminar that is not part of ENVH 580, but related to your field of study, contact the instructor for prior approval.

SPECIAL INSTRUCTIONS FOR STUDENTS SUPPORTED BY THE EDUCATION AND RESEARCH CENTER (ERC) TRAINING GRANT

Students enrolled in the course and supported by the ERC Training grant are required to attend alternate ERC seminars in lieu of some regularly scheduled 580 sessions. These special concurrent ERC seminars are automatically accepted as “substitute” seminars for grading purposes and no prior approval is required. ERC students are expected to submit follow-up assignments for the concurrent ERC seminars they attend and are held to the same expectations as the other students enrolled in the course. Results of the ERC seminar follow-up assignments will be shared with the ERC faculty coordinators to help them evaluate and improve the content and format of those sessions.

GRADING

The seminar is graded “Credit/No Credit.” To receive credit for the course you must submit on-time follow-up assignments for at least 8 seminars.

ACCESS AND ACCOMODATIONS:

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

ACADEMIC INTEGRITY STATEMENT:

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the [SPH Academic Integrity Policy](#). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website.

MULTI-CULTURAL INCLUSION COMMITMENT:

The UW School of Public Health seeks to ensure all students are fully included in each course. We strive to create an environment that reflects community and mutual caring. We encourage students with concerns about classroom climate to talk to your instructor, your advisor, a member of the departmental or SPH Diversity Committee and/or the program director. DCinfo@uw.edu is a resource for students with classroom climate concerns.