Course Information
Level & credits: Graduate level, 3-credit hours
Course Delivery: Lecture; face-to-face; Blackboard enhanced.
Class location, day, and time: Thursday, 5:30 pm - 8:20 pm; Health Science/School of Nursing 215
Instructor: Dr. Gabriel Ibarra-Mejia
Office Hours: Thursday, 2-4 pm; virtual meeting by appointment through MS Teams
Office location: Health Sciences & Nursing Building, room 409
TA: Ms Tandra Ghosh – tghosh2@miners.utep.edu
The primary mean of contact: Email – gabmejia@utep.edu

Course description
This core course examines how current environmental factors seriously impact human health. The course combines public health and systems thinking perspectives to understand the associations among environmental risk factors, human health, and environmental health disparities. Students will use new knowledge to consider risk assessment and management and how to influence decision-making and policy development. Students must apply systems knowledge from a global perspective and design interventions to mitigate common regional and global communities’ environmental risk factors.

Course requirements
Course pre-requisites: HSCI 3306 or equivalent undergraduate environmental health course w/C or better
Required textbook: NONE.
Recommended books: a) Risk Assessment for Environmental Health (Paperback); Mark G. Robson (Editor), William A. Toscano (Editor); Jossey-Bass; 1 edition (February 20, 2007); ISBN: 978-1-118-42406-3
Required software: Microsoft Office (Word, Excel, and PowerPoint); EndNote or RefWorks. *Access is available for free to UTEP students under MY.APPS.UTEP.EDU
Additional resources:
Health Science Librarian:
  • Harvey Castellano hcastell@utep.edu
  • http://libguides.utep.edu/prf.php?account_id=81079
  • http://libguides.utep.edu/public_health

Technology Support Center (TSC)
  • Workshops: tsc.utep.edu/workshops or https://admin.utep.edu/Default.aspx?tabid=74112
  • Report issues to: https://servicedesk.utep.edu or Frank Poblano fpoblano@utep.edu

APA 6th Edition

NOTE: Wikipedia or other similar websites do not serve as a valid reference.

Research Resources:
1. UTEP Health Science Library: [http://libguides.utep.edu/public_health](http://libguides.utep.edu/public_health)
6. Cumulative Index to Nursing and Allied Health (CINAHL EBSCO) [http://www.ebscohost.com/academic/the-cinahl-database](http://www.ebscohost.com/academic/the-cinahl-database)

Agencies:
2. Centers for Disease Control and Prevention [https://www.cdc.gov/](https://www.cdc.gov/)
5. Department of Health and Human Services [https://www.hhs.gov/](https://www.hhs.gov/)
6. Environmental Protection Agency [https://www.epa.gov/](https://www.epa.gov/)
7. Food and Drug Administration [https://www.fda.gov/](https://www.fda.gov/)
8. Health Resources and Services Administration [https://www.hrsa.gov/](https://www.hrsa.gov/)

Course format
1. In-person lecture format with instructor-led discussions, individual student-led discussions, participation, and presentations; each session will be 3 hours with a 15-minute break; classes will be divided equally between lectures, discussions, presentations, and group work.
2. Technology-enhanced through Blackboard Learn® learning platform (60%)
3. Field trips (Dependent on time availability, transportation, and weather conditions)

Competencies
The UTEP MPH program is nationally accredited by the Council on Education for Public Health (CEPH). The CEPH has defined 22 foundational competencies required for attaining the MPH degree; our MPH program has defined five concentration competencies that reflect the unique training you will receive in our Hispanic and Border Health program. During orientation, you were given a complete foundational and concentration competencies list. Each of your courses will address different competencies. The competencies that will be addressed in this course are listed below, and during the first class session, your professor will review these with you. Knowledge of specific competencies and the ability to apply them will be evaluated throughout the course.

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
4. Interpret results of data analysis for public health research, policy, or practice.

Public Health & Health Care Systems
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.

Planning & Management to Promote Health
7. Assess population needs, assets, and capacities that affect communities’ health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project, or intervention

Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence

Communication
19. Communicate audience-appropriate public health content, both in writing and through oral presentation

Inter-professional Practice
21. Perform effectively on interprofessional teams.

