

7/10/2009

UNIVERSITY
OF MINNESOTA

**School of
Public Health**

University of Minnesota

**PubH 6105, Environmental and Occupational
Health Policy
Course Syllabus**

Spring Semester, 2009

Credits: 2

Course Meeting Time/Place: Tuesday, 6:00 pm to 8:00 pm; Mayo D-199

Course Website: yes

Instructor: Pat McGovern, Ph.D., M.P.H., Professor

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Health Sciences**

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I. Course Description

This is an introductory course designed to provide graduate students with a survey of environmental and occupational health policy, acquaint them with the public policy process in the United States and introduce conceptual frameworks for analyzing public policy alternatives. This is a required course for public health students majoring in environmental health. Students will be encouraged to apply course content to their professional career in public health and to contribute to policy that advances the health of the public.

II. Learning Objectives

Upon completion of the class students will be able to:

- (1) Describe current environmental and occupational health policies and how they have evolved over time
- (2) Identify the legal structure, ethical issues, and stakeholder perspectives that shape policy alternatives
- (3) Identify key policy issues and different perspectives driving the national debate about the reform of environmental and occupational health regulations
- (4) Discuss the public policy process in the United States as it relates to environmental and occupational health
- (5) Describe the role of science and scientists in the policy making process
- (6) Describe trade-offs in decision-making among conflicting goals, objectives, values, and approaches to various policy issues
- (7) Apply the knowledge and skills obtained in the course to the practice of environmental and occupational health.

III. Methods of Instruction and Work Expectations

This course is offered in-person with the option of online modules for selected situations when students have excused absences (e.g., work-related travel or illness). Please note that not all classes have online modules as options. Students who wish to take selected modules online need to contact the instructor via e-mail at least one week before the selected class, unless the student's absence is illness-related or an emergency. Students who opt for an online module will have one week to complete the associated quiz or posting, consistent with students taking the class in-person. Students not completing the quiz or posting in that time framework will receive 0 points. Additionally students who complete an online modules may be asked to complete a brief survey on user satisfaction for each module used, in addition to the required quiz or posting.

The course consists of lectures, class discussions, reading quizzes and/or postings, and student presentations that are supported by assigned readings. The main objectives of the course will be achieved through lectures and assigned readings to develop the subject in a logical sequence. It is expected that students will read assigned articles prior to class to facilitate active and informed class discussions. Multiple measures are used to assess student learning and facilitate student success including quizzes and/or online postings based on readings, classes, attendance; a written critique of a legislative/public hearing; a mid-term exam; and a team-based oral presentation evaluating an environmental or occupational health policy issue as described below.

IV. Grading

1. Grading Criteria –

Student performance will be based on the following criteria:

- A. Quizzes, written assignments or web postings (40%)
- B. Summary of legislative hearing (15%)
- C. Midterm (20%)
- D. Team Presentations-Policy Evaluation (25%)

Assignment of final letter grades for the course will be based on the following guidelines.

- A: Outstanding achievement relative to course expectations
- B: Achievement above course expectations
- C: Achievement meeting the minimum course expectations
- D: Achievement below course expectations, but sufficient to be awarded credit
- F: No credit awarded.

A = 92-100; A- = 88-91.5; B+ = 84-87.5; B = 80-83.5; B- = 76-79.5; C+ = 72-75.5; C = 68 –71.5; C- = 64- 67.5; D+ + 60 – 63.5; D = 56 – 59.5; F = 51.5. Students taking the course S/N are required to earn a grade of C or above to pass the course.

2. Grading Option (if applicable) – Students enrolled in the environmental health major must register the course A-F. Students not majoring in environmental health may change grading options during the initial registration period or during the first two weeks of the term. **The grading option may not be changed after the second week of the term.**

3. Course Incomplete – An incomplete grade is permitted only in cases of exceptional circumstances and following consultation with the instructor. In such cases an "I" grade will require a specific written agreement between the instructor and the student specifying the time and manner in which the student will complete the course requirements. The instructor reserves

the right to lower students' grade by one level (from an A to a B) for students who incomplete the course for reasons other than emergencies (e.g., illness). Extension for completion of the work will not exceed one year.

4. **Scholastic Dishonesty** – Students are responsible for knowing the University of Minnesota Board of Regents' policy on student conduct and scholastic dishonesty: <http://www.umn.edu/regents/policies/academic/StudentConduct.html>. Scholastic dishonesty is defined in the policy and will be reported to the Office of Student Judicial Affairs: <http://www.sja.umn.edu/> and will result in a grade of "F" or "N" for the entire course.

