UNIVERSITY OF TEXAS AT EL PASO
College of Health Science
Health Science Program
CRN 14472 & 15064 - HSCI 3306 - 1– Environmental Health
Fall 2015
(Last revised: 08-14-2015)

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Location: Online by scheduled appointments using chat (Moodle Learn), or Skype® (ID: gabboim61); or face-to-face scheduled appointment (room 409, Health Sciences & Nursing Building)

Teaching assistant: TBA

PURPOSE:
This syllabus is considered a contract between you and the professor. It is an agreement that includes the "rules" to be observed during the course, both by students and the instructor. Although this syllabus can change, no changes will be made without a class discussion and agreement.

COURSE DESCRIPTION:
This course will provide the students with an understanding of environmental health concepts, its major concern topics, risk factors, and the basic methodology to approach an environmental health problem. Students interested or considering being involved public health, public health education, community service, policy-related jobs and/or pursuing a research-related career should enroll in this course.

This course is offered as a full, online course using an asynchronous format, meaning that no traditional classroom face-to-face meetings will take place during the semester and you can schedule the time to access the course during specified times periods of availability. **Time commitment is essential to complete the course requirements.**

Usually, an online course will require the student to spend more time reading and learning that the typical face-to-face course. A time commitment of at least 9 hours per week IS REQUIRED. Online “attendance” is determined by the students’ quantity and quality of participation, and all students are expected to complete all online materials and assignments. For some this could be convenient since you can access the course either in or off campus, thus you can work on your own. However, if this is the first time you are considering enrolling in an online course, we recommend that first you visit and review 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
IT IS STRONGLY RECOMMENDED THAT YOU COMPLETE THIS SELF TEST BEFORE THE FIRST DAY OF CLASS, before making a decision to continue with the course.

Even though this is an online course, learning techniques will emphasize a critical thinking approach to learning. A critical thinking approach takes the view that a student's knowledge is not passively absorbed from the instructor. In contrast with other learning techniques, critical thinking assumes students will create knowledge in their own mind by actively thinking about the material. It is going to be crucial that you prepare for each lesson, reading and reviewing the material before engaging in lessons and assignments. Still not quite certain about what critical thinking really is? Visit then the “The Critical Thinking Community”, they’re website is available at:
http://www.criticalthinking.org/pages/defining-critical-thinking/766

Using this, students will apply the gained knowledge to solve common and practical problems related to the research process. Because the course is designed to challenge you intellectually, you may be required to cover additional materials and conduct activities to complete assessment and assignment. Additional readings and assignments will be used as a springboard for activities and discussions, and ALL course materials are testable. Additional, but not all resources, course material, readings, etc. will be made available through UTEP’s Moodle learning platform system.

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

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

1. Understand the scope and nature of environmental health, and the reasons for maintaining and promoting healthy environments.
2. Recognize the terminology and explain the principles of basic scientific disciplines (biological, chemical or physical) of environmental health.
3. Understand the concept of environmental health hazards and explain the methods by which risk factors for health related events are identified.
4. Recognize major research and analytical methods used in basic environmental health science, and define an environmental health problem and its relevant variables.
5. Know about national policy and regulation as well of international bodies of environmental health regulation and the benefits of regulation.
6. List alternative policy options and summarize the fiscal, legal, social, administrative and overall public health implications for a selected environmental health problem/issue.
7. Practice his/her ability to critically review research-based materials related to environmental health.
8. Practice and increase his/hers technical and scientific writing skills necessary in future health care professionals.
COURSE OUTCOMES:
After completing the course, the student will demonstrate the following learning outcomes:

1. Anticipate, recognize, and evaluate environmental health problems by applying scientific and technical knowledge and principles (Objectives 1, 2, 3, & 4).
2. Seek principled solutions to environmental health problems (Objectives 3, 4, 5, 6 & 7).
3. Make recommendations for developing and implementing plans and/or policies to improve environmental health using scientific and technical knowledge, and demonstrate sensitivity to diverse points of view (Objectives 1, 2, 3, 4, 5, 6 & 7).
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 & 7).
5. Communicate effectively in written and electronic modes of communication (Objective 8).

