

University of Florida
College of Public Health & Health Professions Syllabus
PHC 4320: Environmental Health Concepts in Public Health (3 credit hours)

Fall: 2020

Course Day and Time: Online via Canvas *and* Synchronous

Meetings by Zoom

Synchronous Meetings Wednesdays 9:35-10:25am

Delivery Format: E-learning in Canvas and via Zoom

Instructor Name: Rachel Yoho, PhD
 Phone Number: 352-273-6166
 (NOTE: Please do not use my campus phone)
 Email Address: ryoho@ufl.edu
 Office Hours: Mondays, 9:30-11am *via Zoom*

Teaching Assistant: Alexis Wormington
 Email Address: awormington@ufl.edu

Preferred Course Communications: The “Inbox” in Canvas will be used for all email correspondence. Instructors and TAs will not be responsible for emails sent their “UFL” email addresses. Please use email, not phone for course-related contact.

Prerequisites

None

PURPOSE AND OUTCOME

Course Overview

This course is a survey of major topic areas of Environmental Health. It will examine sources, routes, media, and health outcomes associated with biological, chemical and physical agents in the environment. It will cover how these agents affect disease, water and air quality, food safety, and land resources in community and occupational settings. The course will introduce the students to the economic context and touch on legal frameworks associated with environmental health issues and public health.

Course Objectives and/or Goals

Upon completion of this course, students will be able to:

1. Define the major sources of biological, chemical and physical agents found in water, air, soil, and food
2. Understand chemical and pathogen routes of exposure, toxic mechanisms of action, and health impacts
3. Describe the tools that are used to analyze health impacts of environmental exposures, such as toxicology, exposure assessment, and epidemiology
4. Describe the role of risk assessment paradigms in creating safe environments, including target populations exposed to hazardous agents
5. Describe methods used to detect, manage, control, or remove health hazards
6. Understand the existing regulatory framework and policy for controlling environmental and occupational agents

Relation to Program and Learning Outcomes

Competencies primarily gained in this course

1. Monitor health status to identify and solve community health problems

2. Diagnose and investigate health problems and health hazards in the community using an ecological framework
3. Inform, educate, and empower people about health issues
4. Use laws and regulations that protect health and ensure safety
5. Communicate effectively with constituencies in oral and written forms

Competencies reinforced in this course

1. Mobilize community partnerships and action to identify and solve health problems
2. Develop policies and plans that support individual and community health efforts
3. Evaluate effectiveness, accessibility, and quality of personal and population-based health services
4. Conduct research for new insights and innovative solutions to health problems

Instructional Methods

1. Lectures are for general orientation. Students are responsible for all the material presented in the course and assigned readings or videos. This will be the main source of content in this course.
2. Readings and Resources. In addition to the text, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.
3. Assessments: A variety of assessments will be used in this course, including but not limited to presentations, discussions, written assignments and quizzes.

What is expected of you?

You are expected to view the online lectures and attend the weekly in-person session. You are also expected to complete all readings, assignments, and exams. Additionally, you are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

This course is taught as a series of modules, each covering one specific aspect of environmental health. Each module may contain lectures, external links, videos, discussions and required readings as well as assignments. You are responsible for all course content regardless of the format. The topical Outline/Course Schedule below details the dates of content modules and assignments. Assignments and Exams are also listed.

Getting Started

1. Visit <https://elearning.ufl.edu/> and login to e-Learning in Canvas using your Gatorlink ID and password.
2. Find our course website. It will be listed as PHC4320: Environmental Health Concepts in Public Health, Fall 2020.
3. Complete the "Getting Started" Module under the Modules Tool (left menu). This will prompt you to download and review the syllabus, review the materials on plagiarism, and complete the syllabus quiz.

The remainder of the course materials will be locked and unavailable to you until you have completed the "Getting Started" Module. You MUST earn a 100% score on this quiz in order for the course materials to open in the course site. If you do not receive a 100% score, please review the feedback on your quiz attempt and retake as soon as possible. This is an important element to ensure that all students are aware of the curriculum requirements for this course. If you have ANY difficulty with this quiz, please send an email in the course to using the Canvas "Inbox" as soon as possible.

Required Course Materials and Technology

Textbook (strongly recommended) *Environmental*

Health, 4th edition

Dade W. Moeller Harvard University Press, 2011 ISBN 9780674047402

e-Learning in Canvas site:

There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at <https://elearning.ufl.edu/> and go to course site for PHC4320 – Fall 2020.