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://cisw.cla.umn.edu/plagiarism/uofmpolicies.html>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources."

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, please see me.

V. Course Withdrawal

School of Public Health students may withdraw from a course **through the second week** of the semester without permission. No "W" will appear on the transcript. After the **second week** students are required to do the following:

- The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
- The student must send an e-mail to the SPH Student Services Center (SSC). The email must provide the student name, ID#, course number, section number, semester and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student's intent.
- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A "W" will be placed and remain on the student transcript for the course.
- After discussion with their advisor and notification to the instructor, students may withdraw up until the eighth week of the semester. There is no appeal process.

VI. Course Text and Readings

The course text is Environmental Policy and Politics by Michael E. Kraft (2007, 4th edition). New York, Pearson Education Inc., cited below as Kraft M. (2007). Additional required readings are noted below in association with class topics for each week and available online or in the course packet (or on reserve

7/10/2009

at Diehl Library). These readings supplement the lectures, which by their nature are not comprehensive. The students will be responsible for the material in the reading assignments and the associated reading quizzes and postings, written exercises and class discussions and presentations.

Week 1 (January 20), Introduction

- Kraft M. (2007), Chapter 1, Environmental Problems and Politics (pp: 1-24).
- Dahl, R. (2005). Population equation: Balancing what we have with what we need. *Environmental Health Perspectives*. 113(9): A599-A605. [Available online at University of Minnesota Libraries, E-journals].
- Shellenberger M. and Nordhaus T. (2004) *The Death of Environmentalism. Global Warming Politics in a Post-Environmental Era* (pp: 1-36). [Available online at : <http://www.thebreakthrough.org/images/DeathofEnvironmentalism.pdf>]

Week 2 (January 27), Water Quality Policy

- Kraft M. (2007), part of Chapter 2, Judging the State of the Environment: *Water Quality* (pp:31-35), and Chapter 5, Environmental Protection Policy: Controlling Pollution: *Clean Water Act and the Safe Drinking Water Act* (pp:118-123), and Chapter 3, The Policy Making Process and the Environment (pp:56-84).

Week 3 (February 3) Air Quality Policy

- Kraft M. (2007), part of Chapter 2, Judging the State of the Environment: *Air Quality* (pp:25-31), and Chapter 4, U.S. Politics and the Evolution of Environmental Policy (pp:85-110), and part of Chapter 5, Environmental Protection Policy: Controlling Pollution: *Clean Air Act* (pp:111-118)

Week 4 (February 10) Global Climate Change

- Frumkin H, Hess J, Lubet G, Malilay J, McGeehin M. (2008). Climate change: the public health response. *American Journal of Public Health*, 98(3):435-445.[Available online through University of Minnesota Libraries E-Journals].
- Kraft, M. (2007), part of Chapter 2, Judging the State of the Environment: *Energy Use and Climate Change* (pp:41-44), Chapter 5, Environmental Protection Policy: *The Institutional Context of Policy Implementation, Setting Environmental Standards, Balancing Statutory Goals and Costs, Adopting and Enforcing Regulations*(pp:132-158, part of Chapter 8, Environmental Policy and Politics for the Twenty-First Century: Political Conflict and Global Environmental Policy (pp.260-263).
- Shellenberger M. and Nordhaus T. (2008) Getting real on climate change (pp: 32-34).). [Available online: http://www.prospect.org/cs/articles?article=getting_real_on_climate_change].

Week 5 (February 17) Bioterrorism Policy

- Bartlett J. (2006). Planning for Avian Influenza. *Annals of Internal Medicine*, 145:141-144. [Available online at University of Minnesota Libraries, E-journals].
- Henderson D., Inglesby T., Bartlett J, Asher M, Eitsen E, Jahrling P. et al. (1999). Smallpox as a biological weapon: Medical and public health management. *JAMA*, 281(22): 2127-2137. [Available online at the University of Minnesota Libraries, E-journals].
- Lundberg K. (2003). When Prevention Can Kill: Minnesota and the Smallpox Vaccine Program. (C15-03-179.0) Boston, Kennedy School of Government Case Program (pp.1-32) [This reading is found in the course packet].

