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ENVH 7234 – Environmental Toxicology

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**GEORGIA SOUTHERN UNIVERSITY
JIANN-PING HSU COLLEGE OF PUBLIC HEALTH**

ENVH 7234 – ENVIRONMENTAL TOXICOLOGY

FALL 2021

INSTRUCTOR: DR. EVANS AFRIYIE-GYAWU, PHD., MPH.
OFFICE: HENDRICKS HALL, ROOM 2035
PHONE: 912-478-2292

E-MAIL ADDRESS: evansafriyiegyawu@georgiasouthern.edu

OFFICE HOURS: WEDNESDAYS 11:00 AM – 3:00 PM
THURSDAYS 11:00 AM – 2:00 PM
ALSO BY APPOINTMENT

CLASS MEETINGS: MONDAYS 6:00 - 8:45 PM
EDUCATION BUILDING, ROOM 1122

Prerequisites: Biology (Basic) and/or Environmental Health (PUBH 6532)

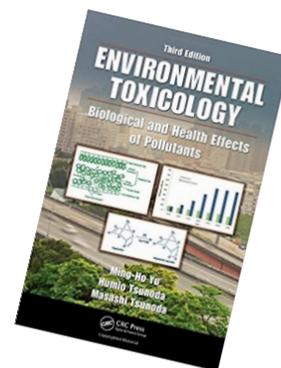
FOLIO Access: <https://georgiasouthern.desire2learn.com/d2l/home/627726>

Catalog Description: This course introduces students to concepts associated with the lethal and sub-lethal effects of environmental and occupational stressors on humans and other living organisms.

Required Textbook: Ming-Ho Yu, Humio Tsunoda, & Masashi Tsunoda. 2011. *Environmental Toxicology: Biological and Health Effects of Pollutants*, CRC Press, Third Edition

ISBN: 978-1-4398-4038-2

Supplemental Texts: Klaassen, Curtis D (Editor). 2008. *Casarett & Doull's Toxicology: The Basic Science of Poisons*. Mc-Graw Hill Companies, Inc.; 7th Ed.



MPH Core Student Learning Outcomes:

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

MPH Environmental Health Sciences Student Learning Outcomes (ENVH)

1. Apply appropriate investigative tools to measure environmental hazards and associated health outcomes, particularly in the context of rural and underserved areas.
2. Conduct environmental health research and translate into public health interventions using appropriate research designs and evidence based analytic techniques.
3. Employ and evaluate the principles and practices of environmental exposure assessment to address community risk, and effectively communicate the risk to all stakeholders.
4. Analyze and apply the outcomes of environmental impact studies to prevent, mitigate and/or predict future environmental hazard exposures, to support and promote health policy development.
5. Assess and communicate how cultural, socio-economic, and behavioral factors may influence the risk of exposure to environmental hazards and related health outcomes, particularly in the context of rural and underserved populations.
6. Communicate environmental health principles and concepts to lay and professional audiences through both oral and written communication.

MPH Core Competencies in Environmental Health Sciences:

At the completion of this program the student will be able to:

1. Describe major environmental health hazards (physical, chemical and biological), and assess their genetic, physiologic, and socio-economic impacts on vulnerable and susceptible populations with special emphasis on rural and underserved communities.
2. Apply research ethics and current research principles, including hypothesis generation, experimental design, and current research methodology, to the qualitative and quantitative measurement and analysis of environmental stressors on human health and ecosystems.
3. Apply the outcomes of environmental monitoring and environmental impact assessments to prevent, mitigate and/or forecast future exposures to environmental hazards and utilize this information to support or advocate for environmental health policy development.

4. Demonstrate current health risk assessment methods, directed toward management of environmental hazards and provide technical assistance and leadership to address the concerns of communities including environmental justice and equity; as utilized by federal, state, and local regulatory programs, and non-governmental guidelines and authorities.
5. Communicate about environmental health hazards and associated health outcomes to community, stakeholders and professional audiences through oral and written communication and within the appropriate community-based intervention studies.