Here, I will post the syllabus, lecture presentations, details of each assignment, and allow for communication between the students and course instructor and TA. You will also turn in assignments through this site. Once the course begins, all electronic communication will take place through the e-Learning in Canvas site. This includes all emails. This will eliminate any issues with students not getting emails due to connection problems. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and course modifications.

For technical support related to course materials and links, please contact me. For technical support for this e-Learning in Canvas, please contact the UF Help Desk at:

- (352) 392-HELP - select option 2
- Learning-support@ufl.edu
- helpdesk@ufl.edu
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

General information

Assignments are to be turned in as a Word document or PowerPoint file as directed, unless otherwise indicated. They will be returned to you with comments and feedback, as applicable. If you have unexpected issues with Canvas, you may email the assignment to the course TA and professor directly. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via TurnItIn in this course (this will be done automatically in the Canvas Assignment). This tool will pick up any passages in students' work that come from another source. Be sure to adequately cite your sources/references for these assignments to avoid plagiarism (see format below).

The Canvas assignment tool may notify you confirming the submission of your assignment. PLEASE check your UFL email at <http://webmail.ufl.edu> on a regular basis for these and other email notices from the course site. It is a student's responsibility to verify that they turn in assignments on time and that they turn in the CORRECT assignment attachment. Please take a few moments to open your submitted attachment and verify that you have submitted the correct file and that the file is not corrupted or in the wrong format.

You will be graded in the course through the use of 5 different learning assessments which are as follows:

1. Written Assignments (250 points total)

Purpose and relationship to course goals: The written assignments are an opportunity for students to apply their knowledge gained in the readings and lectures. Each assignment takes a different approach to a selection of the modules with engaging activities, ranging from analyzing and interpreting data to drafting a grant proposal idea.

There will be 5 written and graded assignments (50 points each; Total 250 points). Typically, these will be one to two single-spaced pages long. Detailed instructions will be provided with each assignment.

Ungraded Assignment 0 is an ungraded assignment to assess what everyone's pre-course perceptions about toxic chemicals and compounds. It can be found in the "Assignment" tool. In the assignment you will find a link to a quick survey. Please complete this as soon as possible, but by September 8th.

Assignments 1 - 5 are to be turned in as a Word document in the Canvas Assignment tool, unless otherwise indicated. They will be returned to you with comments. If you have unexpected issues with Canvas, you may email the assignment to the course TA and professor directly and submit later via Canvas when the issues are resolved. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via Turnitin in this course (this will be done automatically in the Canvas Assignment). This tool will pick up any passages in students' work that come from another source. **Be sure to adequately cite your sources/references for these assignments to avoid plagiarism (see format below).** Please check your Turnitin report by going back to the assignment and clicking on the colored box icon in the assignment – anything yellow, orange or red should be adjusted and resubmitted BEFORE the assignment deadline. So, it is recommended that you submit EARLY to enable you to utilize this option of resubmission. Resubmissions after the due date may be subject to a late submission penalty.

2. Debate Activity (100 points total)

Purpose and relationship to course goals: The group debate serves several main purposes: (1) apply course content and knowledge to specific situations by taking a stance on an issue, researching it, and backing up the position with evidence; (2) working collaboratively as a group to develop professional skills; (3) practicing oral communication skills in a professional setting.

Each student will complete one debate assignment during the semester. You will be assigned to one debate. There will be 8-12 students per topic with 4-6 students per team. For this exercise, two teams for each topic will research and defend a 'pro' or 'con' stance for a pre-assigned topic. Each team will upload **one** PowerPoint presentation of no more than 10 slides that highlight their 'pro' or 'con' stance on the topic. Each group will be required to follow the specific format described in the debate instructions (provided as a separate document).

The debates will be conducted during the synchronous class sessions. One student per team will be asked to share their

slides on the screen for the class to view at the appropriate times during the debate.

You and your team will be graded on your knowledge and presentation. The structure and points to cover will be explained in more detail for each panel. Each group will upload one joint PowerPoint presentation file into the Canvas assignment submission page for grading.

3. Debate Peer Report Assignment (1 peer report, 50 points total)

Purpose and relationship to course goals: The Debate peer report allows students to continue to develop their course content and knowledge while applying critical thinking skills and continuing to develop writing and communication techniques.

Each student will be required to submit one Debate Peer Report during the semester on Canvas (50 points). For this assignment, the student will be assigned to one of the debate in which they are not an active participant to further analyze the content and presentation. The student will be required to view the debate, conducted live in the synchronous class session, and provide a two-page executive summary and reflection of the presentation (11-point font, double spaced).

