

# Course Syllabus

[Jump to Today](#)

 [Edit](#)

## ENVH 473 (Fall 2019, 4 credits)

**Course Title:** Environmental Health Policy & Practice

**Course Times:** MWF 1:00 – 2:20pm

**Course Location:** HSB T478

### Instructor

Nicole Errett, PhD, MSPH

Lecturer, Department of Environmental & Occupational Health Sciences

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### **Teaching Assistant**

Hannah Schnitzler, DVM

MPH student, Environmental and Occupational Health Sciences

Email: [hs229@uw.edu](mailto:hs229@uw.edu) (<mailto:hs229@uw.edu>)

All email messages will be responded to within 48 business hours.

**Office hours:** Dr. Errett will hold office hours by appointment. Please send her an email requesting an appointment, with a few times that you are available to meet.

**Course website:** <https://canvas.uw.edu/>

**Course Description:** This course will explore how environmental health problems are controlled in the United States by examining the policies and practices of environmental health. We will look at how various government programs are established, organized, and operated to prevent or control hazards in the community, and the legal and regulatory framework behind them.

### **Learning objectives:**

1. Describe the historical, political and legal basis of the major environmental health programs in the U.S.
2. Discuss the roles of federal, state, and local legislatures, courts, and executives in the environmental health-related policy making process
3. Assess jurisdictional environmental health issues and priorities
4. Develop strategies and approaches to address environmental health issues

### **Course overview and format:**

The course will begin by introducing students to the U.S. policy making process and key considerations and tools in policy development, including economics and public interest, through readings, documentaries, lecture, and discussion.

The course will go on to apply these concepts in the use of policy to address key environmental health issues. Course sessions and readings will explore key environmental policy (i.e., legislation, regulations, or judicial opinion) on select environmental health issues of international concern. The associated class sessions will typically include a lecture that introduces the environmental health problems of interest and the policy solutions used to address these problems. The roles and responsibilities of federal and state governments in the implementation of the policy solutions will be discussed. Lectures will be integrated with small group activities, such as a discussion or case briefing activity. Students will experience the environmental policy process in real time by attending a public meeting on an environmental health policy topic of their choice.

In the last part of the course, students will be introduced to environmental health practice at the local, state and national levels. Students will identify and describe real-world environmental health challenges faced by practitioners in local communities, develop evidence-based solutions to address these issues, and practice developing budgets to support the implementation of programmatic solutions by conducting an in-class environmental health assessment. Students will further refine these skills through a briefing memo assignment.

Students will be evaluated based on active participation in course sessions, attendance at and summarization of a public meeting on an environmental health policy topic of their choice, an environmental health assessment group project, a briefing memo assignment, and a progress exam.

**Course Activities:**

Class sessions will be formatted to include a combination of lecture and discussion or small group activity. Active participation in all of the following activities will be assessed as part of the student's Participation grade for the course:

*Film Screening and Discussion:*

Students will watch *Frontline: The Climate of Doubt* and *The Spill* during class and engage in small group discussion about the film and its relevance to environmental health policy and practice.

*Case Studies and Discussion Activities:*

Students will be asked to read background materials prior to coming to class. In small groups, students will discuss the case or situation and its implications. Students may also be asked to represent different stakeholders in mock community meetings.

*Environmental Health Assessment Exercise:*

In small groups, students will employ the Centers for Disease Control and Prevention and the National Association of County and City Health Officials' *Protocol for Assessing Community Excellence in Environmental Health*. Over the course of several class sessions, students will work together to identify and describe an issue of significant concern, propose and evaluate programmatic solutions, and develop a budget for implementation of one solution. They will explore publicly available data and information on key environmental health issues and the structure of local environmental health programming.

*Career Panel Discussion:*

At the end of the course, students will have the opportunity to explore diverse career opportunities in environmental health policy and practice through interaction with real-world practitioners in a career panel. Students will be asked to prepare questions in advance to stimulate discussion with the panel. Panelist biographies will be available on the course website.

**Course requirements:**

Each student will be expected to:

- Prepare for each class session by completing assigned readings and participate actively in course discussions and activities.
- Attend a public meeting on an environmental health topic of his/her choice and summarize his/her experience.
- Actively participate in a guided, in-class environmental health problem solving group project and presentation.
- Develop a briefing memo that describes an environmental health problem and proposes and evaluates solutions.
- Complete a progress exam.

