Instructor: Amit U. Raysoni, Ph.D.
Office: Health Science and Nursing Building, 4th floor, Department of Public Health Sciences (main campus)
Office hours: Virtual office (By Email) or by appointment (Department of Public Health Sciences (main campus)
E-mail: auraysoni@miners.utep.edu
Location: Online using chat (Blackboard Learning Platform)
Teaching assistant: N/A

PURPOSE:

This syllabus for the 3.0 credit Environmental Health, 100% ONLINE course is a binding academic contract between you (the student) and me (the instructor for this course). This document consists of twenty (20) pages in total. This syllabus outlines the various ‘rules’ that would be observed by you during the course period. The instructor reserves the right to make any changes to this contract at any time; however, you would be informed well in advance about the proposed changes.

COURSE DESCRIPTION:

This course elucidates the importance and role of environmental health in our day to day and professional and personal lives. This course is a requirement for all undergraduate Health Promotion students at the School of Public Health. The multidisciplinary nature of this course would make students from other majors such as environmental science, public health, and environmental engineering enroll for this course. This course would provide you with the necessary skill-sets to understand the various facets of environmental health in the realm of air pollution, soil pollution, water pollution, occupational exposures, infectious diseases, and climate change. In addition, the course would cover topics on environmental epidemiology, environmental toxicology, and environmental policy and regulations. Furthermore, food safety, waste disposal, occupational
health, and injuries would also be discussed. This course is considered as one of the foundational courses for Health Promotion majors.

This course is a fully online course with no traditional face-to-face instructions or teaching. Similar to classroom face-to-face instructional teaching, online courses require a lot of time commitment and dedication from the students. You will learn a lot from this course if you are diligent with all your reading assignments in addition to completing the online assignments, quizzes, comments on the discussion board, research project, and exams on time. Online platform provides the student with the opportunity to study and complete the tasks at his or her own convenience. However, as explained above, it can be challenging to some students in terms of effective time management strategies. If this is the first time you are enrolling for an online course, I would recommend you first visiting and reviewing UTEP’s Instructional Support Services’ “Prospective Online Students” website and complete the “Self Evaluation for Potential Online Students” survey which is also directly available at: http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp

I would strongly advise that you complete this self-test on the first day of class before you make the decision to continue with this course. The results from this survey are confidential and you do not have to share it with me.

This course will cultivate your critical and analytical skills in the field of environmental health. You would also be challenged intellectually through the periodic quizzes and tests. I would be providing you with all the requisite materials that would help you succeed in this course. However, you may want to access additional sources available online that would increase your knowledge base and would be helpful during the course period.

RESTRICTIONS:

There are no restrictions to register for this course except for instructor’s authorization. For authorization, send an email with your general information to: auraysoni@miners.utep.edu

COURSE OBJECTIVES:

After completing the course, the student will be able to:

1. Understand the history and basics of environmental health and its importance in our day to day lives.
2. Discuss the association between population growth and dissemination of environmental pollutants.
3. Describe methods used in epidemiology and toxicology to assess environmental exposures and hazards.
4. Describe policies that have been developed to manage health risks associated with exposures to environmental hazards.
5. Describe specific applications of environmental health concepts to fields such as water quality control, food safety, occupational health, and injury prevention.
6. Understand the various facets of air pollution, water pollution, and soil pollution.
7. Identify the role played by various pathogens, bacteria, viruses in the transmission of diseases and how these impact the overall environmental health.
8. Understand the linkages between global warming and climate change and how it would have detrimental effects on the human health.
9. Learn the basics of exposure assessment and associated health effects.
10. Know about the various environmental health policies enacted at the federal and state level with special focus on the states of New Mexico, Texas, and Chihuahua (Mexico).
11. Learn the importance of Environmental Health in the context of the U.S.-Mexico border setting.
12. Learn to conduct literature review in the field of Environmental Health.
13. Increase your critical thinking and writing skills.

**COURSE OUTCOMES/COMPETENCIES:**
After completing the course, the student will demonstrate the following learning outcomes/competencies:

1. Assess needs, assets and capacity for health education (Objectives 1& 2).
2. Conduct evaluation and research related to health education (Objectives 2 & 3).
3. Serve as health education resource person (Objectives 1, 2, 3, 4 & 5).
4. Work individually and within a group-setting to produce an undergraduate-quality level report based on a systematic literature review (Objectives 1, 2, 3, 4, & 5).
5. Communicate effectively in written and electronic modes of communication (Objective 4 & 5).

