

# Course Syllabus

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## ENVH 417 (Spring 2018, 3 credits)

**Course Title:** Case Studies in Children's Environmental Health Disparities

**Course Times:** T/TH, 2:30-3:50 pm

**Course Location:** HSB T478

### Instructor

Catherine Karr MD PHD

Professor; Pediatrics, Environmental & Occupational Health Sciences

Roosevelt II (4225 Roosevelt Way NE, Suite 100, Rm 2340)

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### Teaching Assistant

Esther Min [estmin@uw.edu](mailto:estmin@uw.edu) (<mailto:estmin@uw.edu>)

**Office Hours:** by appointment

**Course Website:** Canvas

**Catalog Course Description:** This course introduces students to the ways in which children are disproportionately affected by environmental health hazards. Through a series of engaging case studies, students learn the core scientific concepts of children's environmental health while exploring the social, cultural, regulatory, political, and economic factors that lead to children's health disparities.

**Syllabus Course Description:** This course provides students with an in-depth introduction to the many ways in which children are disproportionately affected by environmental health hazards. The course is designed as a series of engaging case studies and knowledge to practice activities. Using this approach, students are introduced to the core concepts of children's environmental health in a multidisciplinary context that emphasizes the foundational scientific principles of exposure assessment and toxicology, as well as the social, cultural, regulatory, political, and economic factors that can lead to disparities in exposures and health impacts for children. All case studies are based on real life scenarios of children in both the developing and developed world. Carefully crafted activities and assignments provide opportunities for students to identify, evaluate, and synthesize scientific information related to children's environmental health, describe policy and regulatory approaches to reducing hazards, and recognize stakeholders' varied perspectives on the issue. Coursework is designed to develop proficiency in communicating with a variety of audiences about children's environmental health disparities and possible solutions.

**Diversity requirement:** This course is an approved DIV course to fulfill the undergraduate diversity requirement.

Prerequisites: none

**Learning Objectives** – Upon completing the course, students will be able to:

1. Describe the core concepts of environmental health (toxicity, exposure, susceptibility, risk, and prevention) and

apply them in new contexts.

2. Identify the characteristics of children that make them uniquely vulnerable to environmental hazards and contribute to health disparities.
3. Describe the effects of certain key pollutants on children.
4. Locate, organize, and synthesize information about children's environmental health problems in the context of real world situations.
5. Characterize children's environmental health disparities nationally and globally in biological, cultural, political, socioeconomic, public health and health care contexts.
6. Describe regulatory, policy, and programmatic approaches to reducing children's exposures to environmental health hazards.
7. Effectively communicate about children's environmental health concepts to key audiences.

**Course Overview and Format:** This course is designed to facilitate student-centered, active and investigative learning. Case-based instructional strategies are used to introduce and explore the core concepts of children's environmental health and apply these concepts to realistic situations, with an emphasis on the concept of health disparities as it applies to children. Through the lens of case studies, students develop a framework for identifying and applying environmental health concepts to child health issues and to identification of susceptible populations disproportionately affected. The course requires students to be actively engaged in their learning and class time is used with a mix of didactics, discussions, student led presentations, and group problem solving.

### Course Requirements

Each student will be expected to:

- Prepare for each class session by completing the items noted on the homework assignment page for each session. This includes assigned readings, watching assigned videos, and completing related assignments/quizzes.
- Participate actively in class discussions and activities.
- Engage in class based report out and role plays for case studies.
- Develop an infographic on a core children's environmental health topic.
- Work effectively in the group Final Project including preparation and delivery of a component of the group presentation and involvement in the group development of a policy brief.
- Reflect on the impact of the course experience and content on their lives going forward.

Preparing for Class: Reading and viewing assignments for each class session will be available through the course Canvas pages. These will include both **assigned and suggested readings and video materials**, such as scientific articles, reports and educational products from both governmental and non-governmental organizations, textbook chapters, online modules, and instructional videos.

Homework Assignments: Each class session has **homework assignments** that are organized on Canvas under "Modules". Homework assignments include short quizzes and reflections on the assigned readings/viewings described above. There are also a few in class assignments.