COURSE REQUIREMENTS:
You will need the following required textbook:

*Essentials of Environmental Health.*
Friss, Robert H.
Second (or latest) Edition
Jones & Bartlett Publishers. Sudbury, Massachusetts

All chapters will be covered, and students will be required to complete read all of them; additionally, students will be required to go over all additional posted materials.

Group work will be an integral part of the course. Groups will be formed during the first week of the course. During this time period students will be given the option of freely assembling and joining one until a set deadline; however, if a student does not join a group by the set date, the instructor will assign the student at random to a group. More details on group work can be found in the **Grading Criteria** section.

Additionally, since online courses are Internet and computer-based, all students are required to:

- Have access to a computer that connects to the Internet and a working e-mail account (miners.edu account). Other e-mail 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.
- Be able and have the means of accessing the online course by way of Moodle. The course is only accessible online by logging in to your “My UTEP” portal at [http://my.utep.edu](http://my.utep.edu) and accessing the Moodle tab 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](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 Moodle.
• Be able to perform Internet searches, use e-mail, 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.).

GRADING CRITERIA:
Completion of course will require that the student fulfills the following:
  a) Attendance (see correspondent sections for details).
  b) Completing writing assignment (see correspondent sections for details):
  c) On-line examinations: 1 midterm; 1 comprehensive-final exam (see correspondent sections for details).
  d) Completing quizzes (see correspondent sections for details).
  e) Extra-credit: completion of additional assignments, and high-quality discussion entries (see correspondent sections for details).

Attendance
The student must comply with a minimum of 80% attendance translated as weekly participation in asynchronous online discussion. Attendance is mandatory. Not complying with the attendance requisite will automatically unable you to pass the course regardless of scores in quizzes, tests and assignments. Additionally, there will be a deduction of points applied to each absence. Refer to the attendance criteria on “COURSE POLICIES” section for more details.

Online examinations
One (1) midterm examination and one (1) final comprehensive examination will be given for Fall’s 2015 Semester. Examinations will consist of combination of multiple-choice, true/false and matching columns. The exams are conceptual in nature; they are designed to test your ability to think about the material, not your memory. Each examination is worth **100 points** (2 X 100 = 200). **No re-scheduling or re-taking of examinations will be allowed without a University approved excuse.** Work, internet connection, computer problems, vacations are example of non-approved excuses. Read “Attendance” section for further details.

<table>
<thead>
<tr>
<th>Examination Schedule</th>
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</thead>
<tbody>
<tr>
<td>Examination type</td>
</tr>
<tr>
<td>Midterm examination</td>
</tr>
<tr>
<td>Final comprehensive examination</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
Important:
- Exams availability is limited. Exams will open at 8:00 MTN on the scheduled day, and close at 23:55 MTN on the same day. For example, if it opens on Tuesday at 8:30 hours, it will then be available until that same day at almost midnight.

Writing assignment: Research review report
For this project, you and your colleagues will be writing a short research review report/paper, which will be worth 0-100 points. The deadline to complete the project is 12/3 at midnight. However, please refer to Appendix “Writing Assignment: Research Review Report” for further instructions.

Quizzes
Thirteen quizzes will be scheduled during some course weeks, and worth 0-10 points each, thus you can obtain from 0-130 points. All quizzes and will be available through Moodle® platform on the scheduled dates (see Course Module Schedules). You will usually be given a limited time (20-60 minutes) to complete them depending on the number and type of questions. Scores will be automatically posted on Moodle® 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 8:00 MTN on the scheduled day, and close at 23:55 MTN on the same day. For example, if it opens on Tuesday at 8:30 hours, it will then be available until that same day at almost midnight.