**COURSE REQUIREMENTS:**
You will need the following required textbook:

**Essentials of Environmental Health (w/out Access code)**
By A. J. Friis
Jones & Bartlett Learning, 2nd edition (May 15, 2014)
ISBN: 97807637778903

All chapters will be covered, and students will be required to completely read all of them. In addition, students will be required to peruse over all additional periodically posted materials.

Depending on the number of students registered, groups will be formed during the **fifth** week of the course, and will be an integral part of the course. The instructor reserves the right to form groups. Working in groups is an integral part of learning and will be helpful to you in your professional life as well. The groups
will be formed for the final class project – the details of which would be provided to you by the instructor during the fifth week when the groups would be formed.

Note: Graduate students registered for this course would NOT be part of any group and would be doing the class project on their own. Graduate students are held to a higher standard compared to the undergraduate students in this course for grading purposes. The instructor will be in touch with the graduate students via email regarding this.

Additionally, all students are required to:

- Have access to a computer that connects to the Internet and a working email account (miners.edu account). Other email systems should not be used for this course. If you do not own a computer, you can make use of several computer labs on campus such as the UTEP Library, Undergraduate Learning Center (UGLC), Liberal Arts Building Library (4th floor).
- Be able and have the means of accessing the online course by way of Blackboard. The course is only accessible online by logging in to your “My UTEP” portal at http://my.utep.edu and accessing the Blackboard Learn platform that will show your entire course list. For information on how to log in you can contact the UTEP Help Desk at (915) 747-5257, or check their information page at http://admin.utep.edu/Default.aspx?tabid=63402.
- Have some abilities in using a mouse and keyboarding, and how to use a Web browser to access the internet, email and Blackboard.
- Be able to perform Internet searches, use email, chat, and discussion boards.
- Be able to study independently, be self-disciplined, and have good study and time management skills.
- Have knowledge of how to use word processing, spreadsheet, visual media software, as well as capability to open pdf-type files. Usually, on-campus computers will provide the necessary software and connectivity. However, if you plan not to work on campus, it is your responsibility to make sure you have the software and connectivity requirements.
- Have the means to store all assignments and if necessary turn them in electronically (disks, flash drives, etc.).
- Avoid taking the exams or the quizzes on your smart phones or cell phones as the Blackboard portal may be slower or may crash. It is always advisable to use a desktop computer or laptop for the purposes of this course.

GRADING CRITERIA:
Completion of course will require that the student fulfills the following:

a) Attendance
b) On-line examinations: One (1) mid-term exam and One (1) comprehensive-final exam
c) Completing quizzes
d) Submission of critiques to the assigned readings on the Discussion Board and submitting response to Two (2) of your classmates responses.
e) Submission of five (5) assignments online on Blackboard.
f) Completing one main writing assignment – Reflective Paper based on Literature Review on an Environmental Health topic decided by your group and the instructor. The rubric and grading criteria for this would be provided to you during the 5th week of the course.

Attendance
The student must comply with at a minimum of 75% attendance translated as weekly participation in asynchronous online discussion. Refer to the attendance criteria on “COURSE POLICIES” section for details. This policy will be strictly enforced.

Online examinations

One (1) mid-term exam and One (1) final comprehensive examination will be given for the Fall 2017 Semester. Examinations will consist of combination of multiple-choice, true/false and matching columns, and will be available through Blackboard on the scheduled dates. The exam is conceptual in nature. It is designed to test your ability to think about the material, not your memory. The examination is worth 100 points. No extensions, re-scheduling or re-taking of examinations will be allowed without a University approved excuse.

<table>
<thead>
<tr>
<th>Examination Schedule</th>
<th>Point value</th>
<th>Available - Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term examination</td>
<td>100</td>
<td>10/16/2017 – 10/18/2017</td>
</tr>
<tr>
<td>Final comprehensive examination</td>
<td>100</td>
<td>12/11/2017 – 12/12/2017</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

Important:
• Exams availability is limited.
• Mid-term Exam will open at 8:00 (Mountain Standard Time), on October 16, Monday and close at 23:59 (Mountain Standard Time) on October 18, Wednesday.
• Final Exam will open at 8:00 (Mountain Standard Time) MTN on the scheduled day –Monday - (12/11/2017), and close at 23:59 (Mountain Standard Time) MTN on Tuesday (12/12/2017).
• The exams are timed and you would have three (3) hours to complete the exam. Once you start the exam, you need to finish it one sitting. If the exam is accidently closed once you start, you will not be able to attempt it again and would get a zero (0) for your grade. No exceptions! Hence, please have the requisite block of time scheduled during the exam period to attempt the online exams.

