

Georgia Southern University

Digital Commons@Georgia Southern

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

Spring 2018

PUBH 8132 – Environmental and Occupational Health PUBH 7090 – Selected topics in Public Health (MPH)

Atin Adhikari

Georgia Southern University, Jiann-Ping Hsu College of Public Health, aadhikari@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

Recommended Citation

Adhikari, Atin, "PUBH 8132 – Environmental and Occupational Health PUBH 7090 – Selected topics in Public Health (MPH)" (2018). *Public Health Syllabi*. 290.

<https://digitalcommons.georgiasouthern.edu/coph-syllabi/290>

This other is brought to you for free and open access by the Public Health, Jiann-Ping Hsu College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Public Health Syllabi by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 8132 – Environmental and Occupational Health
PUBH 7090 – Selected topics in Public Health (MPH)
Spring 2018

<u>Instructor:</u>	Atin Adhikari, Ph.D.
<u>Office:</u>	Hendricks Hall, Room 2025
<u>Phone:</u>	912- 478-2289
<u>E-Mail Address:</u>	aadhikari@georgiasouthern.edu
<u>Office Hours</u>	Monday: 3:00 – 5:00 PM, Wednesday: 2:00 PM – 5:00 PM, and by appointment
<u>Class Hours:</u>	Wednesday 5:00 – 7:45 PM
<u>Classroom:</u>	Information Technology Building; Room # 2201

<p>Course Catalog available at: http://em.georgiasouthern.edu/registrar/resources/catalogs/ under Jiann-Ping Hsu College of Public Health Programs</p>

Prerequisites:

N/A

Course Description:

This course is designed to reinforce basic concepts of environmental and occupational health. Students will be exposed to the current impact of potential environmental and occupational health and safety hazards. Students will also be exposed to current concepts associated with environmental and occupational regulatory standards, assessment protocols, sampling and monitoring techniques, and remediation strategies.

Required Textbook:

Levy, B.; Wegman, D.; Baron, S; Sokas, R. 2011. Occupational and Environmental Health: Recognizing and Preventing Disease and Injury. Oxford University Press, Sixth edition; ISBN: 978-0-19-539788-8.

Additional Readings:

Additional readings will be assigned throughout the course. The instructor will provide some review articles and book chapters. The readings will be provided on Folio. You may also be required to use your university's library resources to obtain articles.

Required Resource:

N/A

DrPH Core Student Learning Outcomes (CORE):

1. Demonstrate their readiness to work with communities to address public health problems.
2. Select and apply theoretically based interventions to address public health problems.
3. Apply appropriate research methods to address community health problems, particularly among rural and underserved populations.

DrPH Epidemiology Student Learning Outcomes (EPI)

1. Construct a public health and epidemiological research question from ideas, conditions, and events that exist in a rural and urban community, region, state, and nation using critical thinking skills.
2. Demonstrate required skills for translating public health practice objectives to the appropriate epidemiological framework for analysis and interpretation of results.
3. Select appropriate statistical tools, methodological alternatives, and graphical descriptives to analyze and summarize public health and epidemiological data.
4. Formulate population-based hypotheses and develop appropriate research designs to test these hypotheses.
5. Communicate epidemiological principles and concepts to lay and professional audiences through both oral and written communication.

DrPH Core Competencies in Epidemiology

Upon graduation, a student with a DrPH degree should be able to:

1. Design a public health and epidemiological investigation in terms of experimental design, data to be collected that reflect the research objectives, and specification of appropriate methods of analysis.
2. Analyze public health and epidemiological data using appropriate statistical software such as SAS and R.
3. Develop new epidemiological methods and new ideas for applying existing epidemiological methods to applications in public health and the epidemiological sciences.
4. Develop written and oral reports to communicate effectively with research investigators the pivotal aspects of a study, including: design, study objectives, data analysis methodology, results, and conclusions.
5. Create a collaborative environment for working on written and oral reports.
6. Employ basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiological measures.

