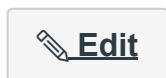


Course Syllabus



Course Syllabus

Department of Environmental and Occupational Health Sciences


School of Public Health, University of Washington

ENVH 111

Exploring Environmental Health Connections

Winter 2023

3 credit hours

Washington State is [home](https://www.washingtontribes.org/tribes-map)  to 29 federally recognized and 5 unrecognized tribes. 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.

COURSE DESCRIPTION

This course serves as a portal through which students can learn about the complex and multi-disciplinary field of Environmental Health Sciences. The natural environment presents a rich variety of hazards to human health: chemical, physical and biological. To these, our species has added its own assortment of hazards, for example, synthetic pesticides, industrial pollution and toxic waste. Environmental Health Sciences is the study of the health consequences of human-environment interaction. It is an applied science, with an emphasis on prevention or intervention to eliminate or reduce human health risks.

The course will focus on major environmental health hazards and controversies, raising issues of science and policy through lectures and discussions. Tuesday and Thursday class sessions will be lecture/class discussion format. Friday class sessions will be class discussions and presentations of controversial issues in Environmental Health Sciences.

Tuesday and Thursday lectures will be recorded using Panopto. Recordings of the lectures can be accessed through the class website (see Panopto on the left sidebar).

LEARNING OBJECTIVES

At the end of this course, students will be able to:

1. Identify major current and historic environmental health hazards
2. Describe the various approaches to identifying and studying these hazards

3. Describe the various exposure pathways and routes of human exposure to environmental hazards
4. Describe the various approaches to link environmental exposures to human health effects
5. Describe the major agencies, programs, and organizations involved in environmental and occupational health protection.
6. Describe the major public health policies that have been established to protect humans from exposure to environmental and occupational hazards.

IMPORTANT POLICIES AND RESOURCES


Winter Quarter Respiratory Illnesses: Protocols and Safety

Winter quarter is a time of increased risk of acquiring respiratory illnesses including COVID, RSV, cold, and flu.

If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email.

Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction or a plan for making up the class.

Additional recommendations include:

- **[Get boosted with the updated COVID-19 vaccines](http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-ku4dK1F60Qwx5sVB9F2zPf2P2tjPbEQN0oAXWTw4xyUlayD-3Dn6tkPV-b9qYPVKN_s=)** (http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-ku4dK1F60Qwx5sVB9F2zPf2P2tjPbEQN0oAXWTw4xyUlayD-3Dn6tkPV-b9qYPVKN_s=). These vaccines are available at clinics and pharmacies, as well as through **[UW Medicine](http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-rZLyUV3OKyCGDzGK2pj5QyxQq14YnSJSLWoEiG_BskVghbuDCoOCaDQZDj1HhDtQ28=)** (http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-rZLyUV3OKyCGDzGK2pj5QyxQq14YnSJSLWoEiG_BskVghbuDCoOCaDQZDj1HhDtQ28=) and local health agencies.
- **[Get your annual flu shot](http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-p8AShT60UfuTPp6L1-t9MeMiS8rrCJoY1HdFNMDUpsMKUh95VFz6INtjkf3R2dEH3M=)** (<http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-p8AShT60UfuTPp6L1-t9MeMiS8rrCJoY1HdFNMDUpsMKUh95VFz6INtjkf3R2dEH3M=>).
- **[Wear a high-quality mask in indoor public spaces and while traveling. Masks are strongly recommended the first two weeks of winter quarter.](http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-vvPawo32qTEDivNHXudxfJ86KNJ7wSFb24jzmDKknFXp_lcn7BOiAk0vTZcfssVCQY=)** High-quality masks help protect against a range of respiratory viruses, and are **[available for free](http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-vvPawo32qTEDivNHXudxfJ86KNJ7wSFb24jzmDKknFXp_lcn7BOiAk0vTZcfssVCQY=)** (http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-vvPawo32qTEDivNHXudxfJ86KNJ7wSFb24jzmDKknFXp_lcn7BOiAk0vTZcfssVCQY=) in locations on each UW campus.
- **[Take a coronavirus test if you have symptoms or have been exposed.](https://www.washington.edu/coronavirus/testing/?mkt_tok=NTI3LUFiUi0yNjUAAAGIkoZ8-Ih4rJkVTP0uu0x9Qjo03it8Dqjcg-b8MMF3oVqsuHG2uoxdCV_LSqQ4pXPG_I3dC3PI76N-P0Pk7a0LzK9p8iT0fsJ4PvzXS155og)** Rapid antigen tests are widely available **[for free at on campus locations linked here](https://www.washington.edu/coronavirus/testing/?mkt_tok=NTI3LUFiUi0yNjUAAAGIkoZ8-Ih4rJkVTP0uu0x9Qjo03it8Dqjcg-b8MMF3oVqsuHG2uoxdCV_LSqQ4pXPG_I3dC3PI76N-P0Pk7a0LzK9p8iT0fsJ4PvzXS155og)**  (https://www.washington.edu/coronavirus/testing/?mkt_tok=NTI3LUFiUi0yNjUAAAGIkoZ8-Ih4rJkVTP0uu0x9Qjo03it8Dqjcg-b8MMF3oVqsuHG2uoxdCV_LSqQ4pXPG_I3dC3PI76N-P0Pk7a0LzK9p8iT0fsJ4PvzXS155og). **[The Husky Coronavirus Testing](http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-vzM5PdwrHbUB_QiTo_vUCpaMHj5R4-)** (http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-vzM5PdwrHbUB_QiTo_vUCpaMHj5R4-