Week 6 (February 24) Superfund Policy and Risk Communication

7/10/2009

- Kraft M. (2007), part of Chapter 2, Judging the State of the Environment: *Toxic Chemical and Hazardous Waste, and Solid Waste and Consumer Waste* (pp:35-41), and part of Chapter 5, Environmental Protection Policy: Controlling Pollution, *The Resources Conservation and Recovery Act, The Toxic Substances Control Act, The Federal Insecticide, Fungicide and Rodenticide Act, The Comprehensive Environmental Response, Compensation, and Liability Act* (pp: 123-132)
- Johnson B., Sandman P. (1992). Outrage and technical detail: The impact of agency behavior on community risk perception. New Jersey, New Jersey Department of Environmental Protection. [Available online at <http://www.psandman.com/articles/outrage.pdf>].

Week 7 (March 3) Occupational Health and Safety Policy: An Introduction

- Geiser K and Rosenberg BJ. (2007). The Social context of occupational and environmental health. In B. S. Levy, D. H. Wegman, S.L. Baron, and R.K. Sokas (Eds.) Occupational and Environmental Health, Recognizing and Preventing Disease and Injury (5th ed). Philadelphia, Lippincott, Williams & Wilkins (pp. 21-38). [This reading is found in the course packet].
- Silverstein M.(2008). Getting home safe and sound: Occupational Safety and Health Administration at 38. *American Journal of Public Health*. 98(3):416-423. .[Available online at University of Minnesota Libraries, E-journals].

Week 8 (March 10) Policy Presentation Work Group Meetings

- No readings

Week 9 (March 17) Spring break

Week 10 (March 24) Workers Compensation

- Boden, L.I., Leifer N. T., Strouss, D. C. and Spieler E.A. (2007). Legal Remedies. In B. S. Levy, D. H. Wegman, S.L. Baron, and R.K. Sokas (Eds.) Occupational and Environmental Health, Recognizing and Preventing Disease and Injury (5th ed). Philadelphia, Lippincott, Williams & Wilkins (pp. 74-104). [This reading is found in the course packet].

Week 11 (March 31) Occupational Health Standards

- Ashford N.A. and Caldart, C. (2007). Government Regulation. In B. S. Levy, D.H. Wegman, S.L. Baron, and R.K. Sokas (Eds.) Occupational Health, Recognizing and Preventing Disease (5th ed., Philadelphia, Lippincott, Williams & Wilkins. (pp. 39-49, p.57, starting with “the Chemical Safety Provisions of the Clean Air Act: Obligations Shared by EPA and OSHA” to p. 73). [This reading is found in the course packet].

Week 12 (April 7) The American’s with Disabilities Act

- Equal Employment Opportunity Commission (EEOC). (10-17-05). Disability Discrimination. [Available online at www.eeoc.gov/types/ada.html].
- Cossi, D. (unpublished): Bultemeyer v. Fort Wayne Community Schools (Case Study); [Available on the course website].
- Raetzold, R.L. (2005). Mental illness and reasonable accommodation at work: Definition of a mental disability under the law. Psychiatric Services. 56(10): 1188-1190. .[Available online at University of Minnesota Libraries, E-journals].
- *Recommended reading*: Equal Employment Opportunity Commission (EEOC) (8-25-97). EEOC Enforcement Guidance on the Americans with Disabilities Act and Psychiatric Disabilities. [Available online at www.eeoc.gov/policy/docs/psych.html].

7/10/2009

Week 13 (April 14), Family and Medical Leave Act

- Lenhoff, D. (2004). Family and Medical Leave in the United States: Historical and Political Reflections¹ Presented at “After Birth: Policies for Healthy Women, Families and Workplaces.” Minneapolis, Hubert H. Humphrey Institute of Public Affairs and the School of Public Health Conference, October 1, 2004. [Note: this reading is available online at <http://www.hhh.umn.edu/centers/wpp/afterbirth/proceedings.html>]
- Gornick, J. C. and Meyers, M.K. (2004). Support for working families: Work and care policies across welfare states. Presented at “After Birth: Policies for Healthy Women, Families and Workplaces.” Minneapolis, Hubert H. Humphrey Institute of Public Affairs and the School of Public Health Conference, October 1, 2004. [Note: this reading is available online at <http://www.hhh.umn.edu/centers/wpp/afterbirth/proceedings.html>]
- Cossi, D. (2007) Postpartum Health & Its Implications for Employers Granting Maternal Leave Under the Family And Medical Leave Act ; [Note: this reading is unpublished and will be available online at the course website]