Final Class Project: Reflective Paper Based on Literature Review

You will be required to complete and submit a reflection paper based on a literature review report, which will be worth 0-100 points. The deadline to complete and submit the project is Friday, December 12/08/2017 at 11:59 PM.

The report is mandatory and it cannot be substituted. Students, individually (only true for Graduate Students taking this course) or in a group, will be required to complete a review paper based on at least ten (10) peer-reviewed journal articles on an Environmental Health topic of importance.

To complete it, students will search from resources available at UTEP’s library, or other valid academic resources. Selected research articles should have been published after 2011. Take note that a reflective paper is not a summary of the papers you have read. Completing the paper can give a student a maximum of 100 points.

More information regarding this would be provided during the 5th week of this Fall semester.

Quizzes
Ten quizzes will be scheduled during some course weeks, and worth 0-10 points each, thus you can obtain from 0-100. All quizzes will be available through Blackboard® Learn platform on the scheduled dates (see Course Module Schedules). You will usually be given a limited time (not to exceed 60 minutes) to complete them depending on the number and type of questions. Scores will be automatically posted on Blackboard® Learn Grade Center once graded. No re-
scheduling or re-taking of quizzes and other assessments will be allowed without a University approved excuse.

Important:

- Quiz’s availability is limited. Quizzes will open at 1:00 am MTN on Monday, and close at 23:59 MTN on Friday of every week. For example, during week 2, Quiz 1 will open on September 04 (Monday) at 1:00 am Mountain Standard Time and close on September 08 (Friday) at 11:59 pm, Mountain Standard Time.

Online Discussion:

During some weeks (see the course calendar toward the end of this syllabus) You are required to comment on that week’s assigned readings. The comments would be a critique of the reading you do. Tell me what made the article interesting. What were the main components of the reading that you found interesting? Did you like or dislike anything about the article? What would you do differently to address the environmental health problem under discussion. Limit your critiques to 250 words. There would be a total of five critiques that you are required to complete during the course of this semester. Total points for these five critiques would be 50 points.

Please consider the following online discussion netiquettes:

- Your postings would be read by members of your class your instructor. Therefore, please avoid inappropriate behavior such as using foul, abusive, or disrespectful language, words, or sentences.
- Respect and courtesy should be accorded to all the classmates and instructor.
- No harassment or inappropriate posting will be tolerated.
- It is okie not to agree with what another individual is saying in an online posting. Agreeing to disagree in a respectful manner is important.
- Post only what you would be comfortable saying if you were in a face to face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do no copy documents and paste them to a publicly accessible website, blog, or other space.
- Avoid sarcasm as it can be easily misconstrued.
• Never post anything when you are angry. Instead, take a short break and only comment when you have calmed down.

Assignments:

There will be a total of five (5) assignments that you would be required to complete during the course of the semester. Every assignment would be worth 10 points each. A total of 50 points are, therefore, allocated for the assignments.

Extra credit:
• You can earn up to 50 points as extra credit during the course of this semester. The instructor will provide details about extra credit activities as the semester progresses. There would be five (5) extra credit assignments available during this course.

Final grading:

<table>
<thead>
<tr>
<th>Type</th>
<th>Point value</th>
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<tbody>
<tr>
<td>Quizzes (10 at 10 points max each)</td>
<td>0-100</td>
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<tr>
<td>Reflective Paper Based on Literature Review</td>
<td>0-100</td>
</tr>
<tr>
<td>Critiques to the 5 assigned readings (5 at 10 points max each)</td>
<td>0-50</td>
</tr>
<tr>
<td>Assignments (5 at 10 points max each)</td>
<td>0-50</td>
</tr>
<tr>
<td>Mid-term examination</td>
<td>0-100</td>
</tr>
<tr>
<td>Final examination</td>
<td>0-100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0 - 500</strong></td>
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The translation of points earned to a letter grade is defined as follows:

- **425 points and above** ……A
- **375 – 424** ………………………B
- **300 – 374** …………………..C
- **225– 299** ……………………..D
- **224 or less** ………………..F

Student progress
Grades and feedback will be available through Blackboard’s Learn Grade Center; additional feedback may be sent from the instructor by e-mail.
Team work

You will be doing the final class project individually (if you are a graduate student) or in a group comprising of three members. The instructor will randomly form teams and let you know about your team member. The score for this activity would be the same for all the team members. However, each member would complete a peer evaluation at the end of the course and evaluate the performance of the other team member.