Extra credit:
Extra credit will be awarded based on the quality of the weekly’s discussion posted comments. See “Discussion Participation Rubric” for further details.

Final grading
The total that can be earned taking on account the three examinations and group project in this course is 430 points, detailed as follows:

<table>
<thead>
<tr>
<th>Type</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm examination</td>
<td>0 – 100</td>
</tr>
<tr>
<td>Quizzes (13)</td>
<td>0 – 130</td>
</tr>
<tr>
<td>Research project</td>
<td>0 – 100</td>
</tr>
<tr>
<td>Final examination</td>
<td>0 – 100</td>
</tr>
<tr>
<td>Extra credit (maximum possible)</td>
<td>0 - 39</td>
</tr>
<tr>
<td>Minus points for absences</td>
<td>(-15 points per absence)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0 - &gt; 430</strong></td>
</tr>
</tbody>
</table>

The translation of points earned to a letter grade is defined as follows:
Student progress
Students can follow their progress by periodically checking the “Grades” section in Moodle. Always refer to the “Grading Criteria” section before emailing the instructor. Take into account that you can always check your progress just by adding the points from all gradable tests, quizzes, etc. The instructor or TA (teaching assistant) cannot estimate your grade until all activities have been added. Necessary feedback from the instructor be sent by e-mail.

COURSE POLICIES

Attendance and maintaining active status
The following are but not limited to reasons for being dropped from the course: less than 80% attendance, lack of effort, non-compliance with assignments, and lack of effort within group.

Attendance is mandatory and an important component of this course. In this regard, online courses are no different than other face-to-face traditional courses; however attendance must be considered differently. For this course attendance will be comprised of active participation during the course which will be directly monitored by login on and completing other activities in the course’s UTEP’s Moodle learning management system shell. The requirement for weekly attendance can be documented by any or all of the following methods: student tracking records in Moodle; submission/completion of assignments; and communication with the instructor. If a student does not log on to the course within the drop/add period for the course he/she will be dropped from the course.

This is a 15-week duration course; in order to get attendance, each week the student MUST actively participate in the scheduled weekly discussion/question forum (available at Moodle® platform). Each student will be required to enter weekly at least one 150-word discussion comment related to the topic at hand.

Important:
- Availability to enter comment is limited. Forums will open at 8:00 MTN every Monday, and will close at 23:55 MTN on Fridays.
- Complying with the above entries will only grant you attendance for the week.
- NOT complying with at least the minimum entry as specified, will be translated as an ABSENCE.
- Extra credit will be granted to all those entries in the weekly discussion forum that comply with the minimum and observe quality criteria as specified in the “Discussion Participation Rubric”.
The instructor can tell if students are visiting the course site. Failing to maintain active weekly participation in this online course (not login on, not completing and/or submitting assignments, not participating in posted activities, no contact with the instructor) will be defined as an absence for the week.

Absences will affect your final score/grade. You required at least an 80% attendance (12 out of 15), including the first week of class. Furthermore, for each absence you will be deducted approximately a third of a grade (15 points). You are allowed three excused absences; a fourth absence means that there is the risk of being dropped from the course at any time and regardless of your current performance, even if it occurs in the final week of class. Exceptions will be made in the case of University excused absences (sponsored activities approved by the Dean of students). You will only be able to make up for activities, exams, or assignments (scheduled or unscheduled) in the case of University excused absences (sponsored activities approved by the Dean of students).

Remember that this course requires you to make a time commitment, so plan ahead because you will need additional time to learn and practice your skills. It is estimated that you will at least commit 8 to 12 hours per week to this course, mostly to be spent working with your computer. It is your responsibility to cover all materials and assignments while working online. Assignment due dates are subject to change, so check the online schedule in Course Materials frequently. If you miss a due date, complete missed assignments as soon as possible to have a lesser impact on your scores.

