



**Department of Public Health Sciences
MPH Program Syllabus**

Course name:	Environmental Health
Course no.:	PUBH 5304
Course CRN:	13638
Semester/year	Fall/2018
Graduate credit hours:	3
Class location:	Undergraduate Learning Center (UGLC) 338
Class meeting time:	Thursday 5:00 – 7:50 PM
Class instructor:	Gabriel Ibarra-Mejia, MD, PhD
Office location:	HSSN Building Room 409
Phone:	(915) 747-7270
Email:	gabmejia@utep.edu
Office hours:	Thursday 5:00 – 7:50 PM
Preferred contact method:	E-MAIL
Course description:	
	Core course examines the environment and its relationship to human health and disease. Focuses on the physical, chemical, biological, and behavioral-social factors of the human environment. Emphasizes the principles and concepts of environmental health and environmental health hazards.
Course pre-requisites:	
	Undergraduate course in environmental health
Required textbooks:	
	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
Supplemental readings:	
	Essentials Of Environmental Health (Essential Public Health) 2nd Edition By: Robert H. Friis Published by: Jones & Bartlett ISBN-10: 1284026337 ISBN-13: 978-1284026337
Course format:	
	<ol style="list-style-type: none"> 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 lecturing, discussions, presentations, and group work. Technology enhanced through Blackboard Learn® learning platform (10%) Field trips (Dependent on availability, time, and weather conditions)
Major learning objectives (must be numbered):	
	<p>Upon completion of this course, students will be able to achieve these objectives.</p> <ol style="list-style-type: none"> Describe, contrast, and compare as well as conduct basic analyses using the four principal skills in environmental health sciences: toxicology, exposure assessment, epidemiology, risk assessment. Describe major ways in which the environment and human health are linked in different parts of the world and for different populations. Describe ways that scientific studies determine the quantitative relationship between environmental parameters and health. Describe ways that the health impact from major environmental hazards can be effectively controlled.

	<p>5. Complete a project in which:</p> <ol style="list-style-type: none"> An environment-related public health issue is clearly identified. Data on the demographics of the population of the area is collected, and an appropriate statistical analysis is completed to describe the population most affected by the environmental health issue. The significance of findings is described. A proposed solution, mitigation, intervention, and policy
Learning outcomes	<p>Upon completion of this course, students should be able to:</p> <ol style="list-style-type: none"> Critical Thinking: demonstrate critical thinking skills in relation to environmental affairs. Communication: demonstrate knowledge and application of communication skills and the ability to write effectively in a variety of contexts. Interdisciplinary Synthesis: demonstrate an ability to integrate the many disciplines and fields that intersect with environmental concerns. Ecological and Environmental Literacy: demonstrate an awareness, knowledge, and appreciation of the intrinsic values of ecological and environmental processes and communities. Sustainability: demonstrate an integrative approach to environmental issues with a focus on sustainability from a systems perspective.
Assessment strategies: (must be numbered)	<ol style="list-style-type: none"> Examinations (pre & post course) Reflection writing assignments Class project Problem solving presentation Service learning and community health volunteering Attendance

Program Competencies (core competency area must be identified & number according to that listed by the MPH program)	Learning objectives	Assessment strategies
This course meets the following MPH degree & graduate certificate in public health competencies		
A. Evidence-based approaches to Public Health		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.	1; 2; 3; 4	3; 4
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	1; 2; 3; 4	3; 4
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	1; 2; 3; 4	3; 4
4. Interpret results of data analysis for public health research, policy or practice	1; 2; 3; 4	3; 4
B. 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	2; 4	3; 4
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	2; 3	3; 4
C. Planning & Management to Promote Health		

7. Assess population needs, assets and capacities that affect communities' health	1; 2; 3	3; 4
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	3; 4	3; 4
9. Design a population-based policy, program, project or intervention	2; 3; 4	3; 4
10. Explain basic principles and tools of budget and resource management	----	----
11. Select methods to evaluate public health program	1	1
D. Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	4; 5	3
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	5	3
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	3	5
15. Evaluate policies for their impact on public health and health equity	----	----
E. Leadership		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	----	----
17. Apply negotiation and mediation skills to address organizational or community challenges	----	----
F. Communication		
18. Select communication strategies for different audiences and sectors	3; 5	3; 4 3; 4; 5
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	3; 5	3; 4; 5
20. Describe the importance of cultural competence in communicating public health content	3, 5	
G. Inter-professional Practice		
21. Perform effectively on inter-professional teams	5	3; 4; 5
H. Systems Thinking		
22. Apply systems thinking tools to a public health issue	2; 3; 4; 5	2; 3; 4; 5

