

Course Syllabus

 [Edit](#)

ENVH 473/584: Environmental Health Policy and Practice

(Fall 2021, 4 credits)

Tuesdays and Thursdays, 1:30pm – 3:20pm

SOCC 221

Zoom: [\[link\]](#) ↗ [. \(https://washington.zoom.us/j/92923926901\)](https://washington.zoom.us/j/92923926901)

Learning Group Google Folders: [\[link\]](#) ↗ [. \(https://drive.google.com/drive/folders/1kiclSNr5WDhBK7KHKjZpkx2NJOVnobl?usp=sharing\)](https://drive.google.com/drive/folders/1kiclSNr5WDhBK7KHKjZpkx2NJOVnobl?usp=sharing)

Instructor

Nicole Errett, PhD, MSPH

Pronouns: she/her/hers

Assistant Professor

Department of Environmental and Occupational Health Sciences

Email: nerrett@uw.edu

Teaching Assistant

Juliette Randazza

Pronouns: she/her/hers

MPH/MPA Student

Department of Environmental and Occupational Health Sciences, School of Public Health

Evans School of Public Policy and Governance

Email: jrandazz@uw.edu

Communication

The teaching team will stay for a few minutes after class to answer any student questions or concerns. This is the best way to communicate with us. The second-best option is to send us an email. Please send ALL emails to both Nicole and Juliette. This will maximize our response time and avoid duplicative responses. As you all know, the pandemic has dramatically increased email volume, so please be patient with us. We will do our best to respond to you within two business days. Due to the limitations in the Canvas messaging service (e.g., that prevent us from seeing if another person has responded), [we ask that you do not use the Canvas messaging services for course-related communications](#). Canvas message responses may be delayed.

Office Hours

Juliette will host online office hours 11:00am -1:00pm on Tuesdays. If you would like to attend, please email Juliette at jrandazz@uw.edu.

Nicole will host office hours by appointment. Appointments must be scheduled at least 24 hours in advance. You can schedule an office hours appointment here: <https://calendly.com/nerrett/officehours> ↗ [. \(https://calendly.com/nerrett/officehours\)](https://calendly.com/nerrett/officehours)

COVID-Related Expectations

Per UW policy, this class will be conducted in a hybrid format and have in person components. Therefore, unless you meet the criteria for an accommodation from Disability Resources for Students (DRS) or a special arrangement approved by the SPH Office of the Dean that allows you to take the course remotely [\[see student communications here\]](#) ↗ [. \(https://sph.washington.edu/sites/default/files/2021-08/UWSPH_RTC_Student-Email.pdf\)](https://sph.washington.edu/sites/default/files/2021-08/UWSPH_RTC_Student-Email.pdf) you should only register for this class if you can attend in-person.

That being said, this course has been designed to maximize flexibility and to ensure course and learning continuity in the face of uncertainty. Through week 6 of the course, Tuesdays will be reserved for lectures that will be delivered in the classroom and live streamed over Zoom for virtual participation and recorded for asynchronous review. Students may participate in these Tuesday sessions from a location of their choice, including the classroom. Thursdays will be reserved for learning group discussions. Students who have selected to participate in in-person learning groups will be expected to come into the classroom on these days (see COVID-19 policies below – do not come to class sick or if you should be quarantining – we will work with you!). Virtual learning groups will meet via the course's Zoom website. Starting on week 7, both Tuesday and Thursday sessions will require synchronous participation. We will revisit in

person and virtual learning groups at this time, and at the discretion of the instructional team, students may have the option to change their groups and preferences. Please note that, at the time of this writing, all students (with the exception of those that have a DRS or religious accommodation) will be expected to take the progress exam in class on Thursday, November 18, 2021 from 1:30-3:20pm.

Please contact UW Disability Resources for Students (DRS) directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.

- If you are a student enrolled in a program in SPH, and you are either living with an individual who is immunocompromised, OR you are unable to obtain a visa to travel to the US, you may be eligible for a "special arrangement" that will allow you to take this course remotely. Requests for special arrangements to take the class remotely should have been submitted to and approved by the Students and Academic Services team in the Office of the Dean before the beginning of the quarter. If you have questions about this type of arrangement, please reach out to Student and Academic Services by email at sphas@uw.edu (mailto:sphas@uw.edu).

All UW students are expected to complete their [vaccine attestation](https://www.washington.edu/coronavirus/vaccination-requirement/) (https://www.washington.edu/coronavirus/vaccination-requirement/) before arriving on campus and to follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill or exhibit possible COVID symptoms, you should not come to class. Please contact the course TA as soon as possible by email for alternative arrangements for any graded work. If you need to temporarily quarantine or isolate per CDC guidance and/or [campus policy](https://www.washington.edu/coronavirus/2021/08/31/autumn-quarter-health-and-safety-measures-message-to-uw-personnel/) (https://www.washington.edu/coronavirus/2021/08/31/autumn-quarter-health-and-safety-measures-message-to-uw-personnel/), you are responsible for notifying your instructors as soon as possible by email. **If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing covidehc@uw.edu (mailto:covidehc@uw.edu) or calling 206-626-3344.**

Food is not allowed in the classroom. Drinks may be sipped with lifting or removal of your facemask for a brief moment, and immediate re-masking after drinking.

Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is complying with UW policies and unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction. Thank you for your patience and support as we all transition together back to in-person learning!

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

Upon completing this course, ENVH 473 students will be able to:

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

ENVH 584 students will be able to:

1. Assess and contrast the roles and responsibilities of state and federal governments in environmental health policy development and implementation
2. Describe the roles of politics, public opinion, and economics in environmental health policy development
3. Develop and evaluate strategies and approaches to address environmental health issues
4. Assess the magnitude, determinants, and impacts of a community-level environmental health issue
5. Develop strategies to communicate about environmental health policy issues for different audiences or sectors, using different media

Course Overview and Format

This course is grounded in student-centered, active learning. At the beginning of the course, students will be introduced to the policy making process and key considerations and tools in policy development, including economics and public interest. The course will go on to 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. Each module will include small learning 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.

Learning groups: You will choose to participate in an in-person or virtual learning group at the beginning of the course. In-person and virtual learning groups will be assigned. Whenever the class breaks out for small activities or meets for synchronous discussions, you will meet with your learning group. Virtual learning groups will meet in an assigned Zoom break out room. In person learning groups will meet in the course classroom. You will also conduct group assignments with your assigned learning group. In the event of extenuating circumstances, including those related to COVID-19, students assigned to in-person learning groups may participate in virtual learning groups on an ad hoc basis. Please contact the TA if this need arises. Learning group changes may be made at the discretion of the instructional team.

Course Activities

Classes will be formatted to include a combination of lectures, discussion, and case studies. When appropriate, a subject matter expert may be asked to present a topic to the course. Students are encouraged to engage these special guests through discussion and questioning.

Through week 6 of the course, Tuesdays will be reserved for lectures that will be delivered in the classroom and live streamed over Zoom for virtual participation and recorded for asynchronous review. Students may participate in these Tuesday sessions from a location of their choice, including the classroom. Thursdays will be reserved for learning group discussions. Students who have selected to participate in in-person learning groups will be expected to come into the classroom on these days (see COVID-19 policies above). Virtual learning groups will meet via the course's Zoom website. Starting on week 7, both Tuesday and Thursday sessions will require synchronous participation. We will revisit in person and virtual learning groups at this time, and at the discretion of the instructional team, students may have the option to change their groups and preferences. Please note that, at the time of this writing, all students (with the exception of those that have a DRS or religious accommodation) will be expected to take the progress exam in class on Thursday, November 18, 2021 from 1:30-3:20pm.

Course Requirements

Each student will be expected to:

- Prepare for each class session by completing assigned readings and modules, participate actively in course discussions, and engage guest speakers.
- Complete all graded assignments and activities (see Graded Assignments section).

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 will also be required to view three documentaries publicly available through PBS:

- Frontline's *Climate of Doubt*. October 23, 2012. Available: <https://www.pbs.org/wgbh/frontline/film/climate-of-doubt/> [↗]
(<https://www.pbs.org/wgbh/frontline/film/climate-of-doubt/>)
- Frontline's *Poisoned Waters*. PBS. April 21, 2009. Available: <https://www.pbs.org/wgbh/frontline/film/poisonedwaters/?autoplay> [↗]
(<https://www.pbs.org/wgbh/frontline/film/poisonedwaters/?autoplay>)
- *Frontline's The Spill*. October 26, 2010. Available: <https://www.pbs.org/video/frontline-the-spill/> [↗] (<https://www.pbs.org/video/frontline-the-spill/>)

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 learning group 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

All students will be expected to submit all course assignments, as detailed below. Learning Group Activities are the products of active learning activities completed with your learning groups during class time. The Environmental Health Issue Profile and Presentation will be completed with your learning group, and dedicated class time will be provided for you to complete it. If you are unable to attend any of the sessions associated with a Learning Group Activity or the Environmental Health Issue Profile and Presentation assignment due to COVID-19 policies or other extenuating circumstances, you must contact the TA within 24 hours for alternative approaches to completing that assignment or portion of the assignment. If you know you will miss a session in advance (e.g., due to religious accommodations or athletic commitments), you must contact the TA at least two weeks in advance for alternative approaches to completing the assignment.

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Learning Group Activities: Students will meet with learning groups during class to engage in discussions, case studies, and other activities learning activities. On five occasions, groups will turn in a written assignment documenting their discussion after class. Each member of the group should participate in at least four of these discussions and contribute to the assignment. Each of learning group activity below is worth 2.5% of the student's grade, for a total of 10%. There are a total of five assignments, allowing flexibility in the event the student cannot make a learning group discussion with an associated assignment. If a student participates in and contributes to all five, they can earn extra credit (up to 1 extra point on their total course grade, out of 100 points).

- Learning Group Activity 1: Climate of Doubt Learning Group Discussion Questions (**Due: Thursday, October 7, 2021 at 5:00pm**)
- Learning Group Activity 2: Safe Drinking Water Act Case Study Discussion Questions (**Due: Thursday, October 21, 2021 at 5:00pm**)
- Learning Group Activity 3: Learning Group Slides (**Due: Thursday, November 4, 2021 at 5:00pm**)
- Learning Group Activity 4: FDCA Infographic (**Due: Tuesday, November 9, 2021 at 5:00pm**)
- Learning Group Activity 5: NACCHO LHD Profile (**Due: Tuesday, November 16, 2021 at 5:00pm**)

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 Washington 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.

Due: Thursday, October 28, 2021 at 1:29pm

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.

Due: Thursday, December 9, 2021 at 5:00pm

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.

Due: Friday, December 10, 2021 at 11:59pm

Progress Exam

A comprehensive progress exam (covering material presented through November 9, 2021 (Federal Insecticide, Fungicide & Rodenticide Act (FIFRA) and Food, Drug, and Cosmetic Act (FDCA)) will be administered **during class** on November 18, 2021. All students, including those in virtual learning groups, will be expected to take the exam in class unless they have a DRS or religious accommodation. The exam will include multiple choice, true/false, matching and/or short answer questions. Sample questions will be provided in advance for student review.

Exam: Thursday, November 18, 2021 from 1:30-3:20pm

The following, additional assignments are for graduate students enrolled in ENVH 584 only:

Public Comment

As an addendum to their public meeting assignment, graduate students will write a brief, evidence-informed public comment that could be delivered at the public meeting to inform policy makers about the environmental health impacts of the issue or proposed policy.

Due: Thursday, October 28, 2021 at 1:29pm

Expert Testimony Development

Students will develop an expert testimony that synthesizes complex evidence for law makers to consider in the policy making process.

Due: Friday, December 10, 2021 at 11:59pm

Evaluation Plan Design

As an addendum to their final briefing memo assignment, students will develop an evaluation plan for the environmental public health program strategy that they are recommending.

Due: Friday, December 10, 2021 at 11:59pm

Late Policy

All individual assignments are short and have at least one week of lead time to ensure you have ample time to complete them. We strongly suggest you start working on your assignments early, so that last minute challenges do not prevent timely submission of your assignments. In the event that you are unable to complete your assignment on time, a late policy has will be enforced to ensure fairness to other students. We do recognize that some challenges are simply insurmountable, for example, physical or mental illness or a family emergency. If you face such an insurmountable challenge, please contact the instructor as soon as possible. In exceptional circumstances, the late policy may be waived or modified at the instructor's discretion.

Under most circumstances, 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.

Student Evaluation

ENVH 473 (undergraduate students) course grades will be calculated as follows:

- 10% Learning Group Activities
- 20% Public Meeting Assignment
- 15% Environmental Health Issue Profile and Presentation
- 25% Briefing Memo Assignment
- 30% Progress Exam

ENVH 584 (graduate students) course grades will be calculated as follows:

- 10% Learning Group Activities
- 10% Public Meeting Assignment
- 5% Public Meeting Comment
- 15% Expert Testimony Development
- 10% Environmental Health Issue Profile and Presentation
- 15% Briefing Memo Assignment
- 10% Evaluation Plan
- 25% Progress Exam

4.0 Grading Scale:

ENVH 473 grades will be converted using the following conversion scale:

This table describes how numeric grades (out of 100) will convert to the 4.0 grade scale for the ENVH 473 class.

Minimum Score	Grade Point
≥98	4.0
≥96.9	3.9
≥95.8	3.8
≥94.7	3.7
≥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
<62	0.0

ENVH 584 grades will be converted using the following scale:

This table describes how numeric grades (out of 100) will convert to the 4.0 grade scale for the ENVH 584 class.

Minimum Score	Grade Point
≥98	4.0
≥96.4	3.9
≥94.9	3.8
≥93.3	3.7
≥91.7	3.6
≥90.2	3.5
≥88.6	3.4
≥87	3.3
≥85.5	3.2
≥83.9	3.1
≥82.3	3.0
≥80.8	2.9
≥79.2	2.8
≥77.7	2.7
≥76.1	2.6
≥74.5	2.5
≥73	2.4
≥71.4	2.3
≥69.8	2.2
≥68.3	2.1
≥66.7	2.0

≥65.1	1.9
≥63.6	1.8
≥62	1.7
<62	0

Course Schedule

Week 1: Introduction to the Course

Thursday, September 30, 2021

Before class:

Read:

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

Complete:

- Respond to poll regarding your preference to participate in virtual or in-person learning groups (**Due: Tuesday, September 28th at 11am**)

During class:

- Lecture: *Introduction to the course*
- Discussion: Meet your learning groups and develop a group community agreement

Week 2: Introduction to the Policy Process and the National Environmental Policy Act

Tuesday, October 5, 2021

Before class:

Read:

- Chapter 1: Overview of the US Legal System. In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.
- The Legislative Branch. *The White House website*. Available: <https://www.whitehouse.gov/1600/legislative-branch> [↗]
(<https://www.whitehouse.gov/1600/legislative-branch>)
- The Executive Branch. *The White House website*. Available: <https://www.whitehouse.gov/1600/executive-branch> [↗]
(<https://www.whitehouse.gov/1600/executive-branch>)
- The Judicial Branch. *The White House website*. Available: <https://www.whitehouse.gov/1600/judicial-branch> [↗]
(<https://www.whitehouse.gov/1600/judicial-branch>)
- Pages 24-39 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.
- Shaffer RM. Environmental Health Risk Assessment in the Federal Government: A Visual Overview and a Renewed Call for Coordination. *Environ Sci Technol*. 2021 Aug 17;55(16):10923-10927. doi: 10.1021/acs.est.1c01955. Epub 2021 Jul 26. PMID: 34310109.

Complete:

- Contribute to your Learning Group's Reading Guide.

During Class:

- Lecture: *Introduction to the Policy Process*
- Guest Lecture: *Rachel Shaffer - Risk Assessment and Evaluation in the Federal Government*
- Lecture: *National Environmental Policy Act*

Thursday, October 7, 2021

Before class:

Watch:

Frontline's *Climate of Doubt*. PBS. October 23, 2012. Available: <https://www.pbs.org/wgbh/frontline/film/climate-of-doubt/> [\(https://www.pbs.org/wgbh/frontline/film/climate-of-doubt/\)](https://www.pbs.org/wgbh/frontline/film/climate-of-doubt/)

During class:

- Discussion: Climate of Doubt Learning Group Discussion

After class:Submit:

- Learning Group Activity 1: Climate of Doubt Learning Group Discussion Questions

Week 3: Clean Air Act

Tuesday, October 12, 2021

Before class:Read:

- Pages 42-74 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.

Complete:

- Contribute to your Learning Group's Reading Guide.

During class:

- Lectures: *Clean Air Act – Parts 1 & 2*

Thursday, October 14, 2021

Before class:Read:

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

During class:

- Discussion: Massachusetts v. EPA Learning Group Discussion

Week 4: Clean Water Act & Safe Drinking Water Act

Tuesday, October 19, 2021

Before class:Read:

- Chapter 4: Clean Water Act (CWA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.
- Chapter 5: Safe Drinking Water Act (SDWA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.

Complete: Contribute to your Learning Group's Reading Guide.

During class:

- Lecture: *Clean Water Act*
- Lecture: *Safe Drinking Water Act*

Thursday, October 21, 2021

Before class:Read:

Safe Drinking Water Act Case Study background materials

During class:

- Discussion: Safe Drinking Water Act Case Study: Flint, MI

After class:Submit:

- Learning Group Activity 2: Safe Drinking Water Act Case Study Discussion Questions

Week 5: CERCLA, RCRA and OPA

Tuesday, October 26, 2021

Before class:

Read:

- Chapter 6: Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or "Superfund Act"). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014
- Ryan J. EPA ignoring 34 of the most toxic messes in the Northwest. KUOW. September 27, 2017. Available: <https://kuow.org/stories/epa-ignoring-34-most-toxic-messes-northwest/> [\(https://kuow.org/stories/epa-ignoring-34-most-toxic-messes-northwest/\)](https://kuow.org/stories/epa-ignoring-34-most-toxic-messes-northwest/)

Watch:

- Frontline's *Poisoned Waters*. PBS. April 21, 2009. Available: <https://www.pbs.org/wgbh/frontline/film/poisonedwaters/?autoplay> [\(https://www.pbs.org/wgbh/frontline/film/poisonedwaters/?autoplay\)](https://www.pbs.org/wgbh/frontline/film/poisonedwaters/?autoplay)

Complete: Contribute to your Learning Group's Reading Guide.

During class:

- Lecture: *Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or "Superfund Act")*
- Lecture & Discussion with BJ Cummings (invited): *The River that Made Seattle: Duwamish River Superfund Site Case Study*

Thursday, October 28, 2021

Before class:

Read:

- 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.

Watch:

- *Frontline's The Spill*. October 26, 2010. Available: <https://www.pbs.org/video/frontline-the-spill/> [\(https://www.pbs.org/video/frontline-the-spill/\)](https://www.pbs.org/video/frontline-the-spill/)

Submit:

- Public Meeting Assignment, **(Due: Thursday, October 28, 2021 at 1:29pm)**
- ENVH 584 Only: Public Comment Assignment

During class:

- Lecture: Resource Conservation and Recovery Act (RCRA)
- Lecture: Oil Pollution Act
- Discussion: The Spill Learning Group Discussion

Week 6: EPCRA, OSHA & TSCA

Tuesday, November 2, 2021

Before class:

Read:

- 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.

Complete: Contribute to your Learning Group's Reading Guide.

During class:

- Lecture: Emergency Planning and Community Right to Know Act (EPCRA)

Thursday, November 4, 2021

Before class:

Read:

- 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.

Complete: Contribute to your Learning Group's Reading Guide.

During class:

- Learning Groups Teach the Class: Learning Groups will Develop and Deliver a Portion of the PPT Slides for the Session

After class:

Submit:

- Learning Group Activity 3: Learning Group Slides (**Due: Thursday, November 4, 2021 at 5:00pm**)

Week 7: FIFRA & FDCA

Tuesday, November 9, 2021

Before class:

Read:

- Chapter 12: Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand; 2014.
- Chapter 13: Food, Drug, and Cosmetic Act (FDCA). In Carruth RS & Goldstein BD. *Environmental Health Law: An Introduction*. San Francisco, CA: Jossey-Bass: A Wiley Brand.

Complete: Contribute to your Learning Group's Reading Guide.

During class:

- Lecture: Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA)
- Discussion: FDCA Infographic Development

After class:

Submit:

- Learning Group Activity 4: FDCA Infographic (**Due: Tuesday, November 9, 2021 at 5:00pm**)

Thursday, November 11, 2021

No class: Veteran's Day

Week 8: Introduction to Environmental Public Health Practice & Progress Exam

Tuesday, November 16, 2021

Before class:

Read:

- National Environmental Health Association. Investing in an Effective Environmental Health System. Available:

https://www.neha.org/sites/default/files/about/Investing%20in%20an%20Effective%20Environmental%20Health%20System_FINAL.pdf (Links to an external site.)

(https://www.neha.org/sites/default/files/about/Investing%20in%20an%20Effective%20Environmental%20Health%20System_FINAL.pdf (Links%20to%20an%20exter

- Collins BK. Tell Me – What do you do? (2013) *Journal of Environmental Health*, 75(8) pp. 4-6. Available: https://www-jstor-org.offcampus.lib.washington.edu/stable/26329598?seq=1#metadata_info_tab_contents (https://www-jstor-org.offcampus.lib.washington.edu/stable/26329598?seq=1#metadata_info_tab_contents)
- Explore all subpages on: King County website. Environmental Health Services. <https://www.kingcounty.gov/depts/health/environmental-health.aspx> (https://www.kingcounty.gov/depts/health/environmental-health.aspx)

During class:

- Lecture: Introduction to Environmental Health Practice
- Discussion: NACCHO LHD Profile Activity

After class:

Submit:

- Learning Group Activity 5: NACCHO LHD Profile (**Due: Tuesday, November 16, 2021 at 5:00pm**)

Thursday, November 18, 2021

Before class:

Read:

- Study for progress exam by reviewing course lectures and reading guides Exam includes content through Week 7, Tuesday November 9th. It does not include materials from Tuesday, November 16, 2021)

Complete: One-page, single sided 8x11, handwritten "cheat sheet" for use during the exam

During class:

- [Progress Exam](#)

Week 9: Identifying Environmental Health Problems in Our Community

Tuesday, November 23, 2021

Before class:**Read:**

- Environmental Health Issue Profile and Presentation Assignment Materials

During class:

- [Activity:](#) Environmental Health Assessment Part 1: Defining the Problem

Thursday, November 25, 2021

No Class: Thanksgiving

Week 10: Addressing Environmental Health Problems in Our Community

Tuesday, November 30, 2021

Before class:**Read:**

- Environmental Health Issue Profile and Presentation Assignment Materials

During class:

- [Activity:](#) Environmental Health Assessment Part 2: Describing Problem Determinants

Thursday, December 2, 2021

Before class:**Read:**

- Environmental Health Issue Profile and Presentation Assignment Materials

During class:

- [Activity:](#) Environmental Health Assessment Part 3: Formulating Solutions

Week 11: Communicating Environmental Health Problems in Our Community

Tuesday, December 7, 2021

Before class:**Read:**

- Environmental Health Issue Profile and Presentation Assignment Materials

During class:

- [Activity:](#) Develop Environmental Health Issue Profile

Thursday, December 9, 2021

Before class:**Read:**

- Environmental Health Issue Profile and Presentation Assignment Materials

During class:

- [Activity:](#) Design and record Environmental Health Issue Presentation

After class:**Submit:**

- Environmental Health Issue Profile & Presentation (Due: Thursday, December 9, 2021 at 5:00pm)

- Briefing Memo (Due: Friday, December 10, 2021 at 11:59pm)
- [ENVH 584 only](#): Evaluation Plan Design (Due: Friday, December 10, 2021 at 11:59pm)
- [ENVH 584 only](#): Expert Testimony Development (Due: Friday, December 10, 2021 at 11:59pm)

UW Academic Policies and Resources

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-accommodatio...) (<https://registrar.washington.edu/staffandfaculty/religious-accommodatio...> [↗](#) (<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/>) (<https://registrar.washington.edu/students/religious-accommodations-requ...> [↗](#) (<https://registrar.washington.edu/students/religious-accommodations-request/>)).

Access and Accommodations

Your experience in this class is important to me. 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 already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented 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), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at [disability.uw.edu](http://depts.washington.edu/uwdrs/) [↗](#) (<http://depts.washington.edu/uwdrs/>).

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.

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.

Classroom Climate

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 faculty or academic advisor, or a member of the departmental or SPH Diversity Committee. Victoria Gardner (vg@uw.edu (<mailto:vg@uw.edu>))), SPH Assistant Dean for Equity, Diversity & Inclusion, is also a resource for students with concerns related to equity, diversity, and inclusion.

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](https://sph.washington.edu/students/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 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.

Personal Pronouns

According to the UW First Year Programs, being an ally is not just about intention, it's also about behavior. We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

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.

Excused Absence from Class

Students are expected to attend class and to participate in all graded activities. A student who is anticipating being absent from class due to a Religious Accommodation activity needs to complete the Religious Accommodations request process by the second Friday of the quarter. Students who anticipate missing class due to attendance at academic conferences or field trips, or participation in university sponsored activities should provide a written notice to the instructor ahead of the absence. The instructor will determine if the graded activity or exam can be rescheduled or if there is equivalent work that can be done as an equivalent, as determined by the instructor.

Medical Excuse Notes

Students are expected to attend class and to participate in all graded activities. To protect student privacy and the integrity of the academic experience, students will not be required to provide a medical excuse note to justify an absence from class due to illness. A student absent from any graded class activity or examination due to illness must request, in writing, to take a rescheduled examination or perform work judged by the instructor to be the equivalent. Students are responsible for taking any number of examinations for which they are scheduled on a given day and may not request an adjustment for this reason alone.

Recording of Remote Class Sessions

This course is scheduled to run synchronously at the scheduled class time via Zoom. These Zoom class sessions may be recorded. The recording will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public. The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who do not wish to be recorded should change their Zoom screen name to hide any personal identifying information such as their name or UW Net ID, and not share their computer audio or video during their Zoom sessions.

Guidance for Students Taking Remote Courses from Outside the U.S.

Faculty members at U.S. universities – including the University of Washington – have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events. If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws. If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

Writing Resources

All written assignments for this class must be high quality, well researched, well organized, and well written. Use plain language instead of jargon. The instructors will consider the clarity of writing when grading assignments. Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help students be successful throughout their future course work and career. Therefore, this course includes written assignments with the goal of helping students identify areas of strength and improvement in writing. However, if a student feels that they could benefit from additional opportunities to improve their writing skills, a list of resources at the UW and others accessible online can be found on the [SPH website](#).

<https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>) and on the [DEOHS intranet](#) <https://portal.deohs.washington.edu/index.php/academic-support-writing-resources>).