Communication and Feedback Plan
This section includes how you and your students are expected to communicate during the course. When can students expect feedback from you? (I.e. within 24-48 hours) What tools can they use to contact you? UTEP email is the preferred method; send all emails to gabmejia@utep.edu; additionally emails can be sent to the courses’ appointed teaching assistant; his/her email will be provided later in the course once he/she is assigned to our course. Occasionally, a Skype® session can be scheduled – if set up with previous time. Your instructors Skype® ID is gabboim61. If the student can attend the University’s main campus, a meeting can always be schedule during instructor’s office hours.

Being successful in an online class.
Online learning is not a spectator sport. It is everyone’s responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you do not know the answer, someone else will.
- Reach out to others: Offer a fact, article, link or other item that can help others learn.
• Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.
• Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
• Stay focused: Stay on topic to increase the efficiency of your learning.
• Take advantage of all the resources given to you to succeed in the class.

A “Discussion Board” or “Discussion Forum” area will be set up in the courses Moodle shell to allow students to ask questions to each other. Make use of it, since your instructor can monitor your questions and provide feedback.

Effective electronic communication.
It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.
• For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)
• More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette.

Active participation
Students are encouraged to actively participate in the learning process during online discussions. A second component of active participation is asking questions for clarification of confusing information and expressing opinions by making use of email, chat, or online discussion groups for these purposes.

Policy on group work
Group work will be an integral part of the course. Groups will be formed during the first week of the course. During this time period students will be given the option of freely assembling and joining one until a set deadline; however, if a student does not join a group by the set date, the instructor will assign the student at random to a group. The
The maximum number of members allowed in each group is six (6). Moodle’s group sign-in section is set to not allow going over this number; groups can be of less than six members.

Although group work should be equally distributed, each will appoint a “Group Leader” who will be the liaison between the group and other groups and the instructor; another student (secretary) should be appointed for the responsibility of submitting group work and assessment. When completing a group assessment, the score will be the same for all members; however, at the end of the course, each group member may complete a peer evaluation in which students will evaluate, and rank member’s participation to receive proper merit in the form of extra credit points.

**Policy on examinations**
Exams will be accessible online using Moodle platform and will be available on the scheduled day from 6:00 AM and until midnight of the same day. You may access it at any time; however, once you begin the exam you will have a time limit to complete it. You will not be able to start the exam, stop, and then re-start again. You will usually have between 20-60 minutes to complete a quiz depending on the number of questions, and up to 3 hours to complete the partial and final comprehensive examinations. There will be no retaking of missed quizzes and examinations unless proven Moodle platform failures. If a student misses the final exam, a written make-up exam may be taken only if the student has informed the instructor of the absence prior to the beginning of the examination, and only if the absence is approved by the instructor (University excused absences only, i.e. sponsored activities approved by the Dean of students). Only in rare instances will a student be excused from the examination.

**Policy on late assignments**
Homework and other assignments must be turned in when scheduled in order for graded score points to be awarded points. A 10% deduction on graded score will be applied for every 24 hours an assignment is overdue, including weekends. No assignments will be accepted if submitted more than 1 week after the due date, and the student will receive a zero.

**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 or to the Class Schedule to identify the dates during which adds, drops, withdrawals, and pass/fail registration changes may occur.

**a) Student-initiated Drops**
It is the student’s responsibility to officially drop a course that s/he no longer wishes to take. Failure to do so may result in a grade of “F” on the student’s academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.
b) Administrative Drops
During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver.

At the discretion of the instructor, a student may be dropped from a course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline. A grade of “F” received due to disciplinary action imposed by the University overrides a grade of “W” received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.

c) Grade Assignment for Drops and Withdrawals
Grades will be assigned as follows when a student drops a course or completely withdraws from the University:

1. If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student’s academic record.
2. If a student drops from a course after the census date but before the student-initiated course drop deadline listed in the Class Schedule, a grade of “W” will be assigned.
3. If the student drops after the student-initiated course drop deadline, instructors will determine a grade of “W” or “F” for each course. A grade of “W” is considered only under exceptional circumstances and must be approved by the instructor and department chair for the course. A student may petition for a grade of “W” in writing with the necessary supporting documentation.