Systems Thinking
22. Apply systems thinking tools to a public health issue

**MPH Hispanic and Border Health Concentration Competencies**

1. State and discuss major communicable, non-communicable, and environmental public health threats in Hispanic and border communities.
2. State the basic principles of preventing and controlling communicable and non-communicable diseases; discuss how these principles can be modified to accommodate cultural values and practices in Hispanic and border communities.
3. Identify and access public health data on communicable and non-communicable diseases in Hispanic and border communities (including vital stats and disease registries; health and nutrition surveillance data; census data; national surveys).
4. Identify, access, and summarize the content of one or more current initiatives relevant to border health (e.g., Healthy Border 2020; US-Mexico Border Philanthropy Partnership; Paso Del Norte Regional Strategic Health Framework).

**Assessment strategies**
Your knowledge of course content related to each competency addressed in this course will be tested in the following ways:

1. Pre-course self-assessment: The Pre-course Self-Assessment helps evaluate knowledge on environmental health necessary to succeed in the course and determines the need for additional review and practice. The exam will be administered online and include questions on general concepts and knowledge of environmental health.
2. In-class quizzes
3. In-class discussion participation
4. Reflection writing assignments: Students will complete a weekly reflection paragraph after attending class, based on covered lecture topic materials and discussion.
5. Case analysis reports.
6. Collaborative Research class/group project: Dependent upon class size, students will be grouped to complete an environmental risk assessment following a systematic approach and propose a sustainable solution or intervention plan. Include final presentation and written report.

7. Problem-solving presentation: Each student will be assigned an environmental health “wicked problem,” for which they will complete a written report or video containing a summary of the literature on the topic, proposed solution, and reflection. Students will be required to complete also an oral-visual presentation based on the report.

8. Attendance and active participation: Attendance, presence, attentive listening, and active discussion engagement are highly encouraged. Active participation enhances students’ understanding of a topic and can help the instructor adjust instruction accordingly.

9. Service-learning: Each student must complete at least ten service-learning hours. Students will be encouraged to participate in service-learning activities on environmental health and sustainability issues relevant to this unique U.S.-Mexico Border region. Students can select their activity or assigned by the instructor. These activities can help students understand the class topic, explore their values and beliefs and act upon them, develop critical thinking and problem-solving skills, develop, or enhance skills, especially in the areas of communication, collaboration, and leadership, and satisfy a need for public service or civic participation, amongst other possible benefits.

10. Post-course self-assessment: The Post-course assessment includes a general exercise to use your new skills by applying your knowledge to real-world problems. A comprehensive online post-test is also included to help you assess how well you understand the presented material.

If you have feedback on the course and your learning experience, instructions on providing that are included at the end.

Learning Objectives
Upon completing this course, students will be able to achieve these objectives.

1. Recall basic concepts and principles in environmental health (Bloom’s Level 2).
2. From a global system thinking perspective, describe the interconnectedness between the environment and human health (Bloom’s Level 2).
3. List and describe and conduct a basic analysis using the four principal skills in environmental health sciences: toxicology, exposure assessment, epidemiology, and risk assessment (Bloom’s Level 2 & 3).
4. Investigate a complex environmental health problem and develop a strategy toward its solution (Bloom’s Levels 4 & 5).
5. Identify, analyze, and interpret scientific studies and other sources determining the quantitative relationship between environmental parameters and health (Bloom’s Level 5).
6. Apply gained knowledge to recommend strategies on how the health impact from major environmental hazards can be effectively controlled or managed (Bloom’s Levels 5 & 6).
Grading scale
Student's grade will be estimated on his or her performance as follows:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percent value (%)</th>
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<tbody>
<tr>
<td>Pre-course self-assessment</td>
<td>5 %*</td>
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<tr>
<td>In-class quizzes</td>
<td></td>
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<tr>
<td>In-class discussion participation</td>
<td></td>
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<tr>
<td>Reflection writing assignments</td>
<td>15 %</td>
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<tr>
<td>Case analysis report</td>
<td></td>
</tr>
<tr>
<td>Problem solving presentation</td>
<td></td>
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<tr>
<td>Group or Class project</td>
<td></td>
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<tr>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>Service-learning and community health volunteering</td>
<td>20 %</td>
</tr>
<tr>
<td>Post-course self-assessment</td>
<td>5 %*</td>
</tr>
<tr>
<td>Total</td>
<td>100 %</td>
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</tbody>
</table>

*Pre and post-course examinations are considered self-assessments. However, they are mandatory. A 5% grade deduction will be applied for each assessment not completed.

