

PUBH 3102, SECTION 320

Issues in Environmental and Occupational Health
 Fall Semester 2018 (8/31/18)

COURSE & CONTACT INFORMATION

Credits: 3 credits

Meeting Day(s), Time, and Place: This course is entirely web-based, delivered via Moodle at <http://moodle.umn.edu>, from September 4 – December 12, 2018.

Contact Type	Contact Information	Role	When to Contact
Instructor	Petrona Lee, PhD leex3143@umn.edu 612-625-2899	Primary instructor for this course	Questions or concerns about the class, assignments, deadlines, course content, etc. Office hours by appointment.
Teaching Assistant	Natalie Bontrager brownn@umn.edu Julie Hottinger hott0004@umn.edu	Assigns grades and provides feedback on assignments and quizzes.	Questions or concerns about the class, assignments, deadlines, etc.
Technical Support	Technical support options are available on the SPH website. https://z.umn.edu/sphquickhelp	Troubleshoots technical issues related to the course site or course content.	Technical issues with the course site, media, quizzes or assignments.

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

Communication in Online Courses

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. Our goal is to respond to emails within 24 hours, Monday-Friday (allow for additional time on weekends).

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, the approaches taken to address EOH issues at the community level, and the 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**.

COURSE PREREQUISITES

None

COURSE GOALS & 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; and
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.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

PubH 3102 is a 3 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 135 hours of effort spread over the course of the term in order to earn an average grade. Students will spend time reading online content and completing online activities (55 hours), reviewing online resources, and completing offline assignments (80 hours).

This course is entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions, lectures, etc.

Students are expected to complete assignments and ask questions and seek clarifications when topics or concepts are unclear. Students may email the course instructor or the teaching assistant.

All email correspondence between students and instructor about the course must be through the official University of Minnesota email system. We will attempt to answer emails within 24 hours during the week. Please be aware that it may take longer to get back to you on the weekends.

For all communications with your instructor or TA, **please add PUBH 3102** in the subject line. This gives your message top priority and for the instructor to know which class you are in (I am teaching two courses this semester!).

This is not a “work at your own pace” course. You are expected to check the Course Outline/Weekly Schedule for due dates of assignments. Point deductions will be made if assignments are turned in late. No individual notices will be sent to students regarding assignment due dates. We will monitor your progress online throughout the semester.

You may check for your grades 3 days after each assignment due date and contact the TA immediately if you cannot find your grade or have a question regarding your grade.

Technology

You will use the following technology tools in this course. Please make yourself familiar with them. Training is available at <http://lynda.umn.edu> and <https://it.umn.edu/service-details/self-help-guides>

- *Email*
- *Word*
- *Internet browser*
- *Moodle*

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

Professional Conduct

Students are expected to perform as professionals. Please refrain from using profanity in any and all communications in this course. Any work that contains profanity shall not be graded and will be returned to be corrected. This will be counted as a missed assignment/quiz/paper, etc. The student will be allowed to re-do the work, however, if this is after the due date, it will be penalized as outlined in the syllabus.

COURSE TEXT & READINGS

The **required** text below provides supplemental material to the learning modules.

- **Our Global Environment: A Health Perspective, 7th Edition**, by Anne Nadakavukaren (2011). Waveland Press, Inc., Long Grove, IL. ISBN 1-57766-686-0.

The text can be obtained through the [U of M Bookstore](#), or online booksellers such as [Amazon](#) or [Barnes and Noble](#).

It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments are due by 11:55pm CST unless indicated otherwise.**