### Course preparation and participation

Students are expected to actively engage in discussions and participate in exercises and activities. The instructor will evaluate effort, quantity and quality of engagement.

Completing the required reading with the session prior to class can enhance informed engagement. The following textbook is required:

Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

**Free online access of this required text is available through the UW Libraries.** *The instructor will provide a reading guide for this textbook to help students glean key concepts from assigned readings.*

Additional required readings will be provided through the library or on the Canvas Site.

Students are expected to come to class on time, refrain from packing up belongings before class ends, give full respectful attention while either the instructor or another student is speaking, use courteous, respectful language, and keep comments and questions relevant to the topic at hand.

Laptops should be brought to class for occasional activities. Laptops and electronic devices are permitted in class for course-related academic purposes only. Electronic devices that might create a disruption in class should be turned off.

### **Graded assignments:**

#### Public Meeting Assignment

Students will be asked to attend a public meeting on an environmental health topic of their choice and summarize their experience. A list of eligible meetings in the Seattle area is included in the assignment description. Students may elect to attend an alternative meeting with advance approval from the instructor. Virtual attendance at a national meeting or meeting located outside the Seattle area may be considered on a case-by-case basis. A formal assignment description with instructions is available on the course website.

Environmental Health Issue Profile and Presentation: As part of the in-class Environmental Health Assessment Exercise, groups will create an Environmental Health Issue profile and present their profile to the class.

#### Briefing Memo

Students will describe the magnitude and impacts of an environmental health problem and propose, evaluate, and recommend solutions to address the problem in the form of a concise briefing memo for a policy/decision maker. A formal assignment description with instructions will be available on the course website during the second half of the course.

#### Progress exam

A comprehensive progress exam (covering material presented through November 6, 2019 (Session 19 Federal Insecticide, Fungicide & Rodenticide Act (FIFRA) and Food, Drug, and Cosmetic Act (FDCA)) will be administered during

class on November 13, 2019. The exam will include multiple choice, true/false, matching and/or short answer questions. Sample questions will be provided in advance for student review.

### Student Evaluation

Course grades will be based on:

Participation: 10%

Public Meeting Assignment: 25%

Group Environmental Health Issue Profile and Presentation: 10%

Briefing Memo Assignment: 25%

Progress Exam: 30%

### 4.0 Grading Scale

Grades will be converted using the following conversion scale:

Minimum Score	Grade Point
≥98	4.0
≥96.9	3.9
≥95.8	3.8
≥94.7	3.9
≥93.6	3.6
≥92.5	3.5
≥91.5	3.4
≥90.4	3.3
≥89.3	3.2
≥88.2	3.1
≥87.1	3.0
≥86	2.9
≥84.9	2.8

≥83.8	2.7
≥82.7	2.6
≥81.6	2.5
≥80.5	2.4
≥79.5	2.3
≥78.4	2.2
≥77.3	2.1
≥76.2	2.0
≥75.1	1.9
≥74	1.8
≥72.9	1.7
≥71.8	1.6
≥70.7	1.5
≥69.6	1.4
≥68.5	1.3
≥67.5	1.2
≥66.4	1.1
≥65.3	1.0
≥64.2	0.9
≥63.1	0.8
≥62	0.7

&lt;62

0.0

Late Policy for Assignments: 10% of the total possible point value will be deducted from assignments that are submitted within 24 hours after the original due date; 20% of the total possible point value will be deducted from assignments that are submitted between 24 and 48 hours after the original due date; 30% of the total possible point value will be deducted from assignments that are submitted between 48 and 72 hours after the original due date; and 50% of the total possible point value will be deducted from assignments that are submitted between 72 hours and one week after the original due date. Assignments will not be accepted beyond one week after the original due date. This policy excludes the progress exam.

### **Inclusive Classroom Environment Statement**

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](mailto:DCinfo@uw.edu) (<mailto:DCinfo@uw.edu>) is a resource for students with classroom climate concerns.

### **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 are 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) (<mailto:uwdrs@uw.edu>) or [disability.uw.edu](http://depts.washington.edu/uwdrs/) (<http://depts.washington.edu/uwdrs/>). 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.