Course policies

<table>
<thead>
<tr>
<th>Incomplete Policy</th>
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<tbody>
<tr>
<td>An “I” (incomplete grade) can only be considered if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Student must demonstrate completing at least 80% of coursework. 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.</td>
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<thead>
<tr>
<th>Attendance</th>
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<tbody>
<tr>
<td>It is UTEP policy that all students attend all scheduled classes. This course requires the class to meet two times a week at a specific time and place. Unless otherwise arranged, students are expected to attend all scheduled class meetings. Therefore, do not make any type of commitment during these allocated days and times. In the case of an agreement to meet only once per week, the additional scheduled time should be used to prepare for the next class, complete assignments, etc.</td>
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</tbody>
</table>

Class will not be cancelled due to low attendance.

Attendance is mandatory and an important component of this course. When a student registers for a course, it is assumed that she or he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend/comply, it is your responsibility to inform the instructor before the respective session. Students may be administratively withdrawn for excessive, unexcused absences, even if it occurs in the final week of class.

Absences will affect your final score/grade. You are needed to be present at least 80% of the time, including the first week of class (15 scheduled face-to-face meetings and lectures; you must attend at least 12; adjustments will be made for class cancellations and holidays).

Attendance will be taken at the beginning of each face-to-face meeting. Students that come in late must check attendance with the instructor. Regardless, being late will automatically deduct 50% of the attendance score.
Excessive tardiness and absenteeism are means for dropping you from the course. The reasons for being dropped from the course include, but are not limited to, having less than 80% attendance, not putting in enough effort, not doing the assignments, and not putting in enough effort within the group. Compliance with due dates, in class presentations, homework, exams, and other activities is mandatory. All emergency-related absences must be verified.