Week	Topic	Readings	Activities/Assignments (all due Mondays by 11:55 pm, central time)
Week 1 9/4-9/9/18	Lesson 1 – Orientation to Course and Introduction	<ul style="list-style-type: none"> • Read Syllabus and Getting Started and Finding Help. • Familiarize yourself with the course and Moodle format. 	<ul style="list-style-type: none"> • Introductions post (10 points, due 9/10)
Week 2 9/10-9/16/18	Lesson 2 – Air	<ul style="list-style-type: none"> • Read Chapter 11: The Atmosphere, pp. 282-292 (skip 11-1) in Nadakavukaren. 	<ul style="list-style-type: none"> • Air Discussion (10 points, due 9/17) • Air Quiz (10 points, due 9/17) • Applied Public Health Topics 1 (5 points, due 9/17 and 9/24)
Week 3 9/18-9/23/18	Lesson 3 – Water	<ul style="list-style-type: none"> • Read Chapter 15: Water Resources, pp, 395 • Read Chapter 16: Water Pollution, pp. 417-455 in Nadakavukaren. Pay attention to the Case Studies: 15-1 through 15-4 and 16-1 through 16-6. Quiz and exam questions may be based on case studies. 	<ul style="list-style-type: none"> • Water Discussion (10 points, due 9/24) • Water Quiz (10 points, due 9/24) • Applied Public Health Topics 2 (5 points, due 9/24 and 10/1)
Week 4 9/24-9/30/18	Lesson 4 – Food	<ul style="list-style-type: none"> • Read Chapter 9: Food Quality, pp. 255-235 (skip Case Study 9-3) in Nadakavukaren 	<ul style="list-style-type: none"> • Food Discussion (10 points, due 10/1) • Food Quiz (10 points, due 10/1) • Applied Public Health Topics 3 (5 points, due 10/1 and 10/8)
Week 5 10/1-10/7/18	Exam 1 (covers Air, Water, Food)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Exam 1 (30 points, due 10/8)
Week 6 10/8-10/14/18	Lesson 5 – Land	<ul style="list-style-type: none"> • Read Chapter 17: Solid and Hazardous Waste, pp. 460-461 (17-1 The Great Pacific Garbage Patch) in Nadakavukaren 	<ul style="list-style-type: none"> • Land Discussion (10 points, due 10/15) • Land Quiz (10 points, due 10/15) • Applied Public Health Topics 4 (5 points, due 10/15 and 10/22)
Week 7 10/15-10/21/18	Lesson 6 – Housing	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Housing Discussion (10 points, due 10/22) • Housing Quiz (10 points, due 10/22) • Applied Public Health Topics 5 (5 points, due 10/22 and 10/29)

Week 8 10/22- 10/28/18	Lesson 7 – Pests	<ul style="list-style-type: none"> • Read Chapter 8: Pests and Pesticides, pp. 187-188 (Case Study 8-1, Avoiding the Bite) and pp. 194-195 (Case Study 8-2, Battling Malaria) in Nadakavukaren 	<ul style="list-style-type: none"> • Pests Discussion (10 points, due 10/29) • Pests Quiz (10 points, due 10/29) • Applied Public Health Topics 6 (5 points, due 10/29 and 11/5)
Week 9 10/29-11/4/18	Exam 2 (covers Land, Housing, Pests)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Exam 2 (20 points, due 11/5)
Week 10 11/5-11/11/18	Lesson 8 – Infectious Diseases	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Infectious Diseases Discussion (10 points, due 11/12) • Infectious Diseases Quiz (10 points, due 11/12) • Applied Public Health Topics 7 (5 points, due 11/12 and 11/19)
Week 11 11/12- 11/18/18	Lesson 9 – Chronic Diseases	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Chronic Diseases Discussion (10 points, due 11/19) • Chronic Diseases Quiz (10 points, due 11/19) • Applied Public Health Topics 8 (5 points, due 11/19 and 11/26)
Week 12 11/19- 11/25/18	Lesson 10 – Ethics	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Ethics Discussion (10 points, due 11/26) • Ethics Quiz (10 points, due 11/26) • Applied Public Health Topics 9 (5 points, due 11/26 and 12/3)
Week 13 11/26-12/2/18	Current Issues	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Current Issues Paper (Extra Credit, 10 points, due 12/3)
Week 14 12/3-12/9/18	Exam 3 (covers Infectious, Chronic, Ethics, and entire course)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Exam 3 (40 points, due 12/10)
Week 15 12/14- 12/20/18 (Finals week)	No class	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Introductions

Introductions posting is worth 10 points. Posting should be completed by 11:55 pm (Central time) on Monday of the week it is assigned, as described in the Course Outline/Weekly Schedule.