The executive summary and reflection should succinctly describe: 1) the main points discussed by the pro and con teams; 2) an analysis of the efficacy of the support and evidence presented by the two teams; 3) your reflection and thoughts on this debate. The paper will be expected to seek out supporting information and fill in any gaps of information (with references cited; APA formatting) in your executive summary and reflection. Each submission is due at 9:30am exactly one week after the in-class presentation. For example, if the debate was on Wednesday, September 9, then the peer report assignment would be due on Wednesday, September 16 at 9:30am.

4. In the News Assignment (100 points total)

Purpose and relationship to course goals: The In the News presentations allows students to connect course material with current events and conversations happening in the media. Students apply critical thinking skills and practice oral and written communication skills.

Each student will be required to submit one 'In the News' assignment during the semester on Canvas. For this assignment, each student will be assigned to a topic area at the beginning of the semester, such as 'toxicology' or 'infectious disease.' You will perform a search to identify a current news story that relates to this topic. The 'news' can be positive, negative, changes in policy, public concerns, etc. You may use general public news forums (TV, web, newspaper); however, please make sure that the sources are credible.

The In the News activities will be presented during the synchronous class meetings. Students will be asked to share their slide on Zoom and discuss.

This assignment will consist of two components:

(1) You are to prepare and present one PowerPoint slide that describes the article (50 points). This slide can be visual – with pictures, charts/tables, etc. Please include a link to the article using appropriate citation format (see "In the news" assignment description on Canvas) on the slide. This will be briefly presented in the synchronous class session by the student, followed by a question and answer section. The presentation will be approximately three minutes per student, with approximately 2 minutes for questions.

- a. Describe the 'news' item in brief and how it relates to the assigned category (i.e. toxicology).
- b. Is the news projecting or emphasizing a positive influence on public health or a concern? What evidence do they have?
- c. What do the experts say should be done about it? Is there any controversy?

(2) You are to prepare 1-2 page double-spaced (11-point font; one page minimum; two page maximum) description that provides the following information plus references (50 points):

- a. Using bullet points, outline the strengths and weaknesses of the article you selected (example topics to consider include descriptions of: scientific evidence, justifications, coverage of the topic, audience expectations/knowledge, and similar).
- b. Building on the bullet point list of strengths and weaknesses, create a portion of a new article on your topic for the venue of the article on which you reported. Write a new title for the article and two paragraphs of the article. These can be the first two paragraphs or from another location in the article.

This is an opportunity to improve the weaknesses and continue to showcase the strengths you outlined. Consider the audience for this venue and the style of writing, including your word choices and sentence length. Be sure to cite all sources in the format of the target venue.

Cite your sources in the format of the venue for which you are re-writing. The due date for this assignment will be based on the topic you are assigned as due dates are associated with the specific topic.

5. In the News Peer Report Assignments (2 peer reports, 100 points total)

Purpose and relationship to course goals: The In the News peer reports allow students to continue to develop their course content and knowledge while applying critical thinking skills and continuing to develop writing and communication techniques.

Each student will be required to submit two 'In the News' Peer Report Assignments during the semester on Canvas (50 points each). For this assignment, each student will assigned two (2) peer review topical areas at the beginning of the semester, such as 'epidemiology, 'toxicology' and 'infectious disease'. You will be required to view, in the synchronous class session, the presentations for your topical area and select at least one (1) presentation on that day in order to provide a two-page executive summary and reflection of the presentation (11-point font, double-spaced).

The executive summary and reflection should succinctly describe: 1) what the news item is about; 2) how the news item is related to the topical area and environmental health; 3) why this particular news item is a public health concern; 4) what experts say should be done about this issue; 5) your reflection and thoughts on this topic and news article. The paper will be expected to seek out supporting information independently and fill in any gaps of information (with references cited; APA formatting) in your executive summary and reflection. Each submission is due at 9:30am exactly one week after the in-class presentation.

6. Quizzes (325 points total)

Purpose and relationship to course goals: The quizzes are an opportunity for students to demonstrate course content and knowledge, apply their knowledge to new situations, and reflect on the key themes through a variety of question styles and types.

There will be 13 quizzes through the semester, following the dates listed in the Syllabus and on Canvas. The format for all quizzes will be CLOSED BOOK. The quizzes will use HonorLock. The quizzes will cover the material from their designated module, but may build on previous knowledge from earlier modules in the course. The quizzes will be comprised of multiple choice, matching, true/false questions, written response, or similar. You will be expected to interpret the material that is presented in the course and apply it to new scenarios or situations presented in the exam questions. The quizzes will be available from the time of posting of the weekly module until the close of the weekly module for which they are covering. Quizzes will be due Sunday evenings, 11:59pm, unless otherwise noted in Canvas.