COURSE POLICIES

Attendance
Online attendance is mandatory for this course. The instructor can determine the total number of times a student has logged into the course portal. Your attendance would be determined based on your active participation on Blackboard. You would be required to submit the critiques to the ten assigned readings. The critiques for any specific week should be submitted by Friday 11:59 pm. For example, for the week of September 04 (Monday)– September 08 (Friday), you are required to submit your critiques by September 08 (Friday) by 11:59 pm. In addition, your participation in the quizzes would also considered as a metric of participation for this course.

Absences will affect your final score/grade. You required at least an 75% attendance (12 out of 16 weeks), including the first week of class. Furthermore, for each absence five (5) points would be deducted from your final grade. More than four absences would automatically result in a ‘F’ on the course. Absences are allowed only in the instances of a university approved absence (i.e. absence approved by the Dean of Students, UTEP).

Communication and Feedback Plan
Email is the best method to approach me in case you have any questions regarding the course materials (auraysoni@miners.utep.edu). I usually reply within 24 hours. While emailing, please explain in complete sentences the question or problem you may have. Ideally, it is better to send an email via a computer/laptop compared to a smart phone. Additionally, you can set up an appointment to meet in person if you need to discuss something of importance. However, this would be done on extremely rare basis because the nature of this class is online and everything would be handled via Blackboard portal or emails.

Policy on late assignments
Late assignments would automatically result in a deduction of 5 points.

**Notice on dropping the course, withdrawals, and incomplete.**

Students may drop individual courses or completely withdraw from the University as described below. Refer to the on-line Academic Calendar at [www.utep.edu/calendar](http://www.utep.edu/calendar) or to the Class Schedule to identify the dates during which adds, drops, withdrawals, and pass/fail registration changes may occur. A student may be considered for an ‘I’ (incomplete grade) only in case of legitimate, documented emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

**Notice of Policy on Scholastic Dishonesty**

UTEP takes academic dishonesty very seriously. Academic dishonest means cheating, plagiarism, collusion, seeking previous semester exams, quizzes, tests, assignments, inducements, or making another person take the online exams or quizzes for cash or any material benefits. In the event of violation of the university academic honesty norms and rules, the instructor would report the matter to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

**Copyright and fair use requirements**

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

**Notice on Students with Disabilities & American Disabilities Act**

If you have or suspect a disability and need accommodations, you should contact the Disabled Student Support Services Office (DSSO) at (915) 747-5148. You can also email the office at: dss@utep.edu or go by Room 106 Union Building East. For additional information, visit the DSSO website at: [www.utep.edu/dsso](http://www.utep.edu/dsso)

**COURSE ASSISTANCE AND SUPPORT:**

**Course related:** Your instructor is available to assist you online and by email throughout the semester.
**Technical support:** Click on the “Help” hyperlink in Blackboard platform after logging in to your “My UTEP” portal at [http://my.utep.edu](http://my.utep.edu). Furthermore, The University of Texas at El Paso offers complete technical information and help desk support at: [http://issweb.utep.edu/techsupport/](http://issweb.utep.edu/techsupport/).
**COURSE CALENDAR:**