Grading scale & criteria	Type	Percent value (%)
	Pre & post course examinations*	0%
	Reflection writing & in-class participation	10%
	Class project	
	Delivered project	30%
	Self-evaluation	10%
	Peer-evaluation	10%
	Assigned problem solving presentation	20%
	Service learning and community health volunteering	10%
	Attendance (80% required minimum)	10%
	Total	100%
	The translation of points earned to a letter grade is defined in the rubric as follows:	
	91% and above A	

	<p>81 – 90 % B 71 – 80 % C 61 – 70 % D 60 % or less..... F</p> <p>*Pre and post course examinations are considered self-assessments. However, a 5% grade deduction will be applied if not completed.</p>
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Incomplete policy:	An "I" (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course</u> and only for <u>legitimate, documented</u> 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.
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Course/Instructor & Institutional Policies

Attendance:	<p>It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/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 class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (2 or more classes). Compliance to due dates, in class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified.</p> <p>Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by 5:00 PM.</p>
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Reading assignments:	All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.
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Writing standards	Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.
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Policy for late assignments	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. All assignments are due at the beginning of the class period on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days).
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Permission to record lectures & discussions	Not permitted without express permission of the instructor
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Cellphone/electronic tablet/ use policies:	Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to "vibrate." Please be
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	advised that students who use unauthorized technology during class time will be dismissed from that week's class session.
Field trip policies:	N/A
Class participation:	Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities.
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass .
Student conduct:	<p>Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." <u>Regent's Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts".</p> <p>Examples of "cheating" include:</p> <ul style="list-style-type: none"> • Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test; • Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes"; • Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission; • Collaborating with or seeking aid from another student for an assignment without authority; • Substituting for another person, or permitting another person to substitute for one's self, to take a test; • Falsifying research data, laboratory reports, and/or other records or academic work offered for credit. <p>"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's</p>

	<p>own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.</p> <p>“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.</p>

* Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor.

COURSE SCHEDULE*

Dates	Topics	Homework/Assignments
WEEK 1 8/30	Course overview. General discussion on current environmental issues. Introduction to systems theory in environmental health.	Assigned readings
WEEK 2 9/6	Introduction to environmental sciences. Human and Global Issues Environmental principals and ecology; Effects of the environment on human health; Brainstorm activity on course project topic	Reflection paragraph Pre-term examination (BB) Due: 9/7 at midnight.
WEEK 3 9/13	Environmental Epidemiology/Concepts and methods/ Applications.	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 4 9/20	Environmental health risk assessment: Introduction (Chapter 1)	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 5 9/27	Environmental health risk assessment: Introduction (Chapters 2)	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 6 9/28	Environmental health risk assessment: Decision making (Chapter 3)	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 7 10/4	Environmental health risk assessment: Risk assessment models (Chapters 4 & 5)	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 8 10/11	Environmental health risk assessment: Risk assessment models (cont.) (Chapters 6 & 7)	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 9 10/18	Environmental health risk assessment: Risk assessment models (cont.) (Chapter 8 & 9)	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 10 10/25	Environmental health risk assessment: Risk assessment models (cont.) (Chapter 10)	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 11 11/1	Environmental health risk assessment: Risk assessment models (cont.) (Chapter 11)	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 12 11/8	Environmental health risk assessment: Risk assessment models (cont.) (Chapters 12 & 13)	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 13 11/15	Environmental health risk assessment: Law, regulations and policy (Chapters 14 & 15)	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 14 11/29	Environmental health risk assessment: Risk communication (Chapter 16)	Assigned reading, presentations, and discussion Reflection paragraph
WEEK 15 12/6	PROJECT PRESENTATION(s)	
WEEK 16 12/13	Post-course examination (due on 12/13 at midnight)	

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