Discussion Assignments (9 @ 10 points each)

Students will be divided into random small groups to discuss topics related to each lesson. The instructor and TA will participate in these discussions. Each group will post a final summary of their discussion.

Quizzes (9 @ 10 points each, drop 2 lowest)

Weekly quizzes will be available for one week. Specific dates are described in the Course Outline/Weekly Schedule. You will have one hour to complete each quiz. You must complete the full quiz in one session; you cannot start the quiz, stop, and restart at a later time. The lowest 2 quiz scores will be dropped. There will be no makeup of missed quizzes.

Applied Public Health Topics (9 @ 5 points each)

Students will develop questions in groups and respond individually in an exercise geared toward applying public health concepts to current and historical events.

Exams 1, 2, and 3

The exams for the course will be available for one week. Specific dates are described in the Course Outline/Weekly Schedule. Exam 1 is based *primarily* on the Air, Water and Food modules; Exam 2 is based *primarily* on the Land, Housing and Pests modules. Exam 3 will cover Infectious Diseases, Chronic Diseases and Ethics, and *may* include questions from previous modules. The exams will be multiple choice, matching, true/false and short answer questions and a short paper. **Some questions may require you to apply concepts from the lessons.**

You will have 90 minutes to complete the quiz portion of the exams. You must complete the quiz portion in one session; you cannot start the exam, stop, and restart at a later time. The paper portion of the exam is not timed, however, it must be submitted by the due date. You must complete both parts to receive full credit.

Current Issues Paper (10 points extra credit)

You may complete a Current Issues Paper for extra credit. Note: if you have never used peer reviewed scientific articles in research you may find [tutorials at the U of Minnesota Libraries](#) useful. **Also, note that information from dot com websites is not acceptable as peer reviewed scientific literature in this course.** You must also include in text citations according to the APA citation style manual, as well as a list of references at the end of your paper. The paper due date is listed in the Course Outline/Weekly Schedule.

Assignments and Quizzes	Points	Percent of course grade
Introductions post	10	3.3

Discussion Assignments (9 @ 10 points each)	90	29.5
Quizzes (9 @ 10 points each, drop 2 lowest)	70	23.0
Applied Public Health Topics (9 @ 5 points each)	45	14.8
Exam 1, Part 1 (Air, Water, Food)	10	9.8
Exam 1, Part 2 (Water, Food)	20	
Exam 2 (Land, Housing, Pests)	20	6.6
Exam 3, Part 1 (Infectious, Chronic, Ethics)	30	13.1
Exam 3, Part 2 (Entire Course)	10	
Total points	305	100
Current Issues Paper (Extra Credit)	10	

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
95 - 100%	A	4.000
90 - 94%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

University of Minnesota Uniform Grading Policy and Grading Rubric Resource at <https://z.umn.edu/gradingpolicy>.

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p>Scholastic Dishonesty, Plagiarism, Cheating, etc.</p>	<p>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 (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
<p>Late Assignments</p>	<p>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!</p> <p>You will lose 25% of the grade points if you do not turn in quizzes, assignments or exams by the deadline without previous permission/arrangement. Exceptions will be made for emergencies. You may be asked to provide proof of such emergencies.</p>
<p>Makeup Work for Legitimate Reasons</p>	<p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> • illness • serious accident or personal injury • hospitalization • death or serious illness within the family • bereavement • religious observances • subpoenas • jury duty • military service • participation in intercollegiate athletic events <p>Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (http://z.umn.edu/sphmakeupwork).</p>
<p>Extra Credit</p>	<p>You may complete a Current Issues Paper for extra credit. See Evaluation and Grading section above for details.</p>
<p>Saving & Submitting Coursework</p>	<p>Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.</p>

**Technical Issues with
Course Materials**

You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.

If you experience technical difficulties while navigating through the course site or attempting to submit coursework:

- Go to Quick Help: <http://z.umn.edu/sphquickhelp>.
- Connect with the appropriate person or office within 30 minutes of the problem's occurrence.
 - Provide as much information as possible, so the tech team can best help you as soon as possible.
 - You can expect a response within 1-2 business days to help resolve the problem.