Performance-Based Objectives Linked to Course Activities (Note: Activities Described in Next Section)

1. Students will demonstrate competence in: (a) comparing the physical, chemical, and biological health hazards in workplaces and other common environments, (b) understanding of work related and environmental diseases, and (c) access to adequate occupational and environmental hygiene (Activity 1)
2. Students will demonstrate the ability to investigate worksites with respect to physical, chemical, biological hazards and newly emerging environmental / occupational hazards (Activity 2)

3. Students will demonstrate competence in comparing regional versus global environmental and occupational health challenges, interventions and preventive measures to reduce or eradicate these work related and environmental diseases (Activity 3, 4)

4. Students will demonstrate the ability to review previous and current environmental and occupational health related research works and recommend future research directions (Activity 1, 3)

5. Students will demonstrate the ability to communicate work related and environmental hazards and potential intervention strategies to lay and professional audience (Activity 4, 5)

Assessment of Student Learning

1. Activity 1: Use course lectures, journal article reviews and in-class discussions to explain work-related and environmental physical, chemical, and biological hazards. Competence will be evaluated using three activities: (1) writing assessment through two research review reports analyzing occupational and environmental health issues published in peer-reviewed journal articles, (2) mid-term exam, (3) two research review/case study reports.

2. Activity 2: Use case studies to integrate applications of worksite investigation methods for physical, chemical, and biological hazards. Competence in the ability to integrate concepts will be evaluated using three activities: (1) case study analyses, (2) mid-term exam, (3) discussions of case studies.

3. Activity 3: Competence in written communication to the professional audience will be evaluated using two research review reports.

4. Activity 4: Competence in oral presentation to the professional audience will be evaluated using (1) the preparation and delivery of two presentations on research article reviews and (2) in class discussions.

5. Activity 5: Competence in written communication to the lay audience will be evaluated using (1) one work place specific brief document designed for lay workers and common public.

Instructional Methods

The class meets once a week for two hours and forty-five minutes. The way we use this time will vary, and will include lectures, article discussions, films, in-class exercises, and student-led presentations. Students are responsible for **ALL supplementary information** discussed during the assigned class periods. Discussion and debate of course material is crucial for success in the course. Therefore, students are required to read all material assigned for the class and be prepared to discuss the assigned readings.

This course will involve the completion of a number of oral and written assignments. Students will be responsible for leading the discussion about the reading assignment. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, and grammar. Performance-based Objectives Linked to Course Activities (Note: Activities Described in Next Section)

Grading

The course grade will be determined through a combination of examinations (mid-term and final), two research reports, five quizzes, ten online discussions, and a final and a brief paper accompanied by a presentation at the end of the semester.

Weighting of assignments for purposes of grading is described below in **Table 1**.

Assignment	Materials Covered	Quantity	Points	Total
Quiz 1	Chapters 1 – 3 and 6 - 8	1	15	15
Quiz 2	Chapters 11-13 and 15-16	1	15	15
Quiz 3	Chapters 26-27 and 30	1	15	15
Quiz 4	Chapters 34 and 36	1	15	15
Quiz 5	Chapters 4 – 5 and 37	1	15	15
Research Review/Case Study Report Outlines	Part of Research Review/Case Study Reports	2	5	10
Research Review/Case Study Report Drafts	Part of Research Review/Case Study Reports	2	10	20
Research Review/Case Study Report Presentations	Part of Research Review/Case Study Reports	2	20	40
Final Research Review/Case Study Reports	Part of Research Review/Case Study Reports	2	40	80
Occupational/environmental health document	Written communication to the lay workers and common public	1	25	25
Mid-Term Exam	All Chapters Covered through Exam Date	1	100	100
Final Exam	All Chapters Covered through Exam Date	1	100	100
Class discussions	Two (2) of the Six (6) Discussion Topics	2	15	30
Class Participation	Throughout the Semester	1	20	20
Total				500

The following point scale will be utilized in grading:

450-to-500 points	A
400-to-449 points	B
350-to-399 points	C
300-to-349 points	D
Below 300 points	F

For calculation of your final grade, all grades above will be included. I will post your grades in the grade book and also available to you via Folio.