Week 14 (April 21),

- No readings: team presentations

Week 15 (April 28)

- No readings: team presentations

Week 16 (May 5) No class

Week 17 (May 12)

- No readings: team presentations

VII. Quizzes and Web Postings. Quizzes and/or web postings will account for 40% of the course grade. Over the course of the semester either a quiz or a posting will be assigned with each class session to assess students’ basic comprehension of the required readings and course content and to facilitate students’ informed participation in class and in online discussions. Quizzes will test factual knowledge through questions that are true-false, multiple choice or short-answer. Postings will involve expository writing and is designed to give students the opportunity to reflect upon the meaning of what they have learned and apply the course content to new situations or examples. Scoring is based on the degree to which the student answers the question and builds upon the class discussion in a meaningful way. All comments should be written with correct spelling and grammar. Below is an example excerpted from one of last year’s postings; it was awarded the full points possible.

Sample Question: Given Dr. Lohman’s presentations and your required reading, do you think regulatory action on ergonomic risks is needed in Minnesota? Provide your rationale. (1 point). For the sake of arguments, assume some regulatory action is needed. What regulatory intervention would you recommend? Provide your rationale. (1 point). Read and reply to at least one other student’s posting (2 points).

¹ This paper is adapted from “Government Support for Working Families and for Communities: Family and Medical Leave as a Case Study,” co-written with Lissa Bell of the National Partnership for Women & Families and published in *Learning from the Past – Looking to the Future* (Christopher Beem and Jody Heymann, eds.) (Racine, WI: Work, Family, and Democracy Project, 2002), pp. 6-27.

Sample Student Answer

Part (1): Yes, regulatory action for ergonomic risk is needed in Minnesota. My decision relates to protecting workers from adverse health problems that can impact long-term health and costs as well as productivity. Employers, from a profit standpoint, should take a keen interest in creating ergonomically friendly working environments for all employees. According to Dr. Lohman's lecture, injury incidence and claim rates have remained relatively stable over a 10 year period, but claim payments for musculoskeletal disorders (MSDs) have increased significantly over the same time period in Minnesota. Minnesota's costs for MSDs have increased while those for the rest of the nation have trended downwards. These facts support the need for regulatory intervention.

Part (2): Currently regulatory action has been based on the General Duty Clause. The state of Minnesota needs to take one more step and codify a specific regulation for ergonomic controls. This will allow stronger enforcement. The regulation could target back and arm/hand disorders and focus on problem industries. The regulation would be proactive and require analyses and preventive measures for specific types of jobs. While some argue this would be burdensome for industry, I disagree as the benefits would overshadow the costs. This approach would significantly reduce the incidents, claims and costs associated with injuries related to MSDs.

Additionally, students are often asked to comment on at least one other student's posting. Students are expected to state whether they agree or disagree with their peer's posting and give a thoughtful justification for their opinion using correct grammar and spelling to receive points.

IX. Participation at a Legislative Hearing. Attendance at a legislative hearing addressing an occupational or environmental issue and submission of a written critique of the hearing will contribute to 15% of the course grade (15 points). The purpose of the exercise is to experience a hearing, analyze the policy issues, process and stakeholders, and apply your learning to your professional practice. This activity includes listening to the discussion, identifying the stakeholders testifying and their positions on the issues, evaluating the substance and merit of the testimony given, and observing the group dynamics of the hearing. Each student should review the legislative schedule (see background information below), pick a topic of interest and attend one hearing at some point during the session.

Note: if you would like to attend a legislative briefing for the University community on its budget request to the legislature as an alternative to a hearing on an occupational and environmental issue that is an acceptable alternative. (Please see : <http://www1.umn.edu/groots/events.html#legbriefing> and register for the event; registration is required by January 22 as a free reception/light dinner is served). The event will be held in Memorial Hall, McNamara Center, 200 Oak St. S.E. on the East Bank Campus on Wed., January 28, 2009 and the agenda follows:

5:30 - 6:30 p.m. Dinner and cash bar

6:30 - 7:00 p.m. Briefing on the 2009 legislative agenda

7:00 - 7:45 p.m. Telling your U story: a new training exercise.