7. Reflection Paper (75 points)

Purpose and relationship to course goals: The reflection paper provides an opportunity for students to think critically about course content and themes, explore a topic of interest in greater depth, and develop professional writing skills.

Students are expected to critically evaluate and reflect on their learning throughout the semester. The Reflection Paper assignment serves as a place for students to select one topic from the course and expand their understanding and thoughts on the topic. For this assignment, students should prepare a 2-page maximum (excluding references), double spaced, 11pt font, 1" margins document reflecting on one of the course module topics. In this document, please include the following: 1) a short description of the topic and key issues involved; 2) why they chose this topic (using "I" in the text); and 3) the future of this topic – what is needed, how the topic/issues may continue to develop in the future.

Grading

Requirement	Due date	Points (% of total)
Written Assignments = 5 @ 50 points each	See Course Schedule	250 (25%)
Debate Activity = 1 @ 100 points	See Course Schedule	100 (10%)

Debate Peer Report = 1 @ 50 points	See Canvas for assigned topic	50 (5%)
In the News = 1 @ 100 points	See Course Schedule and topic assignment	100 (10%)
In the News Peer Report = 2 @ 50 points	See Course Schedule and team assignment	100 (1%)
Quizzes = 13 @ 25 points	See Course Schedule	325 (32.5%)
Reflection Paper = 1 @ 75 points	December 12, 11:59pm	75 (7.5%)
TOTAL		1000

Point system used (i.e., how do course points translate into letter grades).

Points earned	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	Below 62%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

How letter grades translate into GPA:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

In general, taking an exam after the official exam time will only be permitted under extenuating circumstances and will only be permitted at the discretion of the instructor (advanced notice in writing required and per applicable University of Florida policies).

Late Assignments and Makeup Work

Assignments turned in up to 24 hours late will be discounted **10%** of the grade that they would otherwise receive. Assignments turned in more than 24 hours late will **not** be graded and will contribute zero points toward your final grade, unless arrangements have been made in advance with the instructor. Missed assignments will contribute zero points toward your final grade.

Special Circumstances. In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon as possible and in advance of the deadline. Such special cases will be handled on an individual basis. Sufficient documentation may be requested.

Please note: any requests for makeups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to maintain a civil tone both in class and online, and respect the opinions of other in the class. While commenting on others' posts is encouraged, aggressive or patronizing tone and language are unacceptable and may result in the loss of your posting and discussion privileges.

Communication Guidelines

You are encouraged to contact by email using the "Inbox" in Canvas for clarification and assistance with the course material and the assignments, and for special issues that may arise. Weekday daytime (US Eastern Time) emails have the best chances of being answered quickly. Please only use the Canvas "Inbox" to communicate with the course instructor and/or TA. While the instructors and TAs will check their UFL email regularly, they will not be held responsible for email sent directly to their UFL addresses. Please do not use the professors' office phone number for communication.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember that cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Plagiarism is especially damaging in any learning environment and will be dealt with in an official way, according to University of Florida regulations. Incidents will be reported directly to the Office of Student Judicial Affairs and a formal procedure will be started in each and every case. There will be no informal incident resolution between student and instructor. Should you have any doubts on whether something constitutes plagiarism, please consult the many available resources on the topic, e.g. starting with <http://web.uflib.ufl.edu/msl/subjects/Physics/StudentPlagiarism.html>, or contact the instructor in advance. There is also a reference posted in the course site, in the Course Help link. As you submit assignments, you will have the opportunity to check it for unintentional plagiarism using Turnitin®, the same software that instructors will use to check your work. You are encouraged to take advantage of this option. If you turn in assignments that are plagiarized, you will receive zero points for that assignment.