[EPxZHeHpW885q6tKNP_evGy-Nqcx025qjyxc=](#))_ voluntary research study is also available for UW students.

- [Activate WA Notify on your phone \(http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGlkoz8-pPDyiN6GI5YTqHyjmQA3y8d4y3WLT-C66__TuWe9QeeuVV_YE2asMhxcqyv8m4XSZM=\)](http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGlkoz8-pPDyiN6GI5YTqHyjmQA3y8d4y3WLT-C66__TuWe9QeeuVV_YE2asMhxcqyv8m4XSZM=) to receive exposure notifications and so that you can anonymously let others know of their exposure if you test positive.

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 (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 \(http://www.washington.edu/cssc/\)](http://www.washington.edu/cssc/)

For this class, students must read the SPH Academic Integrity Policy and indicate that they have read the policy during the first week of class. Instructions for accessing the SPH Academic Integrity Policy are located on the Modules page of the class website.

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-](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy)

[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/).”

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 advisor, a member of the departmental or SPH Diversity Committee and/or the program director. Victoria Gardner (vg@uw.edu) (<mailto:vg@uw.edu>), SPH Assistant Dean for Equity, Diversity & Inclusion, is also a resource for students with classroom climate concerns.

Bias Concerns

The Office of the Dean in the SPH has a [student concern policy](https://sph.washington.edu/students/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 the 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> [↗](https://sph.washington.edu/about/diversity/bias-concerns/). Data are 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.

Sexual Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
 - Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
 - Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
 - Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the [bias concerns link](https://sph.washington.edu/about/diversity/bias-concerns/) [↗](https://sph.washington.edu/about/diversity/bias-concerns/). The University

also has designated offices to help you: [SafeCampus](https://www.washington.edu/safecampus/); [Office of the Ombud](https://www.washington.edu/ombud/); [Title IX Investigation Office](https://www.washington.edu/titleix/report/); and [University Complaint Investigation and Resolution Office](https://www.washington.edu/compliance/uciro/).

Communication Skills

Communication through writing and speaking is an important transferable skill for all career pathways. Establishing a strong foundation in communication skills will help you be successful throughout your future course work and career. Therefore, this course includes assignments with the goal to help you identify areas of strength and improvement in your communication. If you feel that you could benefit from additional opportunities to improve your writing skills in particular, a list of resources at the UW and others accessible online can be found on the SPH website at <https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>.

COURSE REQUIREMENTS

Tuesday & Thursday Lecture “Share Your Thoughts” Questions (10%)

- Students will read news articles and “share their thoughts” about the articles in response to discussion questions on topics covered during Tuesday and Thursday lectures.
- Responses to the discussion questions will be submitted via the class website and are due by 9AM on the day of class (before class) in order to promote discussion during the class.
- Students will receive 10 points for submitting their responses to the discussion questions before each Tuesday and Thursday lecture. Students should be sure to respond to the questions clearly and completely. Vague and/or incomplete responses will not receive full credit. Late responses will not be accepted.
- Detailed instructions on how to submit responses to the discussion questions can be found on the Modules page of the class website. If you have questions regarding submitting your responses to the discussion questions, please contact Tom or one of the TAs.
- I will give you time to discuss your responses in class with your classmates and will ask for volunteers to talk about responses.

Friday Discussion/Presentation Sessions (10%)

The topics for Friday discussion/presentation sessions are provided below.

Week 1: Friday 1/6: Review of class requirements

Week 2: Friday 1/13: Discussions of selected Environmental Epidemiology articles from scientific journals

Week 3: Friday 1/20: Discussions of selected Toxicology (animal/cell-based) articles from scientific journals

Week 4: Friday 1/27: Discussions of commentaries from Case Study on the use of DDT to combat malaria

Week 5: Friday 2/3: Discussions of Case Study Written Reports (begin Case Study Presentations)

Week 6: Friday 2/10: Work on Case Study Presentations, submit draft version

Week 7: Friday 2/17: Work on Case Study Presentations, submit updated version (Final version due 2/21)

Week 8: Friday 2/24: Case Study Presentations and Questions and Answers

Week 9: Friday 3/3: Case Study Presentations and Questions and Answers

Weeks 10: Friday 3/10: Current Events discussion

- Students will receive 25 points for participating in discussion sessions/presentations during weeks 2-10.
- Students who will be absent from a Friday session are required to fill out and submit an absentee form prior to class to ensure they will not lose points for missing class.
- Detailed instructions regarding student assignments for each discussion/presentation session can be found on the Modules page of the class website.
- If you have questions regarding any aspect of the discussion/presentation sessions, please contact Tom or one of the TAs.

Case Study Written Report (20%)

During week 5 of the quarter:

- Students will search PubMed and select a scientific research article from a peer reviewed journal that provides data regarding the health effects associated with the use of DDT to combat malaria.
- Students will submit their selected peer reviewed journal article for approval by the instructor.
- After the article is approved, students will read the approved article and write a 2-page Case Study Report that responds to a series of questions provided by the instructor. These questions will be posted on the class website under the Modules page.
- Detailed instructions on the Case Study Report can be found on the Modules page of the class website. If you have questions regarding the Case Study Report, please contact Tom or one of the TAs.

Take-Home Exams (30% each)

There will be two take-home exams during the quarter.

- The first exam will cover material from the first 5 weeks of class.
- The second exam will cover material from weeks 6-10 of class.
- Exams will be posted on the Modules page of the class website and students will submit their responses through the website.

- Detailed instructions on how to access the exams and submit your answers to the exam questions can be found on the Modules page of the class website. If you have questions regarding the exam questions, please contact Tom or one of the TAs.

Grading

The total number of points awarded for each of the assignment types will be divided by the total number of points available to calculate a final % score for each assignment type. These % scores will then be weighed according to the percentages listed below to calculate a final % score for the class. This final % score will then be translated into your GPA score using the table below.

Once GPAs are calculated for all students, the instructor will "adjust" the grades depending on the distribution of grades for the entire class. If you have questions regarding grading, please contact Tom.

- | | |
|---|-----|
| • Tuesday and Thursday Lecture Discussion Questions | 10% |
| • Friday Discussions/Presentations | 10% |
| • Case Study Written Report | 20% |
| • Take Home Exams (2 at 30% each) | 60% |

Translating your Total Percent Scores to GPA Scores

| <u>GPA</u> | <u>Minimum % Correct</u> | <u>GPA</u> | <u>Minimum % Correct</u> |
|-------------------|-------------------------------------|-------------------|-------------------------------------|
| 4.0 | 97 | 2.3 | 78 |
| 3.9 | 96 | 2.2 | 77 |
| 3.8 | 95 | 2.1 | 76 |
| 3.7 | 94 | 2 | 75 |
| 3.6 | 93 | 1.9 | 74 |
| 3.5 | 92 | 1.8 | 73 |
| 3.4 | 90 | 1.7 | 72 |
| 3.3 | 89 | 1.6 | 70 |
| 3.2 | 88 | 1.5 | 69 |

| | | | |
|-----|----|-----|-----|
| 3.1 | 87 | 1.4 | 68 |
| 3 | 86 | 1.3 | 67 |
| 2.9 | 85 | 1.2 | 66 |
| 2.8 | 84 | 1.1 | 65 |
| 2.7 | 83 | 1 | 64 |
| 2.6 | 82 | 0.9 | 63 |
| 2.5 | 80 | 0.8 | 62 |
| 2.4 | 79 | 0.7 | 60 |
| | | 0.0 | <60 |