### **Religious Accommodations**

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 [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using [the Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

### **Safety**

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

### **SPH Land Acknowledgment**

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

## **Academic Integrity**

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](https://www.washington.edu/studentconduct/) (https://www.washington.edu/studentconduct/) (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and [the SPH Academic Integrity Policy](https://sph.washington.edu/students/academic-integrity-policy) (https://sph.washington.edu/students/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.

VeriCite Plagiarism Detection will be used for assignments submitted in this course. For more information on VeriCite, please visit: <https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/vericite/>.

## **Equity, Diversity and Inclusion**

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, students are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

## **Bias Concerns**

The Office of the Dean has a student concern policy, a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email [dcinfo@uw.edu](mailto:dcinfo@uw.edu) (mailto:dcinfo@uw.edu) for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <https://sph.washington.edu/about/diversity/bias-concerns> (https://sph.washington.edu/about/diversity/bias-concerns). Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

## **Disclaimer**

The syllabus and/or lecture schedule are subject to change. Any changes will be announced in class and posted on Canvas.

**Course Assignments:** *All assignments are due on Canvas by the start of class on the date indicated, unless otherwise specified*

<b>Assignment</b>	<b>Due Date</b>
Public Meeting Assignment	October 25, 2019

Progress Exam (Exam will be administered in class)	Nov 13, 2019
Group Environmental Health Issue Profile & Presentation (submit on Canvas and bring your group's presentation to class on a USB drive)	December 1, 2019 at 11:59pm
Briefing Memo	Dec 6, 2019
Career Panel Discussion Questions (bring to class in hard copy AND submit on Canvas by the start of class)	Dec 6, 2019

### Course Schedule

Course Sessions	Readings and assignments
<b>Week 1</b>	
September 25, 2019 <u>Session 1:</u> Introduction to the Course & Introduction to the Policy Process – Part 1	<b>Readings:</b> Review syllabus prior to coming to class.  Preface. In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i> . San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.
September 27, 2019 <u>Session 2:</u> Introduction to the Policy Process – Part 2	<b>Readings:</b> Chapter 1: Overview of the US Legal System. In Carruth RS & Goldstein BD. <i>Environmental Health Law: An Introduction</i> . San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.  The Legislative Branch. <i>The White House website</i> . Available: <a href="https://www.whitehouse.gov/1600/legislative-branch">https://www.whitehouse.gov/1600/legislative-branch</a> <a href="https://www.whitehouse.gov/1600/legislative-branch">_ (https://www.whitehouse.gov/1600/legislative-branch)</a>  The Executive Branch. <i>The White House website</i> . Available: <a href="https://www.whitehouse.gov/1600/executive-branch">https://www.whitehouse.gov/1600/executive-branch</a> <a href="https://www.whitehouse.gov/1600/executive-branch">_ (https://www.whitehouse.gov/1600/executive-branch)</a>  The Judicial Branch. <i>The White House website</i> . Available: <a href="https://www.whitehouse.gov/1600/judicial-branch">https://www.whitehouse.gov/1600/judicial-branch</a> <a href="https://www.whitehouse.gov/1600/judicial-branch">_ (https://www.whitehouse.gov/1600/judicial-branch)</a>



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Pages 24-29 in Chapter 2: Transparency and Accountability in the Executive Branch: Judicial Review and the National Environmental Policy Act (NEPA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

University of Kansas. "Influencing Policy Development." *Community Toolbox*, 2016. Available: <http://ctb.ku.edu/en/influencing-policy-development> [\\_\(http://ctb.ku.edu/en/influencing-policy-development\)](http://ctb.ku.edu/en/influencing-policy-development)

## Week 2

September 30,  
2019

### Session 3:

State  
environmental  
policy and the  
National  
Conference of  
State  
Legislatures

Guest speaker:  
Doug Farquhar,  
National  
Conference of  
State  
Legislatures

### **Readings:**

TBA

October 1,  
2019

### Session 4:

National  
Environmental  
Policy Act

### **Readings:**

Pages 29-39 in Chapter 2: Transparency and Accountability in the Executive Branch: Judicial Review and the National Environmental Policy Act (NEPA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

