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# ENV H 443: Housing and Health

AUTUMN QUARTER, 2019  
8:30-9:50 a.m. Tuesdays & Thursdays  
Room E-216 Health Sciences Center

## Instructors:



**Chuck Treser**, Principal Lecturer Emeritus

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## Course Description:

This course explores healthy and safe homes as a crucial element in public health. We will review federal, state and local approaches to housing-related programs under the banner of healthy homes. Students completing this course will understand the relationship between housing and human health and well-being.

## Course Objectives:

It is intended that at the completion of this course, each student should be able to:

1. discuss the major health impacts that have been linked to problems with housing design, construction, use and maintenance;
2. discuss the current state of housing research into housing conditions, national trends and common problems related to human health and safety;
3. apply the appropriate codes and standards to address housing conditions that constitute a health or safety hazard;

4. describe the seven principles of healthier homes and how their use can reduce health and safety hazards in the home; and,
5. describe the major attributes of a successful healthy homes program.

### Course Requirements:

1. **Examinations.** For each module there will be a class exercise or quiz. Some of these will involve group work, while others will be done independently. There will also be two examinations -- both will be administered using the Canvas quiz function. As such they are to be completed outside of the classroom and are open book, open note tests.

2. **Class Project/Term Paper.**

The class will be divided into several teams that will develop a plan to implement a healthy housing program in one Seattle neighborhood. The class project will be worth 100 points, and will involve the following steps or elements.

- Identify a neighborhood in which to implement a healthy housing program. For this project restrict your study to a neighborhood in one of the urban village/center areas of Seattle.  
<http://www.seattle.gov/neighborhoods/programs-and-services/neighborhood-planning>
- Identify the demographic, U.S. census data and/or housing information you use to pick your neighborhood, and explain why you considered these important to your selection of your target area.
- Justify your selection: i.e., what are the major human health issues or concerns that led you to choose this neighborhood for your project.
- Map it and take pictures of representative housing and housing conditions.
- Outline how you propose to develop and implement a healthy housing program for this neighborhood? Some of the elements to be considered in you plan are:
  - Agency or agencies to be involved.
    - Technical competence?
    - Legislative mandate?
    - Funding ?
  - Citizen groups
  - Legislative basis
  - Source of funding
- Document:
  - Need
  - Community characteristics
  - Government agencies already involved or responsible
  - Community organization(s)
  - Resources

Each paper should be typed with appropriate end notes, bibliography including all references used. The information you present and your bibliography should reflect your ability to search the library and obtain relevant information from many sources, including scientific/ professional journals, trade journals, and government reports. Use of only one or two references is not considered adequate or acceptable. This is an **exercise in report writing** typical of the type of reports which an environmental health practitioner is expected to be able to routinely produce.

Format: *You do not need to use a cover but must have a title page.* Make sure all of your names, the class, the date and the title of your report are included on the title page and follow this with the text, bibliography, and appendices. Include page numbers after the first page. Staple the report in the upper left hand corner. You should **not** use type larger than 12 point, triple space, or wide margins.

Evaluation of Papers: Your paper will be evaluated on the following points:

- Data collection, organization, analysis and synthesis;
- Appropriateness of your recommendation; and,
- Organization, general composition, grammar, spelling, and the correct use of citations, bibliography and end notes.

4. **Class participation.** It is expected that all students will have read and thought about the assigned readings for each class session before the class session. The class sessions will be a combination of lectures, discussions and exercises in which the class will work together to examine a particular aspect of the course content, solve a problem or conduct an activity. Failure to fully participate in these discussions and exercises will negatively affect your grade.
5. **Grade.** Your course grade will be based on the total number of points you accumulate during the quarter, divided by the total points possible. Grades will be assigned using the traditional grading rubric converting percentages to the 4.0 grading scale.  
A = 90% or better  
B = 80-89%  
C = 70-79%  
D = 60-69%  
E = 59% or less

### Course Policies:

1. **UW Access and Accommodations:** Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on a disability or temporary health condition, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an inter-active process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can 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](mailto:uwdrs@uw.edu) or visit: <http://disability.uw.edu>.
2. **UW 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.

3. **Religious Accommodations Policy:** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Faculty Syllabus Guidelines and Resources](#). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at: <https://registrar.washington.edu/students/religious-accommodations-request/>

### Course Materials:

1. **Textbooks:** All of these texts are available as downloadable PDF documents on the Canvas course website.
  - a. Centers for Disease Control and Prevention and U.S. Department of Housing and Urban Development. *Healthy Housing Reference Manual*. Atlanta: US Department of Health and Human Services; 2006.  
(<https://www.cdc.gov/nceh/publications/books/housing/housing.htm>)
  - b. National Healthy Housing Training Center & Network, *Essentials of Healthy Housing Training Manual*, National Center for Healthy Housing, 2010.  
(Web link removed by HUD.)
  - c. National Committee on Housing and Health. *National Healthy Housing Standard*, NCEH/APHA, May 2014.  
(<http://www.nchh.org/Policy/NationalHealthyHousingStandard.aspx>)
  - d. CDC/HID, *Healthy Housing Inspection Manual*, U.S. Department of Health & Human Services, Atlanta, 2008.  
(<https://www.cdc.gov/nceh/publications/books/inspectionmanual/default.htm>)
2. **Handouts:** Selected handout materials will be reproduced for the course and distributed in class.
3. **Reading Assignments:** Most of the assignment for the course are listed on the Class Schedule. Additional assignments will be made in class.
4. **Other Reading Materials:**
  - a. A comprehensive list of references provided in the Healthy Housing Training Manual.
  - b. In the University libraries there are a number of books and scientific journals related to housing, urban planning, and the link between the environment and human health, including:

- US Department of Health and Human Services, *The Surgeon General's Call to Action to Promote Healthy Homes*, US Department of Health and Human Services, Office of the Surgeon General, 2009.
- Frumkin H, Frank L, Jackson R. *Urban Sprawl and Public Health: Designing, Planning and Building for Healthy Communities*, Island Press, 2004.