You are expected to turn in original work in this course. This means that when answering assignment questions, writing papers, posting discussions, etc. you will be expected to write your responses in your own words. You **MAY NOT** copy answers word for word from any course materials or outside sources. On occasion it may be useful to provide a quote from course materials or outside sources in which case you must properly cite the source and place the quote in quotation marks. That being said, we urge you to avoid excessive quotation as it does little to demonstrate your understanding of course material.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment

Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Topical Outline/Course Schedule

Modules	Week / Dates	Topic(s) and Speaker(s)	Reading(s)	Debates	Assignments and Quizzes	In the News
Getting Started	Week 1 Aug 31 – Sept 4	Syllabus	Syllabus	-	Syllabus Quiz due Sept 4, 11:59pm	-
1	Week 1 Aug 31 – Sept 4	Introduction to Environmental Health Dr. Yoho	<i>Environmental Health</i> Chapter 1: The Scope Pages 1-22	-	Ungraded Assignment 0 due Sept 8, 11:59pm,	-
2	Week 2 Sept 8-11	Toxicology and Environmental disease Dr. Yoho	<i>Environmental Health</i> Chapter 2: Toxicology Pages 23-42 <i>and</i> See Canvas	-	Quiz 1	Toxicology ITN due Sept 9 and presented in synchronous meeting
3	Week 3 Sep 14-18	Emerging Contaminants, Nanomaterials, and EDCs Dr. Bisesi	See Canvas	-	Assignment 1 due Sep 18, Quiz 2	Emerging Contaminants, Nanomaterials, and EDCs ITN due Sept 16 and presented in synchronous meeting
4	Week 4 Sep 21-25	Environmental Epidemiology Dr. Coker	<i>Environmental Health</i> Chapter 3: Epidemiology Pages 43-59	-	Quiz 3	Environmental Epidemiology ITN due Sept 23 and presented in synchronous meeting
5	Week 5 Sep 28- Oct 1	Air Quality and Health Dr. Coker	<i>Environmental Health</i> Chapter 5: Indoor and Outdoor Air Pages 87-112	-	Quiz 4	Air Quality ITN due Sept 30 and presented in synchronous meeting
6	Week 6 Oct 5-9	Water Quality and Health (Water, Sanitation, and Hygiene) Dr. Yoho	<i>Environmental Health</i> Chapter 7: Drinking Water Pages 87-112 & Chapter 8: Liquid Waste Pages 165-170	-	Assignment 2 due Oct 9, Quiz 5	Water Sanitation and Hygiene ITN due Oct 7 and presented in synchronous meeting
7	Week 7 Oct 12-16	Climate Change and Global Health Dr. Yoho	<i>Environmental Health</i> Chapter 18: A Global View Pages 440-445 <i>and</i> Harrington, S. 2019. How climate change threatens public health. Yale Climate Connections. See Canvas.	-	Quiz 6	Climate Change and Global Health ITN due Oct 14 and presented in synchronous meeting
8	Week 8 Oct 19-23	Environmental Infectious Disease Drs. Helena Chapman and Anthony Canella	Chapter 10, Pages 220-242 and see Canvas	-	Mid-Semester Check-in, Quiz 7	Environmental Infectious Disease ITN due Oct 21 and presented in synchronous meeting

9	Week 9 Oct 26-30	Food Safety & One Health Dr. Yoho, Dr. Keely Smith, Dr. Coker, Dr. Higgins	<i>Environmental Health</i> Chapter 6: Food Pages 113-136 and see Canvas	Plastic Ban due Oct 28 and presented in synchronous meeting	Quiz 8	
10	Week 10 Nov 2-6	Solid Waste Management Dr. Yoho	<i>Environmental Health</i> Chapter 9: Solid Waste Pages 190-219	CAFOS due Nov 4 and presented in synchronous meeting	Assignment 3 due by Nov 6, Quiz 9	-
11	Week 11 Nov 9-10, 12-13	Occupational Health Dr. Coker and Dr. Yoho	Environmental Health Chapter 4: The Workplace and CDC Report (see Canvas)	No synchronous meeting (US Veterans Day)	Quiz 10	-
12	Week 12 Nov 16-20	Risk Assessment, Management and Communication Dr. Stuchal	<i>Environmental Health</i> Chapter 15: Risk Assessment and Management pages 340-363	DDT and Malaria Control Due Nov 18 and presented in synchronous meeting	Assignment 4 due Nov 20, Quiz 11	-
13	Week 13 Nov 23-24	Environmental Monitoring and Exposure Assessment Dr. Coker	See Canvas Site	No synchronous meeting (US Thanksgiving)	Assignment 5 due Nov 24, Quiz 12 due Monday, November 30, 11:59pm	-
14	Week 14 Nov 30-Dec 4	Environmental Justice and Health Disparities Dr. Coker	CDC Report, See Canvas	Fracking due Dec 2 and presented in synchronous meeting	Quiz 13	-
15	Dec 7-9	Reflection and Environmental Communication Dr. Yoho	See Canvas Site	Reflection Paper due December 12, 11:59pm		