October 3,  
2019

### Session 5:

Collaboration in  
Action:

### **Readings:**

TBA

Community-driven Projects for Environmental Problem Solving

Guest Lecturer: Shannon Dosemagen, Public Lab

### Week 3

October 7, 2019

Session 6:  
*Climate of Doubt* screening and discussion

**Readings:**

Timeline: The Politics of Climate Change. *Frontline*. October 23, 2012. Available: <http://www.pbs.org/wgbh/frontline/article/timeline-the-politics-of-climate-change/> (<http://www.pbs.org/wgbh/frontline/article/timeline-the-politics-of-climate-change/>)

October 9, 2019

Session 7:  
Clean Air Act - Part 1

**Readings:**

Pages 42-59 in Chapter 3: Clean Air Act (CAA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

October 11, 2019

Session 8:  
Clean Air Act - Part 2

**Readings:**

Page 59-74 in Chapter 3: Clean Air Act (CAA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

### Week 4

October 14, 2019

Session 9:  
Massachusetts v. EPA case study

**Readings:**

Massachusetts v. Environmental Protection Agency, 549 U.S. 497 (2007)

<p>October 16, 2019</p> <p><u>Session 10:</u> Clean Water Act</p>	<p><b>Readings:</b></p> <p>Chapter 4: Clean Water Act (CWA). In Carruth RS &amp; Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p>
<p>October 18, 2019</p> <p><u>Session 11:</u> Clean Water Act Discussion Activity – “Friends of Discovery Park”</p>	<p><b>Readings:</b></p> <p>Clean Water Act Discussion Activity background materials</p>
<p><b>Week 5</b></p>	
<p>October 21, 2019</p> <p><u>Session 12:</u> Safe Drinking Water Act</p>	<p><b>Readings:</b></p> <p>Chapter 5: Safe Drinking Water Act (SDWA). In Carruth RS &amp; Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p>
<p>October 23, 2019</p> <p><u>Session 13:</u> Safe Drinking Water Act Case Study: Flint, MI</p>	<p><b>Readings:</b></p> <p>Safe Drinking Water Act Case Study background materials</p>
<p>October 25, 2019</p> <p><u>Session 14:</u> Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or “Superfund Act”)</p>	<p><b>Public Meeting Assignment due.</b></p> <p><b>Readings:</b></p> <p>Chapter 7: Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or “Superfund Act”). In Carruth RS &amp; Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p>

**Week 6**

October 28,  
2019

Session 15:

Superfund:  
Duwamish  
River Case  
Study  
& *The Spill*  
Screening

**Readings:**

TBA

October 30,  
2018

Session 16: Oil  
Pollution Act &  
Resource  
Conservation  
and Recovery  
Act (RCRA)

**Readings:**

Chapter 7: Resource Conservation and Recovery Act (RCRA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Chapter 8: Oil Pollution Act (OPA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

November 1,  
2019

Session 17:

Emergency  
Planning and  
Community  
Right to Know  
Act (EPCRA)

**Readings:**

Chapter 9: Emergency Planning and Community Right to Know Act (EPCRA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

**Week 7**

November 4,  
2019

Session 18:  
Occupational  
Safety and  
Health Act &  
Toxic  
Substances  
Control Act  
(TSCA)

**Readings:**

Chapter 10: Occupational Safety and Health Act (OSH Act). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

\*\*Chapter 11: Toxic Substances Control Act (TSCA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

\*\*In 2016, the Frank R. Lautenberg Chemical Safety for the 21st Century Act significantly updated the TSCA, and these updates are not reflected in the book. Because of substantial changes to the law as a result of this revision, **do not read the New Chemicals, Existing Chemicals, New Significant Use, or Conclusions Section of the book. Relevant information that you need to know about**

**the New Chemical Program, TSCA's role in regulation of existing chemicals, and new significant use is included in the reading guide.**

<p>November 6, 2019</p> <p><u>Session 19:</u> Federal Insecticide, Fungicide &amp; Rodenticide Act (FIFRA) &amp; Food, Drug, and Cosmetic Act (FDCA)</p>	<p><b>Readings:</b></p> <p>Chapter 12: Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA). In Carruth RS &amp; Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.</p> <p>Chapter 13: Food, Drug, and Cosmetic Act (FDCA). In Carruth RS &amp; Goldstein BD. <i>Environmental Health Law: An Introduction</i>. San Francisco, CA: Jossey-Bass: A Wiley Brand;.</p>
<p>November 8, 2019</p> <p><u>Session 20:</u> Intro to Environmental Health Practice Part 1</p>	<p><b>Readings:</b></p> <p>Explore all subpages on: King County website. Environmental Health Services. <a href="https://www.kingcounty.gov/depts/health/environmental-health.aspx">https://www.kingcounty.gov/depts/health/environmental-health.aspx</a> <a href="https://www.kingcounty.gov/depts/health/environmental-health.aspx">https://www.kingcounty.gov/depts/health/environmental-health.aspx</a></p> <p>Explore "About us" and "Our work" subpages on: Washington State Board of Health webpage. <a href="http://sboh.wa.gov">http://sboh.wa.gov</a> (<a href="http://sboh.wa.gov/">Links to an external site.</a>) <a href="http://sboh.wa.gov/">(http://sboh.wa.gov/)</a></p> <p>Explore "Background and History," "Guidelines and Recommendations," and "Resolutions" on: King County website. King County Board of Health. Available: <a href="https://www.kingcounty.gov/depts/health/board-of-health.aspx">https://www.kingcounty.gov/depts/health/board-of-health.aspx</a> <a href="https://www.kingcounty.gov/depts/health/board-of-health.aspx">https://www.kingcounty.gov/depts/health/board-of-health.aspx</a></p>
<p><b>Week 8</b></p>	
<p>November 11, 2019</p> <p>NO CLASS: Veteran's Day</p>	<p><b>Readings:</b></p>
<p>November 13, 2019</p> <p><u>Session 21:</u> Progress Exam</p>	<p><b>No readings.</b></p>

<p>November 15, 2018</p> <p><u>Session 22:</u> Intro to Environmental Health Practice Part 2</p>	<p><b>Readings:</b></p> <p>Centers for Disease Control and Prevention website. <a href="https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf">Improving Environmental Public Health Services Performance to Meet Community Needs</a> (<a href="https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf">https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf</a>).</p> <p><a href="https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf">https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf</a> (<a href="https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf">https://www.cdc.gov/nceh/ehs/envphps/docs/improving-eph-serv-perf-comm.pdf</a>).</p> <p>Briefing memo checklist</p> <p>Sample briefing memo</p> <p><u>Watch:</u> Ruderman, M. "Writing Briefing Memos." Johns Hopkins Bloomberg School of Public Health, Baltimore, MD Lecture.</p> <p>Available: <a href="http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/">http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/</a> (<a href="http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/">http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/</a>)</p>
<p>Week 9</p>	
<p>November 18, 2018</p> <p><u>Session 23:</u> Environmental Health Assessment Part 1</p>	<p><b>Readings:</b></p> <p>pp ix-21* in Protocol for Assessing Community Excellence in Environmental Health. 2000. Centers for Disease Control and Prevention &amp; National Association of County and City Health Officials. Available: <a href="https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf">https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf</a> (<a href="https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf">https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf</a>)</p> <p>*through Task 3</p>
<p>November 20, 2019</p> <p><u>Session 24:</u> Environmental Health Assessment Part 2</p>	<p><b>Readings:</b></p> <p>pp 22-27* in Protocol for Assessing Community Excellence in Environmental Health. 2000. Centers for Disease Control and Prevention &amp; National Association of County and City Health Officials. Available: <a href="https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf">https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf</a> (<a href="https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf">https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf</a>)</p> <p>*through Task 5</p>
<p>November 22, 2019</p>	<p><b>Readings:</b></p> <p>pp 28-41*in Protocol for Assessing Community Excellence in Environmental Health. 2000. Centers for Disease Control and Prevention &amp; National Association of County and City Health Officials.</p>

