

# Course Syllabus

[Jump to Today](#)

 [Edit](#)



2019 - Syllabus

## Course Description:

This is a Credit/No Credit course in which you will have the opportunity to apply the knowledge and skills you have been developing under controlled conditions in the field. With help and guidance from faculty and staff, you will identify and apply for an appropriate Environmental Health internship. Appropriate internships may be with a local, state or federal public health or an environmental protection agency, a not-for-profit organization or a private sector company, in which the intern will gain:

Supervised application of public health practices and/or environmental control techniques;

Supervised observation and experience in environmental health program planning; and,

Training in the utilization of community resources.

## Course Purpose:

The field internship is intended to provide students, majoring in environmental health, with an opportunity to use the knowledge and skills learned in the classroom in an actual work setting. It is intended to be both practical and educational. You will be expected to devote your full time efforts to the internship in order to gain an understanding of, and an appreciation for, the multiplicity of technical, legal, social, economic, and political factors which impinge upon the planning, development and implementation of environmental health programs to understand and help resolve community problems.

## Learning Objectives:

By the end of this internship, you should be able to:

1. Apply the theoretical concepts of the classroom to the realities of the field;
2. Communicate with, and work with, the public and other health professionals;
3. Identify environmental public health problems, gather and interpret data, and propose alternative solutions with an understanding of the health, economic, social, legal, and political implications of each alternative;
4. Observe and evaluate conditions and situations likely to have an adverse effect on human health and well-being;

5. Relate the role of environmental health to other public health and environmental protection programs, and to community values, demands and priorities; and,
6. Describe the legal and political processes, including, but not limited to, the role of the county commissioners, local and state boards of health, writing rules and regulations, enforcement techniques and the basic rights of citizens.

### Course Requirements:

**1. Duration:** The internship is a minimum 400-hour practicum in which you will work with an agency for the purpose of being trained through observations and instruction, in the conduct of environmental health programs in the community.

Each student will work with a local, state, federal or private agency. Every attempt will be made to find an assignment which is mutually agreeable to you and to the agency involved, however, the Department of Environmental Health has no control over the number or location of the agencies which will accept our students in any given quarter.

The field training or internship may be taken any academic quarter, although most students enroll in the courses during Summer Quarter. The field training normally begins on the first day of the quarter and ends upon the completion of ten full weeks of training, unless other arrangements are agreed upon between the student and his/her agency supervisor and approved in advance by the course coordinator.

**2. Paid vs. Unpaid Internships:** Due to circumstances over which we have no control most internships are unpaid, however, some organizations have been able to provide our students with some financial assistance to help offset the expenses involved. Again, the Department has no control over either the amount or the availability of these funds. We will try to accommodate the special needs of each student as much as practicable, but can not provide any assurance as to whether the agency to which you are placed will have funds available, or if they do, as to the amount of those funds.

**3. Academic Credit:** You will be assigned a course grade (CR/NC) based on your evaluated performance in the work situation, as well as the summary of your experience. **The summary of your experience will be reported in weekly journal entries and with a final summary report.** Below details the **A-E** expectations for Credit (CR):

A) Each student is to submit a journal entry **EACH WEEK** (except the 4<sup>th</sup> and 10<sup>th</sup> week – see below) summarizing the week's highlighted and assignments/work tasks for the week. Each entry will be a minimum 1-page, 1 inch margins, single spaced, 12-point font entry that summarizes the "take away" learning that occurred during the week. Generally, include (as applicable):

1. Summary of overall work for the week;
2. Challenges faced and your response;
3. Questions that arose from your training that either conflict with what you have learned via textbook/course work OR support/augment what you have learned;
4. Interesting experiences/stories and how they challenged you to grow.
5. One question from [Reflecting on Your Internship.docx](#)

As you can imagine, each internship experience will generate vastly different experiences. Journal entries will allow you to capture these experiences in a meaningful way and prepare you for the final report.

B) At the end of the 4<sup>th</sup> week, the student's journal entry should **specifically answer** the following mid-point check-in questions:

1. Describe the scope of activities performed by the agency/section to which you are assigned.
2. Briefly summarize the specific activities in which you have been engaged to date, and your progress on the deliverables from your work plan.
3. What has been the most interesting thing which you have learned or done so far?
4. What, if anything, has been a problem or has been difficult for you to do or understand?