d) Incomplete course work
If eligible, the student may receive a grade of Incomplete (I) that will appear on the academic transcript; an “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for 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/Academic Dishonesty
Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion is dishonest activities are serious acts which erode the University’s educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected the UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student’s own efforts. Any
act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

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/dss

Course Assistance and Support:
- **Course related:** Your instructor is available to assist you online, by phone, and by email throughout the semester.
- **Technical support:** Click on the “Help” hyperlink in Moodle platform after logging in to your “My UTEP” portal at 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/.

**IMPORTANT DATES:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Aug. 24</td>
</tr>
<tr>
<td>Labor Day (University Closed)</td>
<td>Sep. 7</td>
</tr>
<tr>
<td>Census Day</td>
<td>Sep. 9</td>
</tr>
<tr>
<td>Course drop deadline</td>
<td>Oct. 30</td>
</tr>
<tr>
<td>Thanksgiving holiday (University closed)</td>
<td>Nov. 26-27</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Dec. 3</td>
</tr>
<tr>
<td>Final exams week</td>
<td>Dec. 7-11</td>
</tr>
<tr>
<td>Final grades due to the Records Office</td>
<td>Dec. 16</td>
</tr>
<tr>
<td>Final grades available online for students</td>
<td>Dec. 21</td>
</tr>
</tbody>
</table>
**HSCI 3306 – Environmental Health**

**COURSE CALENDAR**

**Note:** The course calendar is subject to modification. It is the student’s responsibility to carefully review all scheduled readings and assigned materials before class, as well as be aware of deadlines.

MD = Moodle; Ch. = Chapter; p. = page; pp. = pages

### MODULE 1

<table>
<thead>
<tr>
<th>Modules and dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course introduction</strong> 8/24 – 8/28</td>
<td>Syllabus, course overview</td>
<td>Syllabus</td>
<td>Complete assessment on syllabus content (MO)</td>
<td>8/28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-introductions (MO-discussion board; * attendance activity)</td>
<td>8/28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sign up and join a group (MO)</td>
<td>8/28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Appoint a group leader</td>
<td>8/28</td>
</tr>
<tr>
<td><strong>Module 1: An introduction to environmental health</strong> 8/31 – 9/25</td>
<td>Introduction to environmental health</td>
<td>Online content Friis: Ch. 1</td>
<td>Complete assessment # 1</td>
<td>9/4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>9/4</td>
</tr>
<tr>
<td></td>
<td>Environmental epidemiology</td>
<td>Online content Friis: Ch. 2</td>
<td>Complete assessment # 2</td>
<td>9/11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>9/11</td>
</tr>
<tr>
<td></td>
<td>Environmental toxicology</td>
<td>Online content Friis: Ch. 3</td>
<td>Complete assessment # 3</td>
<td>9/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>9/18</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Upload proposal file (MO) according to “Writing Assignment: Research Review Report”</td>
<td>9/18</td>
</tr>
<tr>
<td></td>
<td>Environmental policy and regulation</td>
<td>Online content Friis: Ch. 4</td>
<td>Complete assessment # 4</td>
<td>9/25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>9/25</td>
</tr>
</tbody>
</table>
## Modules and Dates

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoonotic and vector-borne disease</td>
<td>Online content Friis: Ch. 5</td>
<td>Complete assessment # 5 Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>10/2</td>
</tr>
<tr>
<td>Toxic metals and elements</td>
<td>Online content Friis: Ch.6</td>
<td>Complete assessment # 6 Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>10/9</td>
</tr>
<tr>
<td>Pesticides and other organic chemicals</td>
<td>Online content Friis: Ch.7</td>
<td>Complete assessment # 7 Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>10/16</td>
</tr>
<tr>
<td>Ionizing and non-ionizing radiation</td>
<td>Online content Friis: Ch.8</td>
<td>Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>10/23</td>
</tr>
</tbody>
</table>