<p>Session 25: Environmental Health Assessment Part 3</p>	<p>Available: <a href="https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf">https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf</a> (Links to an external site.) <a href="https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf">_ (https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf)</a></p> <p>*through Task 8</p>
<p><b>Week 10</b></p>	
<p>November 25, 2019</p> <p>Session 26: Environmental Health Assessment Part 4</p>	<p><b>Readings:</b></p> <p>pp 42-66* in Protocol for Assessing Community Excellence in Environmental Health. 2000. Centers for Disease Control and Prevention &amp; National Association of County and City Health Officials. Available: <a href="https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf">https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf</a> <a href="https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf">_ (https://www.cdc.gov/nceh/ehs/docs/pace-eh-guidebook.pdf)</a></p> <p>*through Conclusion</p> <p>University of Kansas. "Section 1: Planning and Writing an Annual Budget." <i>Community Toolbox</i>, 2016. Available: <a href="http://ctb.ku.edu/en/table-of-contents/finances/managing-finances/annual-budget/main">http://ctb.ku.edu/en/table-of-</a> <a href="http://ctb.ku.edu/en/table-of-contents/finances/managing-finances/annual-budget/main">_ (http://ctb.ku.edu/en/table-of-) contents/finances/managing-</a></p>
<p>November 27, 2019</p> <p>NO CLASS,</p> <p>In lieu of coming to class, students are expected to meet with their groups to finalize their Environmental Health Assessment written report and presentation</p>	<p><b>No readings.</b></p>
<p>November 29, 2019</p> <p>NO CLASS: Thanksgiving</p>	<p><b>No readings.</b></p>

**Week 11**

December 2, 2019  <u>Session 27:</u> Environmental Health Assessment Presentations	<b>No readings.</b>
December 4, 2019  <u>Session 28:</u> Environmental Health Assessment Presentations	<b>No readings.</b>
December 6, 2019  <u>Session 29:</u> Career Panel	<b>Readings:</b> Review career panelist bios posted on Canvas.

**ACCREDITATION REQUIREMENTS & COMPETENCIES MET BY COURSE**

1. **Environmental Health Science and Protection Accreditation Council (EHAC)** requirements met by this course include:
  2. Core environmental health knowledge areas (pg 11)
  3. Cross Cutting Knowledge Areas:
    - Environmental Health Management (which shall include policy analysis, emergency management systems and program administration);
    - Administrative Law and Process
  1. Environmental health technical areas (pg 11)

“Students shall have been exposed to the foundational principles of environmental health (six starred topic areas) and most of the following topic areas in their program of study. In-depth study shall have been received in at least four of the topic areas listed below.”

This course is an **in-depth study** of the **bolded** topic area in the list of foundation principles for EH.



Air Quality Control\*

All-hazard Preparedness

Built Environment

Global Climate Change and Human Health

Disease Prevention

### **Environmental Health Planning**

Food Protection\*

Geographic Information Systems

Global Environmental Health

Hydrogeology

Injury and Violence Prevention

Institutional Health

Occupational Health and Safety\*

Radiation Health

Recreational Environmental Health

Risk Analysis

Soils

Solid and Hazardous Material and Waste Management\*

Water and Wastewater\*

Zoonotic and Vector-borne Diseases and Their Control\*

1. **Council on Education for Public Health (CEPH)** competencies met by this course include:

#### D-10-1 Public Health Domains

- Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society (Introduce)
- Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice (Introduce)
- Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations (Cover Process, Approaches and Interventions)
- Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course (N/C)
- Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities (Cover Socio-economic, Behavioral and Environmental








## Factors)

- Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation (Cover)
- Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries (N/C)
- Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government (Cover)
- Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology (Cover Professional writing)

## D13-1 Concepts























- Advocacy for protection and promotion of the public's health at all levels of society (Introduce)
- Community dynamics (Introduce)
- Critical thinking and creativity (Cover)
- Cultural contexts in which public health professionals work (Cover)
- Ethical decision making as related to self and society (Cover)
- Independent work and a personal work ethic (Cover)
- Networking (N/C)
- Organizational dynamics (Cover)
- Professionalism (N/C)
- Research methods (N/C)
- Systems thinking (Cover)
- Teamwork and leadership (Cover)