Whatever hearing you attend, be sure to pick up a copy of the agenda to submit as an attachment to your written assignment. Listen to all of the testimony presented (limited to two hours of attendance). Review the written testimony that is made available. Prepare a written summary (no more than three single spaced pages) that describes the following items (subtotal 15 points):

- The policy issues being discussed (1 point)
- The committee holding the hearing, and the name, district and party affiliation of the legislators in attendance (1 point)
- The name and organizational affiliation of the stakeholders addressing each issue (1 point)
- The nature and scope of the various oral presentations or testimonies given, e.g., describe the type of testimony given (factual, opinion, anecdote) (1 point); the substantive highlights of the

policy issues (2 points) and underlying values discussed (1 point) and your perception of the trade-offs in decision making among conflicting issues, positions and approaches (1 point)

- The nature and scope of any written testimony distributed at the hearing, e.g., factual, opinion, or anecdote (1 point)
- Which oral testimonies you found most persuasive and the reasons why (1 point)
- Which written testimonies you found most persuasive and the reasons why (1 point)
- How might scientists contribute to this policy discussion? (1 point)
- How could you apply what you learned from the experience to your current or future professional practice (1 point)?

In addition to the points assigned for content (described above), there will be 2 points assigned for writing style (attention to clarity, organization, succinctness and grammar).

Notes:

- (1) If there is no written testimony distributed at the meeting, then state that in your paper, and increase the depth of your discussion of how scientists might contribute to this policy discussion (worth one point)
- (2) If information on committee members or stakeholders is not available at the hearing you are expected to find it either through telephone calls or online access to legislative resources .

Format of the Written Summary

Prepare a face page that has your name, the title "Summary of a Legislative Hearing and the name of the particular hearing you attended (e.g., "Agricultural Policy Listening Session"), the date you are submitting the assignment, and the course name and number (this does not count as one of the three pages). Write a succinct summary of the hearing addressing the issues noted above in three pages (12 point font, single spaced). Paginate your paper. Attach the hearing agenda to your summary. **Submit your assignment any time until class on Tuesday, March 10.**

Background information on legislative activities as well as information on specific legislation can be found on the web site for the Minnesota State Legislature <http://www.leg.state.mn.us/>. It is expected that all students will review the "Frequently Asked Questions" accessed at <http://www.leg.state.mn.us/leg/faq/faqtoc.asp> in particular, the following topics: about the legislature; bills; calendars; caucuses; citizen participation; laws, statutes and rules; research; and schedules. Note that on the link "Visiting the Capitol" you will find driving directions and options for parking. On the link for "Schedules" you will find out what is going on in the House and Senate every day. Review the schedule for a committee hearing on an environmental or occupational health issue² you are interested in and plan to attend. Note that if you can not attend in-person there are options for online video and audio files of sessions as well as t.v. broadcasts (Twin Cities TPT 17, broadcast and cable).

X. Midterm Exam

There will be a take-home written essay that will serve as a midterm exam distributed at the February 24, 2008 lecture. It will provide an opportunity for students to synthesize and apply their learning from both class presentations and readings. A grading schema will be distributed at the time the exam is given.

² If there are no environmental or occupational issues you are interested in then select any issue related to public health or the University.

XI. Policy Evaluation Presentation

Student groups of three or four participants will be formed by February 10. Each team will identify an environmental and/or occupational health policy issue to develop into content for oral power point presentation; the group presentation will contribute 25 % to the course grade. Grading criteria for the presentation and the paper will relate to the quality of the information presented and the effectiveness of the presentation/written format. It can be a national, state, or local issue, but **the team must talk with the course instructor for topic approval by February 24, 2008** and pending instructor approval, may need to meet with a content expert before beginning work on the project. Once a topic is approved student teams can sign up for a presentation date on a first come, first served basis, but the instructor reserves the right to reassign teams, if needed, for a reasonable distribution of presentations by topic and time. Each team will give an oral presentation (5 minutes for each student and 5 minutes total for questions and answers) addressing the points below. The topics to be covered in the presentation and the allocation of scoring are noted below.

1. The occupational or environmental health policy issue and where the issue is in the current policy process (2 points)
2. The stakeholders in the debate and their positions on the issue (2 point), including the values underlying their position (2 points)
3. The primary policy proposal vs. the status quo for addressing the issue and the trade-offs in decision making among conflicting objectives and approaches (4 points)
4. The role of science in the debate (2 points)
5. The policy option the student group endorses and rationale including:
 - A. The public, environmental or occupational health benefits (3 points)
 - B. The economic and social costs (2 points)
 - C. The administrative feasibility (1 point)
 - D. The political considerations (2 points).