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

Students will be able to:

1. Demonstrate competence in using the basic concepts and terminology pertinent to environmental toxicology (Activity 1).
2. Analyze potential interactions of physical, chemical, and biological agents within the environment and their public health significance (Activity 2).
3. Discuss how a changing environment and exposure to environmental toxicants may be linked to (or cause) deleterious effects on living organisms (Activity 3).
4. Demonstrate the ability to analyze and interpret toxicological data to determine the potential for exposure to prevalent environmental toxicants and risk of adverse health outcomes (Activity 4).
5. Identify several factors that influence toxicity of environmental toxicants and associated health outcomes in diverse human populations (Activity 5).
6. Demonstrate ability to communicate toxicological principles, concepts, and other pertinent information verbally or in writing to lay and professional audiences (Activity 6).

Assessment of Student Learning (Activities)

1. *Activity 1:* Use course lectures, handouts, in-class discussions, and term projects to explain the basic terminology and definitions of environmental toxicology, including, but not limited to, toxicology, toxicants, toxicity, toxic substances, xenobiotics, teratogen, exposure, additive effects, synergism, potentiation, antagonism, biomarkers, absorption, distribution, metabolism (or biotransformation), excretion, toxicokinetics, toxicodynamics, acute & chronic effects, birth defects, adverse effects, particulate matter, endocrine disrupters, carcinogenesis, mutagenesis, metastasis, dose-response, and risk assessment. Competence in basic terminology will be evaluated using four assessment tools: 1) current events presentations, 2) mid-term exam, 3) term project, and 4) final exam.

2. *Activity 2:* Use course lectures, in-class discussions, published articles, and case studies to explain the basic application of environmental toxicology principles, effects of various environmental toxicants on human health and the environment, and existing policies to mitigate the adverse effects of toxic agents. Competence on ability to analyze potential interactions of physical, chemical, and biological agents within the environment and their public health significance will be evaluated using four assessment tools: 1) current events presentations, 2) mid-term exam, 3) term project, and 4) final exam.
3. *Activity 3:* Use course lectures, handouts, peer-reviewed articles, and in-class discussions to demonstrate competence in the ability to discuss how a changing environment and exposure to environmental toxicants may be associated with deleterious effects on living organisms. Competence in the ability to integrate concepts and determine exposure to xenobiotics and associated effects will be evaluated using four assessment models: 1) term project, 2) mid-term exam, 3) field trips & write-up, and 4) final exam.
4. *Activity 4:* Utilize lectures, case studies (existing toxicological data), and in-class discussions to demonstrate the ability to analyze and interpret toxicological data to determine toxicant exposure and risk of adverse health outcomes. Competence will be evaluated using: 1) assignment on toxicological data analysis and interpretation, 2) mid-term exam, and 3) final exam.
5. *Activity 5:* Use course lectures, handouts, peer-reviewed articles, term project report and presentation, and in-class discussions to demonstrate ability to identify factors that influence toxicity of environmental toxicants and associated health outcomes in diverse human populations. Competence will be evaluated using: 1) term project report and presentation, 2) mid-term exam, 3) current events presentations, and 4) final exam.
6. *Activity 6:* Use in-class discussions, term project report, and term project presentation to demonstrate ability to communicate orally and in writing the toxicological principles and concepts and other relevant information to lay and professional audiences. Competence will be evaluated using: 1) in-class participation, 2) term project report, and 3) term project presentation.

Overview of the Content to be Covered during the Semester:

Week & Date	Topic	Readings	Assignment
1 (8/16/21)	Intro: Environmental Toxicology	Chapter 1	
2 (8/23/21)	Environmental Changes & Health	Chapter 2	Review Ques. – pg. 35- Project Description Due!!!
3 (8/30/21)	Toxicants/Pollutants: Occurrence, Exposure, and Toxic Action	*Chapters 3 and 4	Review Ques. – pg. 69-
4 (9/6/21)	LABOR DAY HOLIDAY		
5 (9/13/21)	Toxicokinetics – ADME; Factors Influencing Xenobiotic Action	*Chapters 5 & 6; C&D – Chpts. 5 - 7	Review Questions - pg. 89- and 103-
6 (9/20/21)	Responses to Environ. Toxicants	*Chapter 7	Term Project Plan Due!!! Review Ques. – pg. 113-
7 (9/27/21)	Air pollution – Inorganic Gases & Particulate Matter	*Chapters 8 & 9 C&D – Chapter 28	Review Questions - pg. 138- and 155-
8 (10/4/21)	Environmental Fluoride & Water Fluoridation	*Chapter 10	Review Ques. - pg. 178- Mid-Term Exam (Take home)
9 (10/11/21)	Volatile Organic Compounds	*Chapter 11	Mid-Term Exam DUE Review Ques. – pg. 193-
10 (10/18/21)	Soil and Water Pollution - Environmental Metals/Metalloids	*Chapter 12 C&D – Chapter 23	Review Ques. - pg. 231-
11 (10/25/21)	Pesticides and Related Materials Endocrine Disruption	*Chapter 13 *Chapter 15	Rev. Ques. – p. 261- & 293-
12 (11/1/21)	Occupational Toxicology Introduction to Risk Assessment	Chapter 14 C&D – Chapter 4	Review Ques. - pg. 277- T. Project Report Draft Due!
13 (11/8/21)	Mutagenic Pollutants Environmental Cancer	*Chapters 16 & 17	Rev. Ques. - pg. 305 & 324
14 (11/15/21)	Term Project Presentation Oral (PowerPoint) Presentations		T. Project Presentation & Final T. Project Report Due!
15 (11/22/21)	HAPPY THANKSGIVING!!!		
16 (11/29/21)	Review session for Final Exam	Main concepts highlighted in class	Handout Review Main Concepts!!
17 (12/6/21)	Final Exam @ 6:00 PM	Comprehensive	

****Indicates chapters over which Current Events will be presented on the corresponding dates!!!***

Portfolio Inclusion

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.

Instructional Methods: Class meetings will consist of lectures, in-class discussions, and field-trips. Written assignments, oral presentations, and exams constitute the basis of student evaluation. *Additional handouts may be given to you as deemed appropriate by the instructor, and information from these handouts may be part of your assignments or exams. Lab assignment dates may change as deemed necessary.*

Grading: Weighting of assignments for grading purposes will be as follows:

<i>Assignments</i>	<i>Chapters Covered</i>	<i>Points</i>
Mid-Term Exam	1 – 10	100
Current Events Presentations (2 Chapters/Student)	1 - 17	40
Field Trip(s) & Write-up	----	30
Term Project Plan, Draft and Oral Presentation	1 – 17	40
Term Project - Final Report	1 – 17	40
Pop Quizzes (3)	1 - 17	30
Final Exam (Comprehensive)	1 – 17	120
In-Class Participation (extra points)	1 - 17	10
TOTAL		400

The following point scale system will be utilized in grading:

A	360 – 400	D	240 – 279.9
B	320 - 359.9	F	239.9 and below
C	280 - 319.9		

Your grades ***will not*** be posted. All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester.

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 within a reasonable amount of time.

Nota Bene: Extensions are not guaranteed and will be granted solely at the instructor's discretion.

Current Event(s) Presentation (20 points/presentation => Total of 40 points).

Each student will be assigned two topics over which they will present the class a short summary of current event(s) highlighting an environmental health/toxicology issue reported in some media outlets or of a local concern. This presentation will occur during a class period. The students will need to identify an environmental health/toxicology issue that is currently occurring in the world, country, state, county or town. **The topic of the presentation should relate to the chapter(s) that will be discussed during that week.** The students will need to present this information and link it to environmental health/toxicology. This connection should be made through a thought-provoking **discussion question** that the student has prepared for the class. Each group will have 10 minutes for the presentation and 5 minutes for Q & A's. Description of the current event in the form of the original peer-reviewed article, newspaper article, internet link, or broadcasting video must be submitted, along with the presentation slides, to the designated Dropbox in Folio by 12:00 pm the day before the presentation. ALL FILES SUBMITTED ELECTRONICALLY MUST HAVE THE STUDENT'S NAME AND THE ASSIGNMENT, e.g., *Smith Toxicol Current Event.* Please note that the key points highlighted during these current event presentations and discussions may be included in the exams.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit-hour course, during a regular fifteen-week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.

4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. 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 within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by

either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

Academic Misconduct:

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copyright law. Students are authorized to take notes in class, but that authorization extends only to making one set of notes for personal (and no other) use. As such, students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

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 JPH College of Public Health faculty, 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:

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.

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

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.

Second Violation of Academic Dishonesty

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.

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.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a

judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at: <http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only 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.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date