

**PubH 6102, Section 001**  
**Issues in Environmental and Occupational Health**  
**Fall Semester 2017 (updated 9/5/17)**

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<b>Credits:</b>	2
<b>Meeting Dates:</b>	September 6 – October 23, 2017
<b>Meeting Time and Place:</b>	Monday and Wednesday, 1:25-3:20 pm, Nils Hasselmo Hall 2-101 and online at <a href="http://moodle.umn.edu">http://moodle.umn.edu</a>
<b>Instructor:</b>	Matt Simcik, PhD
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**I. Course Description**

This course is an introduction to the field of Environmental and Occupational Health (EOH), the impact of environmental and occupational hazards on individuals and communities, both domestic and global, the approaches taken to address EOH issues at the community level, and the domestic and global challenges that must be overcome to ensure success in dealing with EOH issues. Students will review scientific literature to learn about interventions for environmental health problems, and practice identifying environmental health problems and interventions in their communities. The focus of this course will be on the interaction between humans and the environment and how this interaction affects **human health**.

**II. Course Prerequisites**

Public Health [MPH or MHA or certificate] student or instructor consent. Public Health [MPH or MHA or certificate] student or instructor consent. NO CREDIT granted for students who have taken, or are currently enrolled in 6101.

### **III. Course Goals and Learning Objectives**

Upon completion of the course, students will be able to:

1. Articulate basic concepts in environmental health and public health, and convey an understanding of their value and importance to the public, policy makers, and other interested parties.
2. Identify major sources of environmental and occupational hazards, the ways in which humans are exposed to them, and the major human health effects from exposure to these hazards.
3. Discuss the major intervention strategies for preventing and/or minimizing human exposure to environmental and occupational hazards.
4. Discuss local history, community demographics, cultural, political, and administrative issues, and their impact on environmental or occupational health issues and solutions.
5. Examine and evaluate the programs that are in place to address environmental and occupational health problems at the local (community or individual organization) level.
6. Analyze the nature of environmental and occupational health problems in broader context through systematic research using scientific literature, press sources, and consultations with key persons, organizations, and agencies.
7. Describe the impact of environmental and occupational hazards on human population, in both developed and developing countries.

### **IV. Methods of Instruction and Work Expectations**

The format for this course is one of a flipped classroom. An introductory video and narrated PowerPoint lecture for each module will be available on the Moodle site. This material must be reviewed prior to each class period. A short quiz will be available on the Moodle site and must be completed by 11:00 am on the day of class. The majority of the class period will be discussions and group activities.

**All email correspondence between students and instructor about the course will be through the official University of Minnesota email system.**

Approximately 120 hours of student effort will be required for a student to achieve an average grade. Students will spend time reading online content and completing online quizzes. The due dates of assignments will be indicated on the Course Outline/Weekly Schedule (see below). It is the student's responsibility to check the Course Outline/Weekly Schedule and stay on schedule.

### **V. Course Text and Readings**

The recommended text below can provide supplemental material to the learning modules. The text is not required, but is a valuable resource. The text can be obtained through online booksellers such as [Amazon](#) or [Barnes and Noble](#). All other learning materials will be available online, through the course Moodle site.

- **Our Global Environment: A Health Perspective**, by Anne Nadakavukaren.

The book is published by: Waveland Press, Inc. PO Box 400, Prospect Heights, Illinois 60070. 6th edition (2000) ISBN 1-57766-402-7. 7th edition (2011), ISBN 1-57766-686-8

**VI. Course Outline/Weekly Schedule**

<b>Session</b>	<b>Class session</b>	<b>Topic</b>
1	9/6/17	Introduction
2	9/11/17	Air
3	9/13/17	Water
4	9/18/17	Food
5	9/20/17	Housing
6	9/25/17	Cornerstone Activity
7	9/27/17	Land
8	10/2/17	Workplace
9	10/4/17	Violence
10	10/9/17	Climate Change
11	10/11/17	Disaster Preparedness
12	10/16/17	Environmental Determinants of Infectious Diseases
13	10/18/17	Environmental Determinants of Chronic Diseases
14	10/23/17	Capstone Activity

**VII. Evaluation and Grading**

Grades will be determined by the following:

<b>Assignments and Quizzes</b>	<b>Percentage of Grade</b>
Weekly activity/assignments (11 @ 30 points = 330 points)	60%
Weekly Quizzes (11 @ 10 points = 110 points)	20%
Cornerstone and Capstone Activities (2 @ 50 points = 100 points)	20%
Current Issues Extra Credit (3% possible)	3%
<b>TOTAL</b>	<b>103%</b>

In order to receive a passing grade (A, B, C, or S) all work must be completed and turned in no later than the **due date** assigned. **You are responsible for checking the Course Outline/Weekly Schedule for exact due dates and times. WORK WILL NOT BE ACCEPTED AFTER THE LAST DAY OF THE SEMESTER except in extraordinary situations, and only with a prior written agreement between the instructor and the student!** A letter grade will be determined based on total effort as follows:

		<b>B+</b>	87-89 points	<b>C+</b>	77-79 points		
<b>A</b>	95-100 points	<b>B</b>	83-86 points	<b>C</b>	73-76 points	<b>D</b>	60-69 points
<b>A-</b>	90-94 points	<b>B-</b>	80-82 points	<b>C-</b>	70-72 points	<b>F</b>	<60 points

**S:** Achievement that is satisfactory will be based on completion of all assignments and receiving a minimum of 70 points.

**F (or N):** Failure (or no credit) signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2), not completed and there was no agreement between the instructor and the student that the student would be awarded an “incomplete” grade.

### Evaluation Criteria

Each group discussion and activity will be graded by the Instructor and TA. This will be the grade assigned to the entire group. In addition each member of the group will anonymously evaluate the effort of the others in their group. 80% of the grade will be from the group score, and 20% will be from the individual ratings by your group mates.

### Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

### Incomplete Contracts

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in

family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

**VIII. Other Course Information and Policies**

**Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

**Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

**Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if

and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic

performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or [ds@umn.edu](mailto:ds@umn.edu) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

### **The Office of Student Affairs at the University of Minnesota**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting

Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs <http://www.osa.umn.edu>.

**Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

*Template update 6/2014*