## Course Summary:

Date	Details	
Fri Oct 25, 2019	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962648">Public Meeting Assignment</a> ( <a href="https://canvas.uw.edu/courses/1320195/assignments/4962648">https://canvas.uw.edu/courses/1320195/assignments/4962648</a> )	due by 12:59pm
Wed Nov 13, 2019	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962664">Session 21, Weds: Progress Exam</a> ( <a href="https://canvas.uw.edu/courses/1320195/assignments/4962664">https://canvas.uw.edu/courses/1320195/assignments/4962664</a> )	due by 1pm
Sun Dec 1, 2019	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962643">Environmental Health Assessment Presentation</a> ( <a href="https://canvas.uw.edu/courses/1320195/assignments/4962643">https://canvas.uw.edu/courses/1320195/assignments/4962643</a> )	due by 11:59pm
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962644">Environmental Health Issue Profile</a> ( <a href="https://canvas.uw.edu/courses/1320195/assignments/4962644">https://canvas.uw.edu/courses/1320195/assignments/4962644</a> )	due by 11:59pm
Fri Dec 6, 2019	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962640">Briefing Memo Assignment</a> ( <a href="https://canvas.uw.edu/courses/1320195/assignments/4962640">https://canvas.uw.edu/courses/1320195/assignments/4962640</a> )	due by 1pm
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962641">Career Panel Discussion Questions</a> ( <a href="https://canvas.uw.edu/courses/1320195/assignments/4962641">https://canvas.uw.edu/courses/1320195/assignments/4962641</a> )	due by 1pm
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962646">Participation</a> ( <a href="https://canvas.uw.edu/courses/1320195/assignments/4962646">https://canvas.uw.edu/courses/1320195/assignments/4962646</a> )	

## Date

## Details

-  [Session 1, Weds: Introduction to the Course & Introduction to the Policy Process – Part 1 \(https://canvas.uw.edu/courses/1320195/assignments/4962663\)](https://canvas.uw.edu/courses/1320195/assignments/4962663)
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-  [Session 10, Weds: Clean Water Act \(https://canvas.uw.edu/courses/1320195/assignments/4962686\)](https://canvas.uw.edu/courses/1320195/assignments/4962686)
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-  [Session 11, Fri: Clean Water Act Discussion Activity – “Friends of Discovery Park” \(https://canvas.uw.edu/courses/1320195/assignments/4962687\)](https://canvas.uw.edu/courses/1320195/assignments/4962687)
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-  [Session 12, Mon: Safe Drinking Water Act \(https://canvas.uw.edu/courses/1320195/assignments/4962649\)](https://canvas.uw.edu/courses/1320195/assignments/4962649)
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-  [Session 13, Weds: Safe Drinking Water Act Case Study: Flint, MI \(https://canvas.uw.edu/courses/1320195/assignments/4962651\)](https://canvas.uw.edu/courses/1320195/assignments/4962651)
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-  [Session 14, Fri: Comprehensive Environmental Response, Compensation, and Liability Act \(CERCLA or “Superfund Act”\) \(https://canvas.uw.edu/courses/1320195/assignments/4962652\)](https://canvas.uw.edu/courses/1320195/assignments/4962652)
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-  [Session 15, Mon: Community-led efforts to improve air quality: Methow Valley Clean Air Project \(https://canvas.uw.edu/courses/1320195/assignments/4962656\)](https://canvas.uw.edu/courses/1320195/assignments/4962656)
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-  [Session 15, Mon: Superfund: Duwamish River Case Study & The Spill Screening \(https://canvas.uw.edu/courses/1320195/assignments/4962720\)](https://canvas.uw.edu/courses/1320195/assignments/4962720)
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-  [Session 16, Weds: Oil Pollution Act & Resource Conservation and Recovery Act \(RCRA\) \(https://canvas.uw.edu/courses/1320195/assignments/4962653\)](https://canvas.uw.edu/courses/1320195/assignments/4962653)
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-  [Session 17, Fri: Emergency Planning and Community Right to Know Act \(EPCRA\) \(https://canvas.uw.edu/courses/1320195/assignments/4962655\)](https://canvas.uw.edu/courses/1320195/assignments/4962655)
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-  [Session 18, Mon: Occupational Safety and Health Act & Toxic Substances Control Act \(TSCA\) \(https://canvas.uw.edu/courses/1320195/assignments/4962658\)](https://canvas.uw.edu/courses/1320195/assignments/4962658)
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-  [Session 18, Mon: Public Comment Process \(https://canvas.uw.edu/courses/1320195/assignments/4962660\)](https://canvas.uw.edu/courses/1320195/assignments/4962660)
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-  [Session 19, Weds: Federal Insecticide, Fungicide & Rodenticide Act \(FIFRA\) & Food, Drug, and Cosmetic Act \(FDCA\) \(https://canvas.uw.edu/courses/1320195/assignments/4962659\)](https://canvas.uw.edu/courses/1320195/assignments/4962659)
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-  [Session 2, Fri: Introduction to the Policy Process – Part 2 \(https://canvas.uw.edu/courses/1320195/assignments/4962679\)](https://canvas.uw.edu/courses/1320195/assignments/4962679)
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-  [Session 20, Fri: Intro to Environmental Health Practice – Part 1 & Progress Exam Q&A \(https://canvas.uw.edu/courses/1320195/assignments/4962661\)](https://canvas.uw.edu/courses/1320195/assignments/4962661)
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-  [Session 21 Fri: Progress Exam \(https://canvas.uw.edu/courses/1320195/assignments/4962666\)](https://canvas.uw.edu/courses/1320195/assignments/4962666)
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-  [Session 22, Fri: Intro to Environmental Health Practice – Part 2 \(https://canvas.uw.edu/courses/1320195/assignments/4962667\)](https://canvas.uw.edu/courses/1320195/assignments/4962667)
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-  [Session 23, Mon: Environmental Health Assessment – Part 1 \(https://canvas.uw.edu/courses/1320195/assignments/4962669\)](https://canvas.uw.edu/courses/1320195/assignments/4962669)
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-  [Session 24, Weds: Environmental Health Assessment – Part 2 \(https://canvas.uw.edu/courses/1320195/assignments/4962671\)](https://canvas.uw.edu/courses/1320195/assignments/4962671)
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-  [Session 25, Mon: Environmental Health Assessment – Part 3 \(https://canvas.uw.edu/courses/1320195/assignments/4962672\)](https://canvas.uw.edu/courses/1320195/assignments/4962672)
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-  [Session 26, Mon: Environmental Health Assessment – Part 4 \(https://canvas.uw.edu/courses/1320195/assignments/4962673\)](https://canvas.uw.edu/courses/1320195/assignments/4962673)
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-  [Session 27, Fri: Environmental Health Assessment Part 5](https://canvas.uw.edu/courses/1320195/assignments/4962673)