PLEASE NOTE: It is at the Instructor’s discretion to round-up your final grade. The policy is as follows: If you have more than 3 unexcused absences OR do not actively participate in class discussions/activities your grade will not be rounded up. For example, if you accumulated 89.0-89.9% of total points and you had **MORE THAN 3** unexcused absences **OR did not actively participate in class discussion/activities** your final grade in this class will be “B”.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor before the deadline. *Please note that the extensions are not guaranteed and will be granted solely at the discretion of the instructor.*

Expectations

The course is structured along three lines of activity: (1) weekly discussions to help you build a knowledge base of environmental health and (2) two research review reports to relate all supplementary materials with textbook, (3) final paper and accompanying brief paper and a presentation to practice investigating an environmental health concern on topics of your interest and deliver your findings to lay and professional audience.

This course will involve the completion of a number of written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, and grammar.

In addition, proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit will result in a failing grade on assignments.

If you have questions about citation, please seek help from Dr. Adhikari or another source. If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

1. Discussion Assignments (Activities 1, 2, and 4)

Students are expected to actively participate in class and online discussion of the topics listed on the syllabus, basing their participation on the assigned readings and/or media. To demonstrate your participation, you are expected to ask relevant questions, answer questions, and make comments that relate to material in the textbook, discussion topic or share relevant experiences. Your contributions will be very valuable if/when you are responding to something another student says (including answering a question asked by a student) or constructively disagreeing with something in the book or said in class by the Instructor or your classmate. Be CONSTRUCTIVE in your criticism, RESPECT others' opinions and respond criticism PROFESSIONALLY. The Instructor may call you to participate, but your volunteer participation is preferred.

Students are also asked to read a major newspaper with substantial environmental health reporting in each class meeting. The first few minutes of each class will be devoted to breaking news relevant to global environmental health issues. The New York Times Health and BBC Health sections are available online for free daily and there are other free online sources at the news sections or home pages of organizations such as AAAS, WHO and CDC.

2. Writing assignments (Activity 3 and 5)

There will be three writing exercises during the semester called "Research review/Case study reports" and "Occupational/Environmental health document".

Research review/Case study reports give the students a chance to discuss course material in additional detail and to utilize peer-reviewed research. The purpose of the research review reports are to improve your written and oral skills by practicing summaries of empirical research (i.e., an article reporting the

gathering of data and drawing of inferences from those data). Thus, for each research report, your task is to:

1. Find a current (published in 2014 and later) journal paper that interests you, consult with the instructor, and ask for approval.
2. Write a report on: summary of the study (200 – 250 words) , hypothesis, specific aims, knowledge gaps addressed, strengths and weakness, and future research directions (based on your review of other related publications) [10 – 12 pages each; double spaced].

Competence in written communication to the lay audience/workers will be evaluated using one brief “Occupational/Environmental health document” (3 – 4 pages; double spaced) describing the assigned occupational/environmental health topic to lay audience and workers. Again, find a current topic of occupational/environmental health concern from news, other media, or journal articles and consult with the instructor for approval.

Research review reports and Occupational/Environmental health documents for workers/lay public should be submitted online via Folio. The due dates are given in the “Course Schedule” table in the syllabus (Table 2).

3. Presentation assignments (10 min, followed by Q/A for 5 min) (Activity 4)

Each group of students will also present their final Research review/Case study report in front of their peers in the form of PowerPoint presentations. The dates will be assigned to each student during the semester. The due dates for the presentations are given in the “Course Schedule” table at the end of the syllabus.

4. Quizzes (Activities 1, 2), Mid Term (Activities 1, 2) and Final Examination (Activities 1, 2)

There will be five quizzes, a mid-term and final examinations. Exams may be any combination of true/false, multiple choice, matching, short answer, calculations & discussion. *Please note* that; for all exams and any hand-written assignments, please make certain that your hand-writing is legible. If I cannot read it, I cannot judge it accurately.

Policies

Course Policies

Attendance

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance is mandatory at all class meetings.

If you are receiving services from the Student Disability Resource Center (SDRC), please notify the Instructor, as soon as possible, and provide an accommodation letter.

PLEASE NOTE: ATTENDANCE WILL BE TAKEN DURING EVERY CLASS MEETING

You are responsible for any missed content, announcements, due dates, homework assignments, date changes, etc. when you miss a class. Please, notify the Instructor and provide justification if you will be late to the class.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor before the deadline. *Please note* that the extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Class Participation

You are expected to participate actively in class discussion in a collegial manner. Class participation is measured by the frequency and quality of your thoughtful contributions to class discussion and also submission of brief summary of the preceding class and at least three important points discussed in the preceding class. You may use a laptop computer during class for class-related purposes only. Using computers or any other electronic devices for purposes not related to class (e.g. checking emails, Facebook, etc) will result in a significant reduction in your participation grade. If the problem persists, I will ban the use of computers in the classroom.

Please be aware of the last day to withdraw from class without academic penalty. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".

During class activities you are allowed to use electronic devices such as tablets, computers and phones to research the information. After the activity is completed all items should be put away. Students surfing on the net for unrelated purposes or using social media during class or cell phones going off during the class will be asked to leave the room. In case of an emergency, please notify me prior to class.

Assignments

This is a graduate course where knowledge and critical thinking skills must be developed at a higher level than an undergraduate course. **Students MUST keep up with the readings for each week.** That means students in this course should be prepared for reading a chapter per week, plus supplemental readings, plus assignments such as discussions, research reports, and exams.

Course materials will be posted to the Folio site, the week before they are scheduled in the syllabus. Please check the Folio website **regularly**.

All assignments must be typed and formatted according to the instructions before submission for grading. For those of you who may need assistance with improving your writing for assignments, the data analysis project, or for general writing, I encourage you to visit the University Writing Center. To learn more, visit their website: <http://class.georgiasouthern.edu/writingc/>.

All assignments must be turned in through Folio (mostly to the designated Dropbox) unless otherwise directed. All files submitted must be in .doc or .docx formats. Assignments submitted via email will not be accepted for review and/or grading.

Please consult the STUDENT CONDUCT CODE for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an "F" for the course. **DO NOT PLAGARIZE, YOU WILL BE CAUGHT.** All written assignments will be checked for plagiarism using "Turnitin" function in Folio, any plagiarism report higher than 25% will have a minimum of 20 points deducted from the assignment. The deductions will increase as the plagiarism percentage increases. Anything above 40% will not be graded and receive a grade of "0".

Due Day

All work and peer critiques to be posted on the course website by the end of **the assignment is due dates given in the Course Schedule table**. After uploading any attachments on Folio, you should download the file to ensure the file can be accessed. If you experience technical difficulties that prevent you from submitting your work/critiques by the assigned date, you must inform me via email me before the due date. For technical assistance contact: Center for Academic Technology Support (912) 478-0882 or cats@georgiasouthern.edu. The center also provides Live Chat for quick questions too. (Hours: M-Th 7:30am-9pm; F 7:30am-5pm; Su 4-9pm).

Promptness is expected in this course. **Late work will be penalized by 20% of the total assignment grade for each day it is late**. If you know that you will be unable to submit your assignment on time, contact me as soon as possible before the assignment due date. I will be more likely to approve an exception, if asked before the work is due. However, I expect exceptions to be rare. If your work is late, you will be unable to use the dropbox tool in Folio.

Response time

I try to provide timely feedback on your work within 48 hours. Feedback will be provided through e-mails or can be found in the “Discussions” menu link where you posted your work. A reply box will contain my feedback. Changes in response time (e.g., conference attendance, invited speaker) will be communicated through email and online announcements.

Exam Make-ups

No make-up TEST or QUIZZES are given except for **a university excused absence with full documentation**. If you miss a test and provide a university excused absence with full documentation you have one week to take the make up exam. All make-up exams will be a combination of essay questions and computations. If it is not made up **within one week**, you will receive “0” points for the exam. **You have 24 hours** after a test is taken by the class to contact the Instructor via email to provide a university excused absence with full documentation and schedule the make up exam. Or a “0” will be assigned to the test.

Exams and quizzes are the property of the Instructor, any exams or quizzes removed physically from the classroom or electronically via digital means by the student will result in the score of a “0” for that exam and/ or quiz, and an “F” for the entire course.

The final exam is mandatory and will be proctored during finals week on the day mentioned in the course overview table. If you have special needs and require special assistance, please contact Georgia Southern University.

Extra Credit

No individual extra credit is allowed or will be given in this course. Graduate students are expected to utilize best effort on all assignments, graded examinations, and intellectual challenges (papers, discussions, presentations) and so forth.

Tardy/Late Policy

I expect students to be present when class starts. I always start on time so you need to be in your seat & ready to go by 5:00 pm. Late arrivals (anything beyond the first 10 minutes of class) will not be added to the attendance sheet.

Content

This syllabus, lectures, all materials distributed and presented by the Instructor are protected by the copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

All contents of this course will be on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that may be posted pertinent to updates, clarification of instructions and assignments.

University Policies

Academic Integrity

The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the JPHCOPH.

Please adhere to the strictest academic standards of conduct noted in the *GSU Student Conduct Code* and the *Undergraduate & Graduate Catalog*. Familiarize yourself with University's policies. Enrollment in this course is an implied contract between you and the instructor. Academic integrity relates to the appropriate use of intellectual property. The syllabus and all materials presented and/or distributed during this course are protected by copyright law. You are authorized to take notes, but that authorization extends only to making one set of notes for personal (and no other) use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without written permission of the instructor.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

Intellectual Property

In accordance with the Georgia Board of Regents, Georgia Southern University has adopted a specific set of policies regarding intellectual property created by students and faculty during their time at Georgia Southern University. This document can be found at:

<http://welcome.georgiasouthern.edu/president/intpropol.htm>

Plagiarism:

According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.

- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

The following protocol has been established to provide students with due process.

A. First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
 - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

B. First Offense - Not In Violation Plea (student does not admit the violation)

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
 - a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor.

C. Second Violation of Academic Dishonesty

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.
2. If the student is found responsible, the following penalty will normally be imposed:
 - a. Suspension for a minimum of one semester or expulsion.
 - b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

Academic Handbook

Students are expected to abide by the Academic Handbook, located at:
<http://students.georgiasouthern.edu/sta/guide/>.

Failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:
<http://www.collegesource.org/displayinfo/catalink.asp>.

Attendance Policy

Attendance the first day of class is **mandatory** per University policy. Federal regulations require attendance be verified prior to distribution of financial aid allotments.

Accommodations

Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at 912.871.1566 or TDD: 912.478.0666. Students requiring academic accommodation should also *notify the instructor no later than the third class meeting* in the semester.

Disclaimer

The contents of this syllabus are as complete and accurate as possible. I reserve the right to modify the syllabus and schedule to adjust for changing conditions and student needs. Updates will be emailed and posted on the website. I will make every effort to inform you of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course. You are responsible for any material covered or distributed online, including any announcements, so please check the course website in Folio **regularly**.

Tacit Approval

Review this document carefully and ensure that you understand the course policies, procedures, tentative course structure, and grading schema. Remaining in the course implies tacit agreement to the policies and procedures detailed in this syllabus.

Table 2. Course Schedule and Content

Week	Date	Topic	Content	Assignment
1	01/10/18	Course introduction Syllabus overview Introduction to Environmental and Occupational Health	<ul style="list-style-type: none"> Syllabus Chapters 1-3 Lecture 	<ul style="list-style-type: none"> Complete Course Orientation on Folio Read Syllabus Read Chapters 1-3
2	01/17/18	Hazardous Environmental and Occupational Exposures in Air and Water	<ul style="list-style-type: none"> Chapters 6-8 Lecture and supplemental reading materials 	<ul style="list-style-type: none"> Read Chapters 6-8 before class Discuss a related occupational/ environmental health current event in class Complete online discussion by
3	01/24/18	Physical, Chemical, and Biological Hazards in Workplaces and other Environments	<ul style="list-style-type: none"> Chapters 11-13 and supplemental reading materials Lecture 	<ul style="list-style-type: none"> Read Chapters 11-13 before class Discuss a related occupational/ environmental health current event in the class
4	01/31/18	Injuries, Musculoskeletal Disorders, and Occupational Safety	<ul style="list-style-type: none"> Chapters 15-16 and supplementary materials Lecture Article 	<ul style="list-style-type: none"> In class activity and discussion on case studies related to the supplemental material Quiz 1 online due Friday 10 pm Final paper topic selection due Friday 5 pm
5	02/07/18	Occupational and Environmental Hygiene	<ul style="list-style-type: none"> Chapter 26 Lecture Article 	<ul style="list-style-type: none"> Read Chapter 26 before class Discuss a related case study in the class Research article presentation

6	02/14/18	Occupational Ergonomics	<ul style="list-style-type: none"> Chapter 27 Lecture Article 	<ul style="list-style-type: none"> In class activity related to the supplemental material and discussion on case studies Complete online discussion by Friday 5pm Research article
7	02/21/18	Government Regulation of Environmental and Occupational Health and Safety	<ul style="list-style-type: none"> Chapter 30 and supplementary materials Lecture <ul style="list-style-type: none"> Article 	<ul style="list-style-type: none"> Read Chapter 30 before class Discuss a related current event in the class Research article presentation Quiz 2 online due Friday 10 pm
8	02/28/18	<ul style="list-style-type: none"> Health & Safety Hazards in Specific Industries: Agriculture Case studies 	<ul style="list-style-type: none"> Chapter 36 and supplementary materials 	<ul style="list-style-type: none"> Read Chapter 36 and supplementary materials before the class Research article presentation
9	03/07/18	<ul style="list-style-type: none"> Health & Safety Hazards in Specific Industries: Construction Case studies 	<ul style="list-style-type: none"> Chapter 36 and supplementary materials 	<ul style="list-style-type: none"> Read supplementary materials before the class Discuss a related environmental health current event
Midterm examination – Online – Take the exam by 03/11/2018, 11 PM				
No class – Spring break				
10	03/21/18	<ul style="list-style-type: none"> Health & Safety Hazards in Specific Industries: Health Care Case studies 	<ul style="list-style-type: none"> Chapter 36 and supplementary materials 	<ul style="list-style-type: none"> Read supplementary materials before the class Research Review Report I due Friday, 5 PM

11	03/28/18	<ul style="list-style-type: none"> • Worksite Investigations – Physical and Chemical Hazards • Case studies 	<ul style="list-style-type: none"> • Chapter 34 • CDC/OSHA manuals and other relevant documents • Lecture 	<ul style="list-style-type: none"> • Read Chapter 18 before class • Discuss a related environmental health current event in class
12	04/04/18	<ul style="list-style-type: none"> • Worksite Investigations – Biological Hazards • Case studies 	<ul style="list-style-type: none"> • Chapter 34 • Supplemental materials • Lecture • Article 	<ul style="list-style-type: none"> • In class activity related to the supplemental material • Quiz 3 online due Friday 10 pm • Complete online discussion by Friday 5 pm
13	04/11/18	Global Environmental and Occupational Hazards due to Climate Change	<ul style="list-style-type: none"> • Chapter 5 and supplemental materials • Lecture 	<ul style="list-style-type: none"> • Read Chapter 5 before class • Discuss a related environmental / occupational health current event or case study in the class • Research article 2 presentation
14	04/18/18	Health and Safety Hazards for Disaster Rescue Workers	<ul style="list-style-type: none"> • Chapter 37 and supplementary materials • Lecture 	<ul style="list-style-type: none"> • In class activity related to the supplemental material • Complete online discussion by Friday 10 pm
15	04/25/18	Occupational and Environmental Health Equity and Social Justice	<ul style="list-style-type: none"> • Chapter 4 • Documentary: Unnatural Causes 	<ul style="list-style-type: none"> • Read Chapter 4 before the class • Discuss a related event in class • Report on the documentary film
	04/25/18	Group discussions on Case Studies; Second Research Review report and Environmental / Occupational health document; due 10 pm		
	05/02/18	Final Exam - from 5:00 pm to 7:45 pm		

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.