Infographic: Each student will create an engaging public facing infographic on a CEH topic of their choosing. The topic must be one of the topics covered in the EPA America's Children and Environment Report.

Student Group Projects: A group project on a selected children's environmental health problem will include: **a policy brief and presentation**. These will be due/presented during the last sessions of the quarter (May 22,24,29). Groups of approximately 5 students will be assigned by the instructor by session 4 with an effort to include student diversity of

academic programs/previous experience. Topics must be an area/issue of children's environmental health that was not the core focus of the class lecturers (including guests). An example list of topics is provided on canvas. Student groups may choose an issue not on the list with permission of the instructor. All group topics/issues must be distinct (no repeats). Groups must submit topic ideas in week 5.

**Policy Brief.** The policy brief should be **2 pages max**. Guidance on writing an effective policy brief is provided in Canvas and can be found here - [http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy\\_brief/index.html](http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/index.html) ([http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy\\_brief/index.html](http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/index.html)). The Brief should include the following components: Aim, "Hook", Background Information, Supportive Data, Options/Recommendations.

**Presentation** of the topic and your policy brief. This will be a 15 minute ppt style presentation (12-15 slides) with each of the group members covering a specific part of the content (the problem you are addressing/relevant background, information and data supporting the problem and need for action, a suggested action/recommended policy or program). The audience will then have an opportunity to ask questions about your issue and action/policy/program (5 min).

Student Class Based Activities: Students will work in pairs or small groups to discuss cases, scenarios of children's environmental health problems in communities and consider relevant responses as research, a project proposal, public information product, or other intervention strategies, or policy change related to the case study.

Student End of Course Reflection: Reflect on how you think the course content and experience will impact your life and your understanding of the world around you (1 page), as well as how you feel your group functioned and what you learned from the experience of working with this particular group of students (1 page).

### **Student Evaluation:**

Course grades will be based on:

- 30% Homework assignments\*
- 10% In class participation in discussions and activities
- 15% Infographic
- 30% Final Project
  - 15% Group oral presentation
  - 15% Group policy brief
- 15% End of Course Reflection

\*lowest grade will be dropped

### **Course Outline:**

The first 4 sessions of the course will include introductory material and background in preparation for case-based discussions, critical reading assignments, special topic oriented lectures and activities in the remaining weeks. All sessions will be led by the course instructor. A with a few exceptions to accommodate special guest presentations or presentation by the TA.

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Session (S#) by session content	Assignments due by class time on this date (unless otherwise indicated)
<b>Week 1 March 27,29</b>	
<p>S1 Review of class policies, procedures, expectations, and norms.</p> <p>3/27 Introductions and review of students' backgrounds and interests.</p> <p>Environmental Health Concepts</p>	<p>None</p>
<p>S2 3/29 Core concepts of Children's Environmental Health – A developmental perspective</p> <p>In class activity – elevator speech</p>	<p>Watch Little Things Matter: The Impact of Toxins on the Developing Brain  <a href="https://www.youtube.com/watch?v=E6KoMAbz1Bw">Little Things Matter: The Impact of Toxins on the Developing Brain</a>  <a href="https://www.youtube.com/watch?v=E6KoMAbz1Bw">(https://www.youtube.com/watch?v=E6KoMAbz1Bw)</a></p> <p></p> <p><a href="https://www.youtube.com/watch?v=E6KoMAbz1Bw">(https://www.youtube.com/watch?v=E6KoMAbz1Bw)</a></p> <p>Read <a href="#">ATSDR Principles of Pediatric Environmental Health</a> pages 11-43</p> <p>Take <a href="#">Quiz</a></p> <p>(Questions 1-5 are from the reading and there is one reflection question from the video)</p>
<b>Week 2 April 3,5</b>	
<p>S3 4/3 Putting CEH concepts into practice: in class small group exercise</p> <p>Introduction to CEH Indicators – Child Health</p> <p>All class discussion</p>	<p>Read <a href="#">ATSDR Principles of Pediatric Environmental Health</a> pages 44-66</p> <p>Read <a href="#">ATSDR Benzene ToxFAQs</a></p> <p>Take <a href="#">Quiz</a> (Questions 6-10 are from the Principles of Environmental Health reading and there are two questions related to the FAQ)</p>
<p>S4 CEH Indicators – Environments and Contaminants. Small group activity followed by full class discussion</p>	<p><b>Get familiar</b> with the EPA ACE Report and how to find the indicators, background text for each indicator and more information on the topic in the <a href="#">ACE report</a>.</p> <p>Explore ACE: Environments and Contaminants - Contaminated Lands</p>