**Note:** The course calendar is subject to modification. It is the student’s responsibility to carefully review all changes to scheduled readings and assigned materials before class, as well as of deadlines. The instructor reserves the right to modify this course calendar at any point of time. All the website links are available on Blackboard. In addition, the deadlines pertaining to quizzes, critiques, and exams are all available on Blackboard. All times indicated below are based on Mountain Time Zone (MST). Lecture notes would be posted every week for each of the fourteen chapters.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
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</table>
| Week 1 | Course introduction; Syllabus; Chapter 1: Introduction: The Environment at Risk | a) Read Chapter 1 from the textbook  
b) Review the lecture notes  
Submit Critique # 1: Introduce yourself to your class members and respond to the introduction of any two of your class members. | Sept 01 (11:59 pm) |
| Week 2 | Chapter 2: Environmental Epidemiology | a) Read chapter 2  
b) Review posted handout(s)  
c) Visit and peruse NIH website ([www.nih.gov](http://www.nih.gov))  
d) Visit and peruse CDC website ([www.cdc.gov](http://www.cdc.gov))  
Complete Quiz # 1 (Includes material from Chapter 1 & Chapter 2) | Sept 08 (11:59 pm) |
| | | Submit Assignment # 1 on Blackboard | Sept 08 (11:59 pm) |
| Week 3 | Chapter 3: Environmental Toxicology | a) Read chapter 3  
b) Review posted handout(s)  
c) Visit and peruse WHO website ([http://www.who.int/en/](http://www.who.int/en/))  
Complete Quiz # 2 (Includes material from Chapter 3) | Sept 15 (11:59 pm) |
| Week 4 | Chapter 4: Environmental Policy and Regulation | a) Read chapter 4  
b) Review posted handout(s) |  
| Extra Credit Activity #1 |  
| Submit Critique # 2 |  
| Sept 22 (11:59 pm) |  
| Sept 22 (11:59 pm) |  
| Week 5 | Chapter 5: Zoonotic and Vector-Borne Disease | a) Read chapter 5  
b) Review posted handout(s)  
c) Team Formations for the Final Research Project |  
| Complete Quiz #3 (Includes material from Chapter 4 & Chapter 5) |  
| Submit Assignment # 2 on Blackboard |  
| Sept 29 (11:59 pm) |  
| Sept 29 (11:59 pm) |  
| Week 6 | Chapter 6: Toxic Metals and Elements | a) Read chapter 6  
b) Review posted handout(s) and course material. |  
| Complete Quiz # 4 (Includes material from Chapter 6) |  
| Submit Critique # 3 |  
| Oct 06 (11:59 pm) |  
| Oct 06 (11:59 pm) |  
| Week 7 | Chapter 7: Pesticides and Other Organic Chemicals | a) Read Chapter 7  
b) Review posted handouts |  
| Submit Assignment # 3 on Blackboard |  
| Upload Individual or pair-group project proposal on Blackboard |  
| Oct 13 (11:59 pm) |  
| Oct 13 (11:59 pm) |  
| Week 8 | Chapter 8: Ionizing and Nonionizing Radiation | a) Read Chapter 8  
b) Review posted handouts |  
| Mid-term Exam (Chapters 1 -7) |  
| Submit Critique # 4 |  
| Oct 16 (8:00 am) – Oct 18 (11:59 pm) |  
| Oct 20 (11:59 pm) |  
|
| Week 9 | Chapter 9: Water Quality | a) Read Chapter 9  
b) Review posted handouts and videos | Oct 27 (11:59 pm) |
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<td></td>
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<td><strong>Complete quiz # 5 (Includes material from</strong></td>
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<td><strong>Chapter 7, 8, 9)</strong></td>
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<td></td>
<td><strong>Submit Critique # 5</strong></td>
<td>Oct 27 (11:59 pm)</td>
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<tr>
<td></td>
<td></td>
<td><strong>Extra Credit Activity # 2</strong></td>
<td>Oct 27 (11:59 pm)</td>
</tr>
</tbody>
</table>
| Week 10| Chapter 10: Air Quality  | a) Read Chapter 10  
b) Review posted handouts and videos | Nov 03 (11:59 pm) |
|        |                          | **Complete quiz #6 (Includes material from**     | Nov 03 (11:59 pm) |
|        |                          | **Chapter 10)**                                  |                  |
|        |                          | **Submit Assignment # 4 on Blackboard**           | Nov 03 (11:59 pm) |
|        |                          | **Extra Credit Activity # 3**                    |                  |
| Week 11| Chapter 11: Food Safety  | a) Read Chapter 11  
b) Review posted handouts and videos | Nov 10 (11:59 pm) |
|        |                          | **Complete Quiz #7 (Includes material from**     | Nov 10 (11:59 pm) |
|        |                          | **Chapter 11)**                                  |                  |
|        |                          | **Submit Assignment # 5 on Blackboard**           |                  |
| Week 12| Chapter 12: Solid and Liquid Wastes | a) Read Chapter 12  
b) Review posted handouts | Nov 17 (11:59 pm) |
|        |                          | **Complete Quiz # 8 (Includes material from**     | Nov 17 (11:59 pm) |
|        |                          | **Chapter 12)**                                  |                  |
|        |                          | **Extra Credit Activity # 4**                    |                  |
| Week 13| Chapter 13: Occupational Health | a) Read Chapter 13  
b) Review posted handouts | Nov 24 (11:59 pm) |
|        |                          | **Complete Quiz # 9 (Includes material from**     | Nov 24 (11:59 pm) |
|        |                          | **Chapter 13)**                                  |                  |
|        |                          | **Extra Credit Activity # 5**                    |                  |
Final Project: Reflection Paper Based on Literature Review
Group or Individual Term Paper Guide and Scoring

**Purpose:** The purpose performing this activity is to give students the opportunity to read some of the latest research on a topic of personal interest in the area of Environmental Health. In addition, the student will be called upon in these papers to utilize the information given during the course to critical analyze the content of these research articles. This information will allow the student to become more aware of what is happening in the field and allow them to use the knowledge about research design in this area.