If you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

<table>
<thead>
<tr>
<th>Reading assignments</th>
<th>All assigned readings need to be completed prior to coming to the next scheduled class session.</th>
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<tbody>
<tr>
<td>Quizzes or readiness assurances tests</td>
<td>Several individual quizzes (mini-quizzes) and group homework assignment will be given. Each is worth a maximum of 10 points. There will be a limited time and deadline to complete the quizzes and exams. Group homework assignments and discussion entries will be due by a deadline date. Scores will be posted after due dates in the Blackboard Learn Grade Center section.</td>
</tr>
<tr>
<td>Discussion board posts</td>
<td>A section on Blackboard will be set up for general discussion topics. These will be and accessible throughout the semester. The purpose is to include discussion interactions between all those involved in the course.</td>
</tr>
<tr>
<td>Group work</td>
<td>Nowadays, collaboration is a highly regarded skill. Groups will be assembled during the first week of the course. During this period, students will not be given the option of freely assemble. The instructor will assign students to groups at random. The maximum number of members in a group will be determined in the first in-person class, as it depends on the number of students registered. Please avoid including yourselves in a group to which you have not been invited and accepted.</td>
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<tr>
<td>Communication and feedback plan</td>
<td>E-mail is the best method to approach the instructor when having questions regarding the course materials (<a href="mailto:gabmejia@utep.edu">gabmejia@utep.edu</a>). The instructor or TA will usually reply within 24-48 hours. In the e-mail, please type in the subject line &quot;Environmental Health Course,&quot; and in the message, explain in complete sentences the question or problem you may have. A phone or video conferencing appointment can be set up if needed.</td>
</tr>
<tr>
<td>Student progress</td>
<td>Grades and feedback on grades will be available through Blackboard Learn Grade Center. Additional feedback may be sent from the instructor by e-mail.</td>
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<tr>
<td>Writing Standards</td>
<td>Influential public health leaders and practitioners must have highly developed written and oral communication skills. Excellent writing skills are a critical element of communication and information dissemination. Therefore, our MPH graduate program expects good writing skills as the norm for coursework. Please speak with the instructor for resources on-campus that can help you develop necessary writing skills (e.g., UTEP Writing Center). Please check your work for misspelling, grammar, and sentence structure before submitting assignments. References in written reports should follow the Publication Manual of the American Psychological Association (APA Style) 7th ed. <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html</a> All written documents should be double spaced, 1-inch margins, and Times New Roman font size 12. Please feel free to seek out assistance from the UTEP Writing Center.</td>
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<tr>
<td>Guidance on the uses of artificial intelligence</td>
<td>Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is only allowed with approval from the instructor BEFORE being used. The use of AI is permitted in this course for the following activities, which must be noted or cited:</td>
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<td>• Development of outlines, report sections, abstracts.</td>
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<td>If given permission to use any of these tools, students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited and properly acknowledged:</td>
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<td></td>
<td>• Chat-GPT(version). Date of query (year/month/day). “Text of your query.”</td>
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<td>• Generated using OpenAI. <a href="https://chat.openai.com/">https://chat.openai.com/</a></td>
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<td>• A short paragraph describing how the tool(s) was/were used for the assignment must be included.</td>
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<td>Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.</td>
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<td>Students may not use AI tools to complete the following activities:</td>
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<td>• Paraphrase entire past reports, grant proposals, literature reviews.</td>
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<td></td>
<td>Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.</td>
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<tr>
<td>Using AI for brainstorming</td>
<td>Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use.</td>
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<td></td>
<td>That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).</td>
</tr>
<tr>
<td>Policy for late assignments and make-up work</td>
<td>Due dates for homework, exams, presentations, and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. A 10% deduction on graded score will be applied for every 24 hours an assignment is overdue, including weekends. No</td>
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<td>Permission to record lectures &amp; discussions</td>
<td>Not permitted without express permission of the instructor</td>
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<tr>
<td>Test proctoring software (if applicable):</td>
<td>Major course assessments (midterm and final exams) will use Respondus LockDown Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs before the first test.</td>
</tr>
<tr>
<td>Plagiarism detecting software</td>
<td>Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.</td>
</tr>
<tr>
<td>Classroom electronics</td>
<td>All cell phones, headphones, iPods, iPads, mp3 players, earpieces, and other forms of communication and entertainment technology must be powered off and put away during the class period. If a situation necessitates a student to be contacted by a</td>
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</table>

assignments will be accepted if submitted more than 1 week after the due date, and the student will receive a zero.

In-class assignments and presentations (individual or group) require being physically present inside the classroom. A score of zero (0) will be awarded for not turning in or presenting and in-class assignment. There will no make-up, extensions, or other alternative assignments.

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.
| Copyright statement for course materials | All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for this course's purpose. They may not be further disseminated. |
| Instructor and course evaluation | If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915.747.5148, cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, visit http://sa.utep.edu/cass/. CASS Staff are the only individuals who can validate and authorize accommodations for students with disabilities. |
| Accommodations for individuals with disability | The instructor will provide more details on how the course will be evaluated. There are an internal evaluation and a university standard online evaluation in which you will have the opportunity to rate the instructor's performance and the course content. It is recommended that you complete these evaluations so that we continue improving the course. 

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable.

Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Students awarded with accommodations must follow CASS procedures, such as meeting with instructor prior to the start of the course, remind the instructor each time when accommodations are required, etc. |
**COVID-19, RSV, and Influenza Precautions**

Please stay home if you have been diagnosed or are experiencing COVID-19, RSV, or Influenza symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for either of these, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

**Field trips**

Yes - Dependent on time availability, transportation, and weather conditions

**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 on or assume any responsibility for a student's 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.

**Student conduct and scholastic dishonesty**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

**Course etiquette**

As we know, sometimes, communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean, given the lack of body language and immediate feedback. Therefore, please keep this netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must always be provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state 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 in these online spaces is intended for classmates and professors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.
**Student resources**

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.