5. Do you have a formal plan or schedule of the activities or projects for the remaining portion of the field training period?
6. Do you have any thought or comments on how to improve this experience for either yourself or for other students?

C) At the end of the 10<sup>th</sup> week (or end of quarter), students shall submit a written summary report of the student's activities during the field practice.

The written report should be typed (double spaced), approximately 3-5 pages in length, 1 inch margins, double-spaced, 12 pt. font, and present a synopsis of the student's work experiences and personal observations during the internship, including the following:

1. A description of the agency's organizational structure and mission/vision (and how your internship contributes to that mission);
2. A brief description of the nature, scope and experience gained in each of the programs or major activities the student either participated or was able to observe (The student's weekly journal entries can be used to summarize their experiences - not cut an paste!);
3. The degree to which your coursework prepared you for the duties and activities assigned.
4. How your internship informed your career goals.

**Include in an addendum to your final report a selection of samples of your summer work. Examples may include a sample inspection, safety data sheet, or presentation. If you are not sure what product to include, please contact Hayley or Tania in advance.**

All students will be highly encouraged to present their internship experience either as an oral presentation in ENV H 480 Undergraduate seminar OR as a poster during the SPH Undergraduate Symposium during the spring.

All students are encouraged to work on a significant, independent project of value to the agency. If you are involved with such project for the agency, attach a copy of the final report or product (or a written description) of the project to your final report for the course.

D) An evaluation of the student's performance must be completed by the student's field supervisor and must be received prior to credit being conferred. While this [evaluation form](https://goo.gl/forms/Q1S6vYL1nrQF9L5s2) (<https://goo.gl/forms/Q1S6vYL1nrQF9L5s2>) will be sent to the supervisor, it may behoove the student to provide a friendly reminder prior to the end of their internship time. The student must also complete their own evaluation of the internship experience.

E) One 300-500 word blog article about the process of applying for, completing, or reflecting on their internship.

F) Lastly, all students must submit an updated resume reflecting their internship accomplishments.

**NOTE: Documentation of sources:**

All information presented in any written assignment must include the correct and proper attribution of the source of that evidence or information. You may use any standard style manual but it must be used consistently and correctly throughout the paper.

---

### Course Policies and Guidelines:

1. Each student is responsible for working out an acceptable arrangement for his/her field training with the instructors for the course, before committing him/herself to a particular internship.
2. Contact the agency at which your field training is to confirm the date and time on which your field training will begin.

3. This is a variable credit course. Students should register for ENVH 482 for between 2 and 15 credits. Regardless of the number of credits for which you register, you are responsible for completing the entire 400 hours of the required internship. Normally, this will be accomplished during a single academic quarter.

4. Maintain the same hours as the environmental health personnel in the assigned agency. Dress in a manner similar to the personnel and, in effect, function in a role similar to that of the staff within the agency.

**NOTE: If you are unavoidably delayed, or must miss a day, call in and notify the supervisor of your assigned agency.**

5. Complete all agency assigned work, e.g., follow up on field visits or assigned activities involving preparation of reports, follow through on sample reports, or follow up if re-inspections are necessary. Any activity started is to be completed or is to be in the hands of the agency staff person who is normally responsible for the follow up before terminating the field practice.

6. Conduct yourself in a manner which enhances the productivity of the agency. Do not hinder or delay the efforts or progress of the agency personnel.

7. If of value to the agency, be involved in an independent activity preferably a field project or study.

8. If the agency permits, function independently and perform services of value to the agency.

9. Utilize your time effectively. Become familiar with applicable local or state codes, rules and regulations or technical material relevant to your activities. NEVER waste your time waiting for an assignment.

10. If a problem develops, discuss it first with your course instructor and then if advised contact your internship supervisor.

11. **Academic Integrity:** Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. (See the University of Washington Community Standards and Student Conduct website).

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.

(<http://sph.washington.edu/students/academic> .(<http://sph.washington.edu/students/%20academic>)\_integrity/ )

12. **Access and Accommodation:** 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 including 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 [disability.uw.edu](http://disability.uw.edu). The 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. If you have any questions, please contact either lecturer, Trina Sterry, or Sara Mackenzie. (<http://depts.washington.edu/uwdrs/faculty-resources/syllabus-statement/>)

**13. 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/).

**14. 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.

**15. 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:

- 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.
- 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.
- 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.

**16. 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) for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <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.

**17. 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.

## ACCREDITATION REQUIREMENTS & COMPETENCIES MET BY COURSE

1. **Environmental Health Science and Protection Accreditation Council (EHAC)** requirements met by this course include:
2. ENVIRONMENTAL HEALTH PRACTICE

FIELD EXPERIENCE (180 min clock hours – this program requires 400 hours)

“Students shall be exposed to field equipment, data collection and data interpretation. From this experience students should develop problem solving skills, learn to work as part of a team and gain an understanding of organizational dynamics.”

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 (N/C)
- 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 (N/C)
- 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 (N/C)
- 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 (N/C)
- Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation (N/C)
- 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 (N/C)
- 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)

## D12-1 Cumulative and Experiential Activity

The ENV H 482 course evaluates the knowledge gained as a result of completing a mandatory environmental health internship with a local, state, federal, or private organization. The field internship is minimum 400 hours with a dedicated supervisor who provides a final evaluation of the student. The internship is intended to provide students, majoring in environmental health, with an opportunity to use the knowledge and skills learned in the classroom in an actual work setting. This knowledge is evaluated through weekly journals, published blog posts, an updated resume, and a final report and/or poster.

## D13-1 Concepts

- Advocacy for protection and promotion of the public's health at all levels of society (Introduce)
- Community dynamics (Cover)
- 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 (Cover)
- Organizational dynamics (Cover)
- Professionalism (Cover)
- Research methods (N/C)
- Systems thinking (Cover)
- Teamwork and leadership (Cover)

# Course Summary:

Date	Details	
Mon Jul 1, 2019	 <a href="#">Where is your internship?</a>	to do: 11:59pm
	 <a href="#">Acknowledgement of Risk Form</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136715">https://canvas.uw.edu/courses/1383362/assignments/5136715</a> )	
	 <a href="#">Blog Entry</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136716">https://canvas.uw.edu/courses/1383362/assignments/5136716</a> )	
	 <a href="#">Career Development Competency Assessment</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136717">https://canvas.uw.edu/courses/1383362/assignments/5136717</a> )	
	 <a href="#">Final Report or Poster</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136718">https://canvas.uw.edu/courses/1383362/assignments/5136718</a> )	
	 <a href="#">Personal Release</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136714">https://canvas.uw.edu/courses/1383362/assignments/5136714</a> )	
	 <a href="#">Read Intern Professional Conduct</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136719">https://canvas.uw.edu/courses/1383362/assignments/5136719</a> )	
	 <a href="#">Schedule: Do This First!</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136720">https://canvas.uw.edu/courses/1383362/assignments/5136720</a> )	
	 <a href="#">Student Internship Evaluation</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136721">https://canvas.uw.edu/courses/1383362/assignments/5136721</a> )	
	 <a href="#">Updated Resume</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136722">https://canvas.uw.edu/courses/1383362/assignments/5136722</a> )	
	 <a href="#">Week 1: Journal Entry</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136723">https://canvas.uw.edu/courses/1383362/assignments/5136723</a> )	
	 <a href="#">Week 2: Journal Entry</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136724">https://canvas.uw.edu/courses/1383362/assignments/5136724</a> )	
	 <a href="#">Week 3: Journal Entry</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136725">https://canvas.uw.edu/courses/1383362/assignments/5136725</a> )	
	 <a href="#">Week 4: Midterm Report</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136726">https://canvas.uw.edu/courses/1383362/assignments/5136726</a> )	
	 <a href="#">Week 5: Journal Entry</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136727">https://canvas.uw.edu/courses/1383362/assignments/5136727</a> )	
	 <a href="#">Week 6: Journal Entry</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136728">https://canvas.uw.edu/courses/1383362/assignments/5136728</a> )	
	 <a href="#">Week 7: Journal Entry</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136729">https://canvas.uw.edu/courses/1383362/assignments/5136729</a> )	
	 <a href="#">Week 8: Journal Entry</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136730">https://canvas.uw.edu/courses/1383362/assignments/5136730</a> )	
	 <a href="#">Week 9: Journal Entry</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136731">https://canvas.uw.edu/courses/1383362/assignments/5136731</a> )	
	 <a href="#">Work Plan</a> ( <a href="https://canvas.uw.edu/courses/1383362/assignments/5136732">https://canvas.uw.edu/courses/1383362/assignments/5136732</a> )	