Additionally, 5 points will be assigned for format with consideration given to organization, clarity and effectiveness of the oral presentation; equitable distribution of content and time by team members; responsiveness to questions from the audience. (Instructions continue on next page)

Please note that all teams should meet as a group with the instructor no later than February 24, 2008 to discuss their idea for their policy evaluation presentation. Please schedule a meeting with the instructor after class or send an e-mail for an appointment.

XII. Course Outline/Weekly Schedule

Week 1 (January 20)

Lecture by Pat McGovern, Ph.D.

- Environmental and Occupational Health Policy and Politics: An Overview
- Quiz/Posting #1

Week 2 (January 27)

Guest Lecture by Faye Sleeper, M.A., Co-Director, Water Resources Center, University of Minnesota

- Water Quality and Policy
- Quiz/Posting #2

7/10/2009

Week 3 (February 3)

Guest lecture by Matt Simcik, Ph.D., Associate Professor, Division of Environmental Health Sciences, School of Public Health, University of Minnesota

- Air Quality and Policy
- Quiz/Posting #3

Week 4 (February 10)

Guest Lecture by Jeff Broadbent, PhD, Associate Professor, Sociology, University of Minnesota

- Global Climate Change and the Kyoto Protocol
- Quiz/Posting #4

Week 5 (February 17)

Guest lecture by Richard Danila, Ph.D., Section Chief, Acute Disease Investigation and Control, Minnesota Department of Health

- Bioterrorism, public health preparedness and risk communications
- Case study discussion of small pox
- Update on Acute Disease Outbreaks
- Quiz/Posting #5

Week 6 (February 24)

Guest Lectures by Rita Messing, Ph.D., Director, and Tannie Eshenaur, MPH, Community Health Educator, Division of Environmental Health, Site Assessment and Consultation Unit, Minnesota Department of Health

- Superfund: Regulations, Risk Assessment and Communication
- Midterm Exam

Week 7 (March 3)

Online Module by Pat McGovern, Ph.D.

- Overview of Occupational Health and Safety Policy
- Traditional Regulatory Paradigms: the OSHA Act
- The Petrochemical Industry and the Process Safety Management Standard
- Film clip from "Death on the Job" by Vince DiPersio and William Guttentag (1991), Santa Monica, Direct Cinema Limited.
- Quiz/posting #6

Week 8 (March 10)

Policy Presentation Working Groups

Week 9 (March 18)

Spring Break

Week 10 (March 24)

Guest Lecture by William Lohman, MD, Medical Director, Minnesota Department of Labor and Industry and Adjunct Assistant Professor, Environmental Health Sciences, School of Public Health, University of Minnesota

- Historical Perspective on Minnesota's Workers' Compensation Health Care Reform Efforts
- Policy Analysis Guiding Reform and Outcomes
- Case Study: Health Care Cost Reform in Minnesota
- Quiz/posting #8

7/10/2009

Week 11 (March 31)

Guest Lecture by Gurumurthy (Ram) Ramachandran, Ph.D., Professor, Environmental Health Sciences, , School of Public Health, University of Minnesota

- The Development of Occupational Health and Safety Standards
- Quiz/posting #7

Week 12 (April 7)

Lecture by Pat McGovern, Ph.D. and David Cossi, J.D., M.S., Effective Employment Practices, L.L.C., and Adjunct Assistant Professor, Division of Environmental Health, School of Public Health, University of Minnesota

- Policy Evaluation and the Americans with Disabilities Act (ADA)
- Quiz/posting #9

Week 13 (April 14)

Lecture by Pat McGovern, Ph.D. and David Cossi, J.D., M.S., Effective Employment Practices, L.L.C., and Adjunct Assistant Professor, Division of Environmental Health Sciences, School of Public Health, University of Minnesota

- Policy Evaluation: The Case of the Family and Medical Leave Act
- Quiz/posting #10

Week 14 (April 21)

Team Presentations

Week 15 (April 29)

Team Presentations

Week 16 (May 5)

No Class

Final Exam Week (May 12)

Team Presentations

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and Disability Services at the beginning of the semester. All discussions will remain confidential. For further information contact the University of Minnesota Disability Services website at <<http://ds.umn.edu/>> or call 612/626-1333 (V/TTY).