**What is a reflection paper?** A reflection paper is your chance to add your thoughts and analysis to what you have read and experienced. It is meant to illustrate your understanding of the material and how it affects your ideas and possible practice in future.

**Procedure:**
For this project, you and your colleagues will be writing a *reflective paper based on literature review*. The project paper must be based on your reflections after reviewing scientific, scholar literature published after 2010. The topic must be based on one well-defined aspect on occupational health. An example can be such as exploring the question: “Is ____ [exposure] a risk factor for ____”
You will need to use a clear and comprehensive systematic search strategy to identify ALL relevant primary research articles published on the topic from 2010-2017, so the scope of the paper must be quite narrow. Additionally, must carefully follow APA formatting rules, so you will need to get familiarized with this writing style. For starters, you can visit www.apa.org, although UTEP’s library has plenty of resources on it including the Library’s Writing Center, which you can schedule visits to get advice. Just in case you need further help, contact our college-assigned librarian Harvey Castellano, room 213 at the Library building (email: hcastell@utep.edu).

The paper will require a structured abstract of 200-250 words, a body-of-text which should include the following sections:

Introduction,
Background information,
Summary of Reviewed Literature,
Reflective discussion, and
Conclusion,

a minimum of 12 references (at least 9 of which must be journal articles), and 1 table summarizing reviewed information. MUST FOLLOW AND COMPLY APA STYLE & FORMATTING RULES.

Your final paper should be 10-15 pages, Double-spaced, 12 FONT Times New Roman or Arial.

The student or group of students will be required to search and select ten (10) references for review from resources available at UTEP’s library. Articles should have been published from the year 2010 onwards.

1. The student or pair-group must decide on a topic to review by the end of the seventh week of the course (10/13/2017). The topic should be related to a regional Environmental Health issue. Make use of the following resources to make a decision:
   o Websites:
2. Fill in and upload the “Topic Proposal” form by the scheduled deadline date. If the proposal is **not turned in** on the scheduled date, a **10 point deduction** will apply on the final paper score.

3. Each group must conduct a literature review using at least 10 valid reference sources from peer reviewed professional journals available at UTEP’s library. Articles should have been published after 2010.

4. Write an original reflection paper based on your findings. Paper should be at least 10-15 pages in length – including title page & reference section; Time New Roman font, size 12, double-spaced. The report must contain the following sections:
   - Cover page (1-page)
   - Abstract (1-page)
   - Introduction (1-2 pages)
   - Background information (2 pages)
   - Summary of reviewed literature (1-2 pages)
   - Reflective discussion (2 pages)
   - Conclusions (1-page)
   - References (as many as needed)

5. Use APA format style to write the paper and cite your references.

6. If you include pictures, it is highly recommended that picture quality is sufficient to provide the relevant information.

**What are the challenges?**

- The scope must be **VERY** narrow since your references must encompass ALL new findings about the topic from relevant primary research articles published from 2010-2017.
- Since some articles may need to be acquired through interlibrary loan, it is important to select a topic and search strategy as soon as possible.
To succeed:

- Selecting a focused, narrow topic
- Defining a clear and comprehensive systematic search strategy
- Reading the full text of ALL relevant articles
- Creating a clear data extraction table for inclusion in the manuscript
- Following all formatting rules

Project timeline:

<table>
<thead>
<tr>
<th>Step</th>
<th>Outcome</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fill and upload topic selection form</td>
<td>10/13/2017</td>
</tr>
<tr>
<td>2</td>
<td>Upload complete final version of paper</td>
<td>12/08/2017</td>
</tr>
</tbody>
</table>

- **Penalty for not turning in topic proposal form by deadline.** -10 points
- **Penalty for not turning in full paper by deadline.** -50 points
Instructions: Fill out the form and submit it by uploading it into the appropriate assignment section in Blackboard Learn platform. Use additional pages as necessary.

Group number:

Group members:

1.
2.
3.

Environmental Health Selected Topic:

Research question to be explored:

How does this topic & question go beyond what will be covered during the course?

Does your topic address any Healthy people 2020 objectives? Which ones?

Proposed outline:

List of names of potential journal sources: