



EXPLORING ENVIRONMENT & HEALTH CONNECTIONS

MEETING TIMES & LOCATION

Tuesday in HSEB 345 & Thursday in SIG 134
10:30 – 11:50 am

INSTRUCTORS

- Eddie Kasner (he/him), Assistant Teaching Professor | DEOHS | ejkasner@uw.edu
- Resham Patel (she/they), Assistant Teaching Professor | DEOHS | rapatel@uw.edu
- Emily Hovis (she/her), Assistant Teaching Professor | DEOHS | ehovis@uw.edu

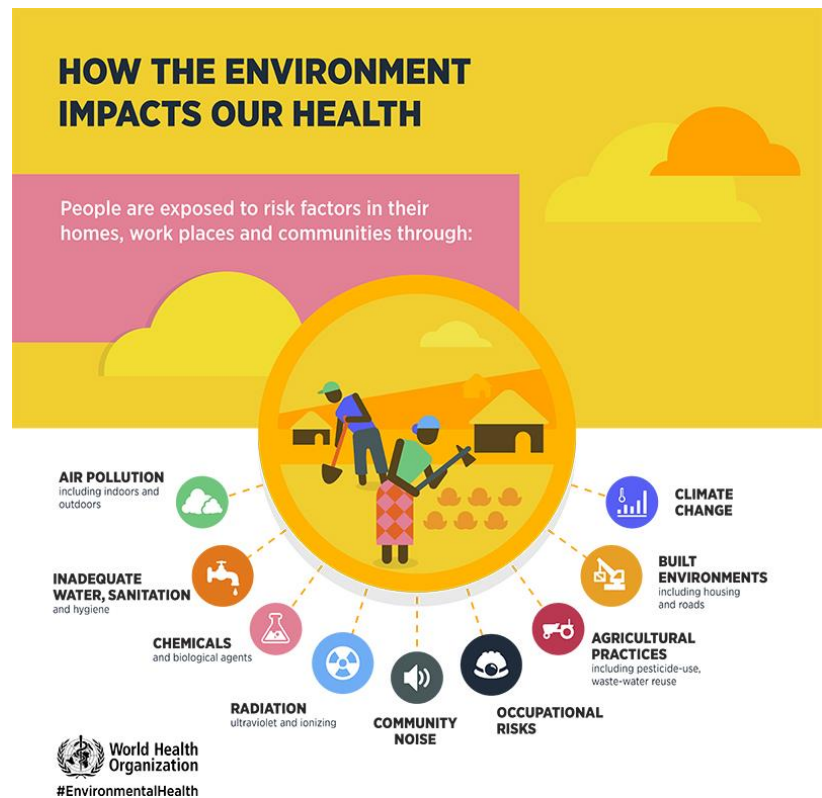
COURSE DESCRIPTION

An introduction to environmental health concepts in a 3-credit course. Examines current events to illustrate and better appreciate the relationship between environment and health. Explores whether an environmental condition is an important threat to health. Through foundational content and guest lectures, this course emphasizes the connection to public health practice, environmental justice, and the role environmental public health professionals play in keeping communities safe.

LEARNING GOALS

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

1. Identify major current and historic environmental health hazards.
2. Describe the various approaches to identifying and studying these hazards.
3. Describe the various exposure pathways and routes of human exposure to environmental hazards.
4. Describe the various approaches to link environmental exposures to human health effects.
5. Describe the major agencies, programs, and organizations involved in environmental and occupational health protection.
6. Describe the major public health policies that have been established to protect humans from exposure to environmental and occupational hazards.



GRADING / ASSESSMENT OF LEARNING

All quizzes, assignments and assessments (with few exceptions) must be submitted through Canvas by the due date. Your final grade will be calculated based on the following:

Module Quizzes (30%): These quizzes are available through Canvas and will cover key content from the module readings, lectures, activities, and discussions. These are designed to keep you engaged in the material and to help you (and us!) assess whether you are learning as you go.

Reading Checks & Discussion Posts (10%): Students are required to complete a short reading check before coming to certain classes. The quizzes are designed to ensure students have read the required materials before coming to class, so all are prepared to participate in learning group discussions and in-class activities. In other weeks, students will post on a Canvas discussion board about environmental health hazards they've seen in the news.

In-Class Learning Group Activities (10%): Students will form learning groups that meet in-class throughout the quarter. Learning groups meet during scheduled class time to engage in discussions, case studies, and other learning activities. Groups will turn in a written assignment documenting their discussion at the end of class. Each member of the group should participate in these discussions and contribute.

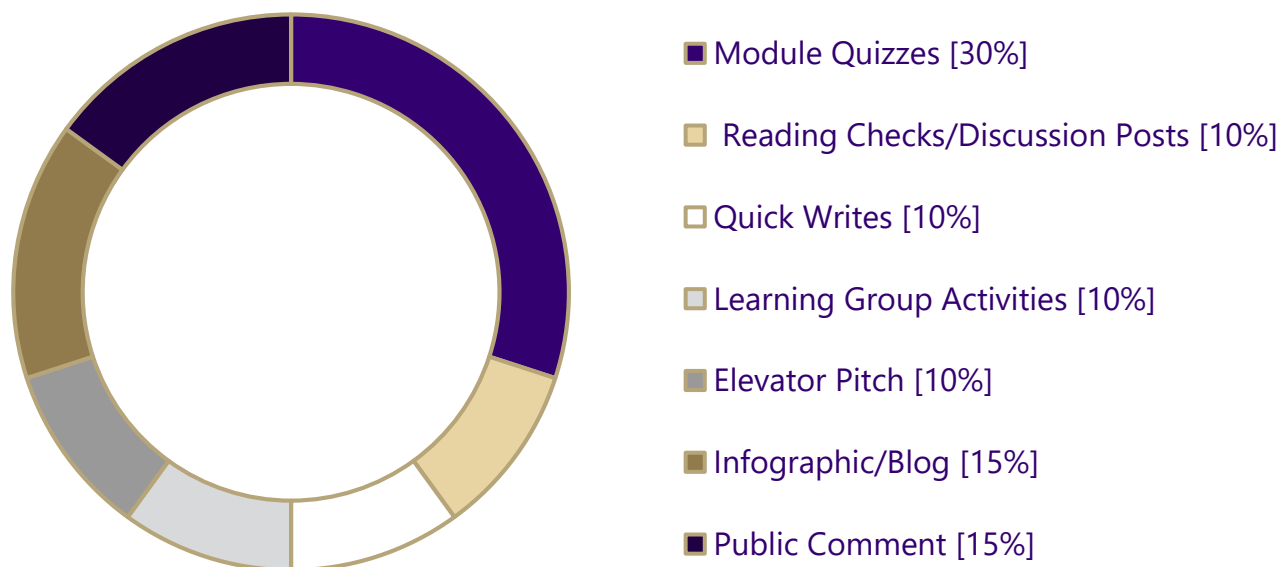
In-Class Quick-Writes (10%): Students will participate in class sessions through the use of quick writes. These assignments will be graded as credit/no credit.

Elevator Pitch (10%): Early in the quarter, students will record an elevator pitch that describes what environmental health is, why we should care about it, and how it differs from environmental science. Students will then reflect on their elevator pitch later in class.

Infographic or Blog Assignment (15%): Toward the middle of the quarter, students will create an infographic or blog post on an environmental health subject of their choice. Students will then complete a peer review assignment to evaluate peer submissions and learn to provide constructive feedback, which is a valuable career competency.

Public Comment Assignment (15%): Later in the quarter, students will write a public comment on a recent environmental health policy (law or regulation) that was considered. Public comment is one part of the rule-making process, where agencies request public input on community impacts of the proposed legislation.

GRADE BREAKDOWN



TENTATIVE SCHEDULE

Disclaimer: The syllabus, readings, and/or schedule are all subject to change. Any changes will be announced in class and posted on Canvas.

WEEK	SUBJECT
1 & 2	<p>Course Introduction & Fundamentals of Environmental Health</p> <ul style="list-style-type: none"> • What current events involve Environmental Public Health? • What role does Environmental Public Health have in policy making? • How does Environmental Public Health intersect with equity and justice? • What is risk assessment, management, and communication?
3 & 4	<p>Exploring Chemical Hazards</p> <ul style="list-style-type: none"> • In the news: environmental health controversies involving chemical hazards • Example topics: lead, benzene, pesticides, phthalates, wildfire smoke • Example WA policy: House Bill 1047 [2023-24] – Relating to the Use of Toxic Chemicals in Cosmetic Products, aka the “Toxic-Free Cosmetics Act”
5 & 6	<p>Exploring Biological Hazards</p> <ul style="list-style-type: none"> • In the news: environmental health controversies involving biological hazards • Example topics: bacteria, parasites, viruses, vectors • Example WA policy: House Bill 1490 [2023-24] – Relating to the Direct Sales of Milk
7 & 8	<p>Exploring Physical Hazards</p> <ul style="list-style-type: none"> • In the news: environmental health controversies involving physical hazards • Example topics: heat, noise, radiation, vibration, repetitive motion • Example WA Policy: L&I Proposed Updates to WAC 296-62-094 and WAC 296-307-097 - Outdoor Ambient Heat Exposure Rules
9	<p>Exploring Psychosocial Hazards</p> <ul style="list-style-type: none"> • In the news: environmental health controversies involving psychosocial hazards • Example topics: violence, stress, job strain, precarious work • Example WA policy: House Bill 1206 [2021-22] – Relating to Protecting Temporary Workers
10	<p>Careers in Environmental Health Panel & Course Wrap-Up</p>

COURSE POLICIES

SPH LAND ACKNOWLEDGEMENT

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

EQUITY, DIVERSITY AND INCLUSION

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, students are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
 2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
 3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.
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PERSONAL PRONOUNS

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So, we invite everyone to share their pronouns

ACCESS & ACCOMODATION

Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to

set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.

ACADEMIC INTEGRITY

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of [the University of Washington Student Conduct Code \(WAC 478-121\)](#). Unless specified in assignment instructions, the use of artificial intelligence tools such as ChatGPT or Perplexity for assignments or exams is considered academic misconduct and is prohibited. We expect you to know and follow the university's policies on cheating and plagiarism, and [the SPH Academic Integrity Policy](#). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington [Community Standards and Student Conduct](#) website.

NOTICE TO STUDENTS – USE OF PLAGIARISMS DETECTION SOFTWARE

The University has a license agreement with SimCheck, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by SimCheck. The SimCheck Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

LATE ASSIGNMENT POLICY

All quizzes, assignments and assessments (with few exceptions) must be submitted through Canvas by the due date. Late submissions will face a 2% penalty for each day they are late for a maximum of 50%.

EXCUSED ABSENCE FROM CLASS

Students are expected to attend class and to participate in graded activities. A student who is anticipating being absent from class due to a Religious Accommodation activity needs to complete the Religious Accommodations request process by the second Friday of the quarter. Students who anticipate missing class due to attendance at academic conferences or field trips, or participation in university sponsored activities should provide a written notice to the instructor ahead of the absence. The instructor will determine if the graded activity can be rescheduled or if there is equivalent work that can be done as an equivalent, as determined by the instructor.

COVID-RELATED/RESPIRATORY ILLNESS EXPECTATIONS

Winter is traditionally a time when respiratory diseases like colds, flu, RSV and now COVID-19 spread. All UW students are expected to follow state [doh.wa.gov], local [kingcounty.gov], and UW COVID-19 policies and recommendations.

- **Stay home from class if you are sick with any infectious illness.**
 - The [COVID-19 Public Health Flowchart](#) indicates what you should do if you test positive, have been exposed to COVID-19 or have symptoms.
 - If you feel ill or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or [campus policy](#), you are responsible for notifying your instructors as soon as possible by email.
 - **If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing covidehc@uw.edu or calling 206-616-3344.**
- **Wear a high-quality mask indoors.** Please be extra conscientious about masking during the first few weeks of the quarter, because we will have a lot of members of the community traveling and can reasonably expect to see a surge in COVID cases. Masks remain **recommended** so long as we stay in the CDC's "low" community level. They remain [required in health-care facilities](#), immediately after, and if you've [been in close contact with someone who tested positive](#). High-quality masks protect the wearer and others, and they continue to be [available for free in locations on each UW campus](#).
- **Please check your email daily BEFORE coming to class.** If we need to conduct class remotely because the instructor or a guest speaker is complying with UW policies and unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction.

SAFETY

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

RELIGIOUS ACCOMMODATIONS

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#)

BIAS CONCERNS

The Office of the Dean has a [student concern policy](#), a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edu for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <https://sph.washington.edu/about/diversity/bias-concerns>. Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

SEXUAL HARASSMENT

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
 - Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
 - Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the bias concerns link. The University also has designated offices to help you: [SafeCampus](#); [Office of the Ombud](#); [Title IX Investigation Office](#); and [University Complaint Investigation and Resolution Office](#).

WRITING RESOURCES

All written assignments for this class must be high quality, well researched, well organized, and well written. Use plain language instead of jargon. The instructors will consider the clarity of writing when grading assignments. Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help students be successful throughout their future course work and career. Therefore, this course includes written assignments with the goal to helping students identify areas of strength and improvement in writing. However, if a student feels that they could benefit from additional opportunities to improve their writing skills, a list of resources at the UW and others accessible online can be found on the [SPH website](#) and on the [DEOHS intranet](#).