4/5	<a href="#">Topics for Group Projects</a> described	Take <a href="#">Quiz</a> Group Assignments Announced (see on Canvas). Project choices of group due April 13
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**Week 3 April 10,12 (Guest Presentations)**

S5 4/10	Communication in Public Health Practice. Dr. Kristen Pace, Seattle King County Public Health	<p><b>Watch this video</b></p> <p><a href="https://www.youtube.com/watch?v=WU__jJzr_Hw">https://www.youtube.com/watch?v=WU__jJzr_Hw</a> (<a href="https://www.youtube.com/watch?v=WU__jJzr_Hw">https://www.youtube.com/watch?v=WU__jJzr_Hw</a>)</p>  <p>(<a href="https://www.youtube.com/watch?v=WU__jJzr_Hw">https://www.youtube.com/watch?v=WU__jJzr_Hw</a>)</p> <p>And <b>take a look</b> at the following CDC webpages</p> <p><a href="https://www.atsdr.cdc.gov/risk/riskprimer/vision.html">https://www.atsdr.cdc.gov/risk/riskprimer/vision.html</a> (<a href="https://www.atsdr.cdc.gov/risk/riskprimer/vision.html">https://www.atsdr.cdc.gov/risk/riskprimer/vision.html</a>)</p> <p><a href="https://www.cdc.gov/healthcommunication/healthbasics/howtodo.html">https://www.cdc.gov/healthcommunication/healthbasics/howtodo.html</a> (<a href="https://www.cdc.gov/healthcommunication/healthbasics/howtodo.html">https://www.cdc.gov/healthcommunication/healthbasics/howtodo.html</a>)</p>
S6 4/12	Making an effective infographic – how to use piktochart Critical review of a CEH environmental epidemiology paper	<p>Please bring laptop to class if possible</p> <p>Read <a href="#">Braun 2006</a> and answer <a href="#">quiz</a> questions</p> <p>Topic selection for group project due April 13, Submit first 3 choices on canvas</p>

**Week 4 April 17,19**

S7 4/17	Policy Brief Construction In class exercises Rubric for group project outline Work with group project group during class time	<p>Please bring laptop to class if possible</p> <p>View Video lecture on “The Art and Craft of Policy Briefs” (20 min) <a href="http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/video">http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/video</a> (<a href="http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/video">http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/video</a>)</p> <p><b>Group topic assignments announced</b> (see "<a href="#">People</a>" tab in canvas and go to "Groups")</p>
S8	Lead and child health in the US –	<b>Read:</b> <a href="#">WHO Childhood Lead Poisoning Booklet</a>

4/19	facts & foundations, in class exercise	Read <a href="#">Hanna Attisha 2016</a> Take <a href="#">Quiz</a>
<b>Week 5 April 24,26</b>		
S9 4/24	Lead – a global CEH problem Introduction to Case Study in Vietnam & Video ( <a href="https://www.youtube.com/watch?v=PBGDERL3t4o">https://www.youtube.com/watch?v=PBGDERL3t4o</a> ) In class stakeholder exercise	No homework (work on infographic – due 4/27)
S10 4/26	Air Pollution & Asthma Academic paper review	Read Asthma – Vital Signs 2018 <a href="https://www.cdc.gov/mmwr/volumes/67/wr/mm6705e1.htm">https://www.cdc.gov/mmwr/volumes/67/wr/mm6705e1.htm</a> ( <a href="https://www.cdc.gov/mmwr/volumes/67/wr/mm6705e1.htm">https://www.cdc.gov/mmwr/volumes/67/wr/mm6705e1.htm</a> ) Read <a href="#">Morgan 2004</a> . Complete <a href="#">Quiz</a> Infographic due 4/27 (submit on canvas)
<b>Week 6 May 1,3</b>		
S11 5/1	Asthma & Air Pollution In class case Study	Read <a href="#">HUD</a> Take <a href="#">Quiz</a>
S12 5/3	Facts & Foundations – pesticides Class exercise – Communicating Pesticide risk (Assignment in class submitted on Canvas)	Read <a href="#">Roberts 2012</a> Take <a href="#">Quiz</a> (Reminder: <a href="#">Group Project Outline</a> revised due date: 9pm 5/7/18)
<b>Week 7 May 8,10</b>		
S13 5/8	Climate change and Child Health Dr. Jeremy Hess	Read <a href="#">Sheffield 2011</a> Take <a href="#">quiz</a> .
	Critical review of an academic paper on pesticides – Bouchard 2011	

S14 5/10	Pesticide case study of farm worker housing  Review of final project grading rubrics  Comments on draft outline returned	Read <a href="#">Bouchard 2011</a>  Take <a href="#">quiz</a>
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**Week 8 May 15,17**

S15 5/15	Health Impact Assessment – Dr. Elizabeth Friedman	No homework.
S16 5/17	Infographics show and tell  Group Project work	No homework.

**Week 9 May 22,24**

S17 5/22	Group Project presentations  In class feedback and evaluation	Turn in <a href="#">presentation slides</a> and <a href="#">policy brief</a> after presentation
S18 5/24	Group Project presentations  In class feedback and evaluation	Turn in <a href="#">presentation slides</a> and <a href="#">policy brief</a> after presentation

**Week 10 May 29, 31**

S19 5/29	Group Project presentations  In class feedback and evaluation	Turn in <a href="#">presentation slides</a> and <a href="#">policy brief</a> after presentation
S20 5/31	People’s Choice Awards – Infographics and group presentation  Class reflection  Complete evaluation	

**FINAL EXAM WEEK**

No class meeting. [Final Reflection due](#) by 5 pm Friday June 8

## UW Disability Statement:

Access and Accommodations: 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](tel:206-543-8924) or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) (<https://ap03.alpine.washington.edu/alpine/alpine/2.0/mailto?to=uwdrs%40uw%2Eedu&pop=view/0/INBOX/285532>) or [disability.uw.edu](http://disability.uw.edu) (<http://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.

## UW Academic Integrity Statement:

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.

## Course Summary:

Date	Details
Thu Mar 29, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4168519">Assignment 1: ATSDR Principles of Pediatric Environmental Health Quiz (Part 1) and Reflection Questions</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4168519">https://canvas.uw.edu/courses/1131200/assignments/4168519</a> ) due by 2pm
Tue Apr 3, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4177023">Assignment 2: ATSDR Principles of Pediatric Environmental Health Quiz (Part 2) and Reflection Question</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4177023">https://canvas.uw.edu/courses/1131200/assignments/4177023</a> ) due by 2pm
Thu Apr 5, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4182336">Assignment 3: EPA ACE Report Reading</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4182336">https://canvas.uw.edu/courses/1131200/assignments/4182336</a> ) due by 2pm
Thu Apr 12, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4191790">Assignment 4: Braun 2006 Quiz</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4191790">https://canvas.uw.edu/courses/1131200/assignments/4191790</a> ) due by 2pm
Thu Apr 19, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4191819">Assignment: WHO Childhood Lead Poisoning Booklet and Hanna Attisha 2016 Quiz</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4191819">https://canvas.uw.edu/courses/1131200/assignments/4191819</a> ) due by 2pm