10/23  **Midterm examination: Chapters 1 – 8 (online)**
<table>
<thead>
<tr>
<th>Unit and dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26 – 12/3</td>
<td>Water quality</td>
<td>Online content Friis: Ch. 9</td>
<td>Complete assessment # 8 Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>10/30 10/30</td>
</tr>
<tr>
<td></td>
<td>Air quality</td>
<td>Online content Friis: Ch. 10</td>
<td>Complete assessment # 9 Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>11/6 11/6</td>
</tr>
<tr>
<td></td>
<td>Food safety</td>
<td>Online content Friis: Ch. 11</td>
<td>Complete assessment # 10 Upload full draft of report Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>11/13 11/13</td>
</tr>
<tr>
<td></td>
<td>Solid and liquid wastes</td>
<td>Online content Friis: Ch. 12</td>
<td>Complete assessment # 11 Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>11/20 11/20</td>
</tr>
<tr>
<td></td>
<td>Occupational health</td>
<td>Online content Friis: Ch. 13</td>
<td>Complete assessment # 12 Participate in discussion by entering comments (MO-discussion board; * attendance activity)</td>
<td>11/25 11/25</td>
</tr>
<tr>
<td></td>
<td>Unintentional injuries and death</td>
<td>Online content Friis: Ch. 14</td>
<td>Complete assessment # 13 Participate in discussion by entering comments (MO-discussion board; * attendance activity) Upload final report (MO)</td>
<td>12/3 12/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dec 11 Final examination (Online; Comprehensive; concentration, but not limited to Chapters 9-14)</td>
</tr>
</tbody>
</table>
Writing Assignment: Research Review Report

For this project you, or you and your colleagues will be writing a short research review report/paper.

**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 three 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.

**Procedure:**

1. Group or individual. If group project, select members during first week.
2. For this project, you or your group colleagues will be writing a short *systematic review* article.
3. You will need to use a clear and comprehensive systematic search strategy to identify ALL relevant primary research articles published on the topic from 2009-2015, so the scope of the paper must be quite narrow. The student or group of students will be required to search and select twelve (12) articles for review from resources available at UTEP’s library.
4. The student or group must decide on a topic to review by the end of the second week of the course. The topic should be related to a regional environmental health issue pertaining to the US-Mexico border regions and address one or several Healthy People 2020 Environmental Health objectives. Make use of the following resources to make a decision:
   - CDC’s National Center for Environmental Health (NCEH): [http://www.cdc.gov/nceh/default.htm](http://www.cdc.gov/nceh/default.htm)
   - EPA’s U.S.-Mexico Environmental Program (Border 2012): [http://www.epa.gov/usmexicoborder/](http://www.epa.gov/usmexicoborder/)
   - UTEP’s LIBRARY RESOURCES:
5. Your project must examine the literature published only after 2009 on one well-defined aspect of occupational health. An example can be such as exploring the question: “Is ____ {exposure} a risk factor for ____ {disease/condition} in ____ {population}?” or the question, “Is ____ {intervention} effective in treating ____ {disease/condition} in ____ {population}?"

6. The final paper will require the following:
   - Cover or title page
   - A structured abstract of 100-150 words
   - A text or body of paper (not including the reference section), which should include the following sections:
     - Introduction
     - Background
     - Methods
     - Results
     - Conclusions
       1. Overall conclusion
       2. Conclusions regarding relationship to selected Healthy People 2020 objectives
       3. Conclusions regarding association/relationship & applicability to US-Mexico border
   - References – minimum of 12 references (all of which must be journal articles). Do not rely solely on government and/or organization information from websites and documents. You may use their databases, but necessarily what is posted in their websites.

7. If pictures are included, it is highly recommended that picture quality is sufficient to provide the relevant information.

8. There is an 8-page minimum requirement (cover age and reference section not included); however, you may use as many as needed.

9. You must carefully follow APA formatting rules, so additionally you will need to get familiarized with this writing style. For starts, 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.

10. All final reports will be submitted by the instructor to TURNITIN for evaluation of potential plagiarism. A maximum of 25% of similarity will be considered as acceptable. Greater similarity percentages will be return for correction, which must be completed and re-submitted before the stated deadline.

What are the challenges?

- The scope of your topic must be VERY narrow since your references must encompass ALL new findings about the topic from relevant primary research articles published from 2009-2015.
- 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:
Upload files of reports according to the following timeline:

<table>
<thead>
<tr>
<th>Step</th>
<th>Outcome</th>
<th>Due Date</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Upload selected topic (form) and outline</td>
<td>9/18</td>
<td>0 or10</td>
</tr>
<tr>
<td>2</td>
<td>Upload full draft of report</td>
<td>11/13</td>
<td>0 or10</td>
</tr>
<tr>
<td>3</td>
<td>Upload final version of report</td>
<td>12/3</td>
<td>0-80</td>
</tr>
</tbody>
</table>
HSCI 3306 Environmental Health
Fall 2015

Research Review Report Project Topic Proposal

Instructions: Fill out the form and submit it by uploading it into the appropriate assignment section in Moodle platform. Use additional pages as necessary.

Group number:

Group members:
1.
2.
3.
4.
5.
6.

Proposed environmental health related topic:

Question or issue to be explored:

Is this question/issues already been researched before? Yes ______ No ______

Does it go beyond what is already covered in class? Yes ______ No ______

If answer is “NO” then the topic selection is unacceptable. If answer is “YES”, explain how it goes beyond what is already covered in class: ____________________________

What Healthy people 2020 Environmental health objectives are addressed in the project?

What is the importance/relevance/relationship to the health of the US-Mexico border region populations?
Proposed outline:
# Research Review Report Project Report Scoring Rubric

**Report title:** ___________________________________________________

**Group:** _______________________________________________________

**Date of presentation:** ______________ **Report submitted on:** ____________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential points</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected topic proposal form submitted at/before deadline</td>
<td>0-10</td>
<td></td>
</tr>
<tr>
<td>Draft including introduction, background, methods and conclusion sections showing at least 50% progress was submitted at/before deadline</td>
<td>0-10</td>
<td></td>
</tr>
<tr>
<td>Full report was submitted at/before deadline</td>
<td>-10% for each 24-hours late</td>
<td></td>
</tr>
<tr>
<td>TURNITIN® Similarity Index (SI) score</td>
<td>__________%</td>
<td>SI scores greater that 25% will be returned for correction before grading</td>
</tr>
<tr>
<td>APA style formatting</td>
<td>Yes/No</td>
<td>Non-compliant reports will be returned for correction before grading</td>
</tr>
<tr>
<td>Front page</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Introduction and background</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Methods (for searching and selecting articles to review)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Body of literature review; including main and secondary sections</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>References (12)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Total possible score points for project report: 100 points**
This will be the scoring rubric for all discussions:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity, Timeliness, and contribution</strong></td>
<td>Does not make an entry on discussion board, or Does not submit an entry of at least 200-words</td>
<td>Submits at least one 200 word discussion entry showing evidence of knowledge and understanding of course content and applicability to professional practice, and</td>
<td>Submits at least one 200 word discussion entry showing evidence of knowledge and understanding of course content and applicability to professional practice, and</td>
<td>Submits at least two thoughtful peer response early in the session, and one more response closer to the end of the session, showing evidence of knowledge and understanding of course content and applicability to professional practice, and includes other resources that extend the learning of the community.</td>
</tr>
<tr>
<td>0 points = absence</td>
<td>1 point = attendance + extra credit</td>
<td>2 points = attendance + extra credit</td>
<td>3 points = attendance + extra credit</td>
<td></td>
</tr>
</tbody>
</table>

Based on Northern Arizona University, e-Learning Center