

ENV H 480 A Au 24: Undergraduate Seminar

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Instructors:



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Course description

This course is intended to expose DEOHS undergraduate students to a broad range of environmental and occupational research, practice, and policy areas in order to assist them with career exploring and planning within the Environmental Health major. It also serves as an introduction and orientation to the EH internships.

We will meet in person each week on **Wednesdays** from **3:30 - 4:20** in **Room T498** located in the Magnuson Health Sciences Building (T Wing).

Our Canvas site includes ten modules, one for each topic, and are in sequential order. Each module deals with a component of the internship/job search process, and includes:

1. a **short video** of a mini-lecture or a panel discussion
2. a PDF of the **slides** used in the presentation
3. several downloadable **handouts**
4. one or two related **assignments**

Learning objectives

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

- Develop an overview of the environmental and occupational health sciences field, and evaluate their personal career values, interests and skills to assess fit for a range of possible career paths.
- Create and implement a career plan to prepare for their identified career goals. Identify actions to take in areas of their environmental health education, including research, and internship / experiential learning.
- Identify, apply for, and successfully obtain and hold a summer internship.
- Design a targeted resume and cover letter and understand how to adapt it to different positions.
- Understand the different types of interview questions and craft focused answers in response.
- Construct a professional network

Course Topics & Activities:

	Small Group Discussion/Activity:
9/24: Intros & Objectives	Rank Confidence in Career Readiness
10/2: Researching Career Pathways	Discuss career pathway(s) of interest
10/9: Setting Internship Learning Goals	Undergrad Mixer (HRC 101)
10/16: Searching for Internships	ID one internship of interest from Portal
10/23: Building your Network	Alumni Panel
10/30: Revamping your Resume	Provide feedback on sample resume

11/6: Crafting a Compelling Cover Letter	Provide feedback on sample cover letters
11/13: Acing an Interview	ID three rubric items for practice interview
11/20: Graduate School: Now or Later?	Undergrad/Grad Mixer (HRC 101)
11/27: No Class	Thanksgiving week
12/4: Setting Yourself Up for Success	ID one rejection myth to watch out for

Receiving Credit for this Seminar:

This seminar is graded Credit (CR)/No Credit (NC). CR/NC is a pass/fail option where no grades are issued, and all work is graded either CR or NC. If you earn a CR you receive credit for the course; if you receive a NC you don't receive any credit. Neither the CR nor the NC grade affects your GPA.

Students will need to accumulate 80% of the possible points in the seminar to receive credit. There are 12 assignments each worth 10 points for a total of 120 possible points, so students will need to gain **96** points to receive credit for the seminar.

All assignments can be submitted until **December 6th**, the last day of instruction.

Attendance: This is a course that is dependent on active student participation and engagement. You are expected to attend every class meeting. You are expected to come to class with assignments completed and a readiness and willingness to participate.

What To Do If You Fall Behind in this Course:

We've all experienced instances where other parts of our life intrude on our academics. If you fall behind, here are some strategies to help you re-engage:

1. Reach out to the professors. If you don't want to share details of your situation, that's okay.
2. Review the content in each module. This will help bring you up to speed.
3. Try to block off an hour each week outside of class to focus exclusively on the course.
4. Connect with someone you know in class, to solicit their strategies for success or clarify course content.

It is important that you remain engaged in the course, for the benefit of you and your classmates. We've all experienced instances where other parts of our life intrude on our academics. If you fall behind, here are some strategies to help you re-engage:

Land Acknowledgement: 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.

Inclusiveness: Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of university education. Therefore, we expect you to follow the UW Student Conduct Code in your interactions with your colleagues and instructors in this course by respecting the many social and cultural differences among us. We encourage students to talk to your faculty member and/or the program director if you have concerns about classroom climate.

Pronouns: 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.

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 or disability.uw.edu. 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 \(https://registrar.washington.edu/students/religious-accommodations-request/\)](#).

What constitutes an excused absence? As defined in [UW Scholastic Regulations, Chapter 112 \(http://www.washington.edu/admin/rules/policies/SGP/ScholRegCH112.html\)](#), examples of unavoidable reasons for absence include death or serious illness in the immediate family, illness of the student, and, provided previous notification is given, observance of regularly scheduled religious obligations. Other reasons might include attendance at academic conferences or field trips or participation in University-sponsored activities such as debating contests or athletic competitions.

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.

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.

Reporting Learning Environment Concerns: The Office of the Dean 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. Students are encouraged to report any incidents of bias in any of the following ways:

- Report the incident to someone they feel comfortable with (including teaching staff, adviser or department staff) or directly inform the SPH Assistant Dean for Equity, Diversity & Inclusion Dr. Victoria Gardner at [vg@uw.edu \(mailto:vg@uw.edu\)](mailto:vg@uw.edu).
- Email dcinfo@uw.edu to file a non-anonymous, confidential report (tracked by Director of Student and Academic Services and Assistant Dean of Equity, Diversity & Inclusion) or
- Send an anonymous and confidential report using the bias concern form [here \(https://catalyst.uw.edu/webq/survey/vg/375764\)](https://catalyst.uw.edu/webq/survey/vg/375764). Report is received by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for investigation and/or resolution. Reporter can remain completely anonymous but will not receive a response.

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.

Course Summary:

Date	Details	Due
Wed Oct 2, 2024	 Career Development Survey #1 https://canvas.uw.edu/courses/1747734/assignments/9467550	due by 3:30pm
Wed Oct 9, 2024	 Environmental Health Job Market Research https://canvas.uw.edu/courses/1747734/assignments/9467549	due by 3:30pm
Wed Oct 16, 2024	 Level Up Reflection & Goal-Setting https://canvas.uw.edu/courses/1747734/assignments/9467545	due by 3:30pm
Wed Oct 23, 2024	 Internship Search Action Plan https://canvas.uw.edu/courses/1747734/assignments/9467543	due by 3:30pm
Wed Oct 30, 2024	 Networking Next Steps https://canvas.uw.edu/courses/1747734/assignments/9467542	due by 3:30pm
Wed Nov 6, 2024	 Submit your draft resume https://canvas.uw.edu/courses/1747734/assignments/9467546	due by 3:30pm
Wed Nov 13, 2024	 Cover letter draft https://canvas.uw.edu/courses/1747734/assignments/9467547	due by 3:30pm
Wed Nov 13, 2024	 Writing about Diversity, Equity & Inclusion https://canvas.uw.edu/courses/1747734/assignments/9467544	due by 3:30pm
Wed Nov 20, 2024	 Submit your Standout practice interview https://canvas.uw.edu/courses/1747734/assignments/9467551	due by 3:30pm
Wed Dec 4, 2024	 Career Development Survey #2 https://canvas.uw.edu/courses/1747734/assignments/9467548	due by 3:30pm
Wed Dec 4, 2024	 Schedule a Career Services Appointment https://canvas.uw.edu/courses/1747734/assignments/9467553	due by 3:30pm