Thu Apr 26, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4227864">Assignment: Morgan and CDC Vital Signs</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4227864">https://canvas.uw.edu/courses/1131200/assignments/4227864</a> )	due by 2pm
Fri Apr 27, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4226272">Infographics</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4226272">https://canvas.uw.edu/courses/1131200/assignments/4226272</a> )	due by 11:59pm
Tue May 1, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4235492">Assignment: HUD 2012 Quiz</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4235492">https://canvas.uw.edu/courses/1131200/assignments/4235492</a> )	due by 2pm
	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4237736">Session 11 Group Exercise</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4237736">https://canvas.uw.edu/courses/1131200/assignments/4237736</a> )	due by 3:50pm
Thu May 3, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4235501">Assignment: Roberts 2012</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4235501">https://canvas.uw.edu/courses/1131200/assignments/4235501</a> )	due by 2:59pm
Mon May 7, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4235511">Group Project Outline</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4235511">https://canvas.uw.edu/courses/1131200/assignments/4235511</a> )	due by 9pm
Tue May 8, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4241768">Assignment: Sheffield 2011</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4241768">https://canvas.uw.edu/courses/1131200/assignments/4241768</a> )	due by 2pm
Thu May 10, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4240285">Assignment: Bourchard 2011</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4240285">https://canvas.uw.edu/courses/1131200/assignments/4240285</a> )	due by 2pm
Tue May 22, 2018	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4246119">Group Presentation</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4246119">https://canvas.uw.edu/courses/1131200/assignments/4246119</a> ) (Group 1)	due by 11:59pm
	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4246125">Group Policy Brief</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4246125">https://canvas.uw.edu/courses/1131200/assignments/4246125</a> ) (Group 7)	due by 11:59pm
	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4246125">Group Policy Brief</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4246125">https://canvas.uw.edu/courses/1131200/assignments/4246125</a> ) (Group 5)	due by 11:59pm
	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4246125">Group Policy Brief</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4246125">https://canvas.uw.edu/courses/1131200/assignments/4246125</a> ) (Group 3)	due by 11:59pm
	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4246119">Group Presentation</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4246119">https://canvas.uw.edu/courses/1131200/assignments/4246119</a> ) (Group 5)	due by 11:59pm
	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4246119">Group Presentation</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4246119">https://canvas.uw.edu/courses/1131200/assignments/4246119</a> ) (Group 3)	due by 11:59pm
	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4246125">Group Policy Brief</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4246125">https://canvas.uw.edu/courses/1131200/assignments/4246125</a> ) (Group 1)	due by 11:59pm
	 <a href="https://canvas.uw.edu/courses/1131200/assignments/4246119">Group Presentation</a> ( <a href="https://canvas.uw.edu/courses/1131200/assignments/4246119">https://canvas.uw.edu/courses/1131200/assignments/4246119</a> ) (Group 7)	due by 11:59pm
	 <a href="#">Group Policy Brief</a>	

Thu May 24, 2018

<https://canvas.uw.edu/courses/1131200/assignments/4246125> due by 11:59pm  
(Group 9)

 [Group Policy Brief](#)  
<https://canvas.uw.edu/courses/1131200/assignments/4246125> due by 11:59pm  
(Group 8)

 [Group Presentation](#)  
<https://canvas.uw.edu/courses/1131200/assignments/4246119> due by 11:59pm  
(Group 9)

 [Group Presentation](#)  
<https://canvas.uw.edu/courses/1131200/assignments/4246119> due by 11:59pm  
(Group 8)

 [Group Policy Brief](#)  
<https://canvas.uw.edu/courses/1131200/assignments/4246125> due by 11:59pm  
(Group 10)

 [Group Policy Brief](#)  
<https://canvas.uw.edu/courses/1131200/assignments/4246125> due by 11:59pm  
(Group 6)

 [Group Policy Brief](#)  
<https://canvas.uw.edu/courses/1131200/assignments/4246125> due by 11:59pm  
(Group 4)

 [Group Policy Brief](#)  
<https://canvas.uw.edu/courses/1131200/assignments/4246125> due by 11:59pm  
(Group 2)

Tue May 29, 2018

 [Group Presentation](#)  
<https://canvas.uw.edu/courses/1131200/assignments/4246119> due by 11:59pm  
(Group 10)

 [Group Presentation](#)  
<https://canvas.uw.edu/courses/1131200/assignments/4246119> due by 11:59pm  
(Group 6)

 [Group Presentation](#)  
<https://canvas.uw.edu/courses/1131200/assignments/4246119> due by 11:59pm  
(Group 4)

 [Group Presentation](#)  
<https://canvas.uw.edu/courses/1131200/assignments/4246119> due by 11:59pm  
(Group 2)

Fri Jun 8, 2018

 [Final Reflection \(https://canvas.uw.edu/courses/1131200/assignments/4246113\)](https://canvas.uw.edu/courses/1131200/assignments/4246113) due by 5pm