- If you have personal issues and require assistance, counseling services, and resources are available online and in-person through the Division of Student Affairs. You can access these services online ([http://sa.utep.edu/counsel/](http://sa.utep.edu/counsel/)), by phone (747-5302), or in person.

  Counseling Center  
  202 Union West  
  El Paso, Texas 79968

- UTEP Library: Access a wide range of resources, including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor to help explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor, and explore other history resources.
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services, including individual, couples, and group sessions and career and disability assessments.

**UTEP MPH Program Handbook**

Available at:  
## Master of Public Health Program, University of Texas El Paso
### Course Syllabus

<table>
<thead>
<tr>
<th>Dates</th>
<th>Competency Topics</th>
<th>Topics: Textbook Chapter (READ BEFORE CLASS)</th>
<th>Assignments and Deadlines</th>
</tr>
</thead>
</table>
| **WEEK 1** | * MPH Hispanic and Border Health Concentration Competencies 1, 2, 3 & 4 * Perform effectively on interprofessional teams | Course overview: What is environmental health? Environmental and Public Health connection; Environmental principals and ecology from a systems perspective; Effects of the environment on human health; General discussion on global, national and regional/local current environmental issues. | 1. Complete Precourse self-assessment (online) in Blackboard  
2. Complete assigned readings & activities (Blackboard)  
3. Brainstorm activity on the course project topic. |
| **WEEK 2** | * Apply systems thinking tools to a public health issue. | Introduction to systems theory in environmental health. Environmental Epidemiology/Concepts and methods/ Applications. Concept of wicked problems in environmental health. | 1. Complete assigned readings & activities (Blackboard)  
2. Complete reflection paragraph in Blackboard by 1/30 |
| **WEEK 3** | * Apply systems thinking tools to a public health issue.  
* Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.  
* Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence. | Introduction to risk assessment and management in environmental health | 1. Complete assigned readings & activities (Blackboard)  
2. Complete reflection paragraph in Blackboard by 2/6 |
| **WEEK 4** | * Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.  
* Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence. | Decision making & overview of environmental law & regulation | 1. Complete assigned readings & activities (Blackboard)  
2. Complete reflection paragraph in Blackboard by 2/13 |
| **WEEK 5** | * Assess population needs, assets, and capacities that affect communities’ health.  
* Apply epidemiological methods to the breadth of settings and situations in public health practice.  
* Select quantitative and qualitative data collection methods appropriate for a given public health context.  
* Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.  
* Interpret results of data analysis for public health research, policy, or practice. | Toxicology and exposure assessment | 1. Complete assigned readings & activities (Blackboard)  
2. Complete reflection paragraph in Blackboard by 2/20 |
| **WEEK 6** | * Select quantitative and qualitative data collection methods appropriate for a given public health context.  
* Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.  
* Apply systems thinking tools to a public health issue.  
* Communicate audience-appropriate public health content, both in writing and through oral presentation. | Risk assessment modeling | 1. Complete assigned readings & activities (Blackboard)  
2. Complete reflection paragraph in Blackboard by 2/27  
3. In-class Wicked problem presentation |
<table>
<thead>
<tr>
<th>WEEK 7</th>
<th>Select quantitative and qualitative data collection methods appropriate for a given public health context.</th>
<th>Risk assessment models: Aggregate and cumulative risk</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.</td>
<td>1. Complete assigned readings &amp; activities (Blackboard)</td>
</tr>
<tr>
<td></td>
<td>Apply systems thinking tools to a public health issue.</td>
<td>2. Complete reflection paragraph in Blackboard by 3/6</td>
</tr>
<tr>
<td></td>
<td>Communicate audience-appropriate public health content, both in writing and through oral presentation.</td>
<td>3. In-class Wicked problem presentation</td>
</tr>
<tr>
<td>WEEK 8</td>
<td>Select quantitative and qualitative data collection methods appropriate for a given public health context.</td>
<td>Risk assessment models: Molecular risk assessment</td>