Date	Details
	<a href="https://canvas.uw.edu/courses/1320195/assignments/4962675">. (https://canvas.uw.edu/courses/1320195/assignments/4962675)</a>
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962678">Session 27, Mon: Environmental Health Assessment Presentations (https://canvas.uw.edu/courses/1320195/assignments/4962678)</a>
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962676">Session 28, Mon: Environmental Health Assessment Wrap up and Presentation Development (https://canvas.uw.edu/courses/1320195/assignments/4962676)</a>
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962721">Session 28, Weds: Environmental Health Assessment Presentations (https://canvas.uw.edu/courses/1320195/assignments/4962721)</a>
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962680">Session 29, Fri: Career Panel and Course Finale (https://canvas.uw.edu/courses/1320195/assignments/4962680)</a>
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962719">Session 3: State environmental policy and the National Conference of State Legislatures (https://canvas.uw.edu/courses/1320195/assignments/4962719)</a>
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962689">Session 4, Weds: National Environmental Policy Act (https://canvas.uw.edu/courses/1320195/assignments/4962689)</a>
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962718">Session 5, Fri: Collaboration in Action: Community-driven Projects for Environmental Problem Solving (https://canvas.uw.edu/courses/1320195/assignments/4962718)</a>
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962690">Session 6, Mon: Climate of Doubt screening and discussion (https://canvas.uw.edu/courses/1320195/assignments/4962690)</a>
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962682">Session 7, Weds: Clean Air Act - Part 1 (https://canvas.uw.edu/courses/1320195/assignments/4962682)</a>
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962683">Session 8, Fri: Clean Air Act - Part 2 (https://canvas.uw.edu/courses/1320195/assignments/4962683)</a>
	 <a href="https://canvas.uw.edu/courses/1320195/assignments/4962684">Session 9, Mon: Massachusetts v. EPA case study (https://canvas.uw.edu/courses/1320195/assignments/4962684)</a>