</tr>
<tr>
<td></td>
<td>Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.</td>
<td>1. Complete assigned readings &amp; activities (Blackboard)</td>
</tr>
<tr>
<td></td>
<td>Apply systems thinking tools to a public health issue.</td>
<td>2. Complete reflection paragraph in Blackboard by 3/20</td>
</tr>
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<td></td>
<td>Communicate audience-appropriate public health content, both in writing and through oral presentation.</td>
<td>3. In-class Wicked problem presentation</td>
</tr>
<tr>
<td>WEEK 9</td>
<td>Select quantitative and qualitative data collection methods appropriate for a given public health context.</td>
<td>Risk assessment models: Comparative risk assessment</td>
</tr>
<tr>
<td></td>
<td>Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.</td>
<td>1. Complete assigned readings &amp; activities (Blackboard)</td>
</tr>
<tr>
<td></td>
<td>Apply systems thinking tools to a public health issue.</td>
<td>2. Complete reflection paragraph in Blackboard by 3/27</td>
</tr>
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<td></td>
<td>Communicate audience-appropriate public health content, both in writing and through oral presentation.</td>
<td>3. In-class Wicked problem presentation</td>
</tr>
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<td>WEEK 10</td>
<td>Select quantitative and qualitative data collection methods appropriate for a given public health context.</td>
<td>Risk assessment models: Occupational risk assessment</td>
</tr>
<tr>
<td></td>
<td>Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.</td>
<td>1. Complete assigned readings &amp; activities (Blackboard)</td>
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<tr>
<td></td>
<td>Apply systems thinking tools to a public health issue.</td>
<td>2. Complete reflection paragraph in Blackboard by 4/3</td>
</tr>
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<td>Communicate audience-appropriate public health content, both in writing and through oral presentation.</td>
<td>3. In-class Wicked problem presentation</td>
</tr>
<tr>
<td>WEEK 11</td>
<td>Select quantitative and qualitative data collection methods appropriate for a given public health context.</td>
<td>Risk assessment models: Radiological risk assessment</td>
</tr>
<tr>
<td></td>
<td>Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.</td>
<td>1. Complete assigned readings &amp; activities (Blackboard)</td>
</tr>
<tr>
<td></td>
<td>Apply systems thinking tools to a public health issue.</td>
<td>2. Complete reflection paragraph in Blackboard by 4/10</td>
</tr>
<tr>
<td></td>
<td>Communicate audience-appropriate public health content, both in writing and through oral presentation.</td>
<td>3. In-class Wicked problem presentation</td>
</tr>
</tbody>
</table>
WEEK 12  | Select quantitative and qualitative data collection methods appropriate for a given public health context.  
| Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.  
| Apply systems thinking tools to a public health issue.  
| Communicate audience-appropriate public health content, both in writing and through oral presentation.  
| Risk assessment models:  
| Microbial risk assessment  
| 1. Complete assigned readings & activities (Blackboard)  
| 2. Complete reflection paragraph in Blackboard by 4/17  
| 3. In-class Wicked problem presentation

WEEK 13  | Select quantitative and qualitative data collection methods appropriate for a given public health context.  
| Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.  
| Apply systems thinking tools to a public health issue.  
| Communicate audience-appropriate public health content, both in writing and through oral presentation.  
| Risk assessment models:  
| Children’s risk assessment & risk communication  
| 1. Complete assigned readings & activities (Blackboard)  
| 2. Complete reflection paragraph in Blackboard by 4/24  
| 3. In-class Wicked problem presentation

WEEK 14  | Apply systems thinking tools to a public health issue.  
| Communicate audience-appropriate public health content, both in writing and through the oral presentation.  
| Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.  
| Design a population-based policy, program, project, or intervention.  
| Perform effectively on interprofessional teams  
| MPH Hispanic and Border Health Concentration Competencies 1, 2, 3 & 4  
| Group Project presentations  
| 4. Upload report and copy of the presentation (or video) to Blackboard by 5/8

WEEK 15  | MPH Hispanic and Border Health Concentration Competencies 1 & 2.  
| Post-course self-assessment  
| 1. Complete Post-course self-assessment (online) in Blackboard on 5/13