

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6313: Environmental Health Concepts in Public Health (3 credit hours)
 Spring: 2020
 Delivery Format: e-learning in canvas

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 Office Hours: Tuesdays 8:30AM – 11:00AM
 Office Location: HPNP 4159

Teaching Assistants: TBD
 Email Address:

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.

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. This will be the main source of content in this course.
2. Readings and Resources. In addition to the required 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 debates, discussions, In the News projects and exams.

What is expected of you?

You are expected to watch all recorded lectures and 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. As a summer course, some weeks we may cover two (2) modules. The topical Outline/Course Schedule below details the dates of content modules and assignments. Debates and Exams are also listed.

Getting Started

1. Visit <http://lss.at.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 PHC6313: Environmental Health Concepts in Public Health, Spring 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 insure 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

Text book (strongly recommended):

Environmental Health, 4th edition

Dade W. Moeller Harvard University Press, 2011 ISBN 9780674047402

Required Hardware:

Webcam and Microphone. May use laptop built in webcams, but must be able to move camera during use (see exams). A headset microphone is required for any live sessions/debates. Additional technical requirements are outlined at <http://publichealth.pphp.ufl.edu/tech/>.

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://lss.at.ufl.edu/> and go to course site for PHC6313: Environmental Health Concepts in Public Health, Spring 2020.

Here, I will post the syllabus, lecture presentations, assignments and allow for discussions/chats amongst the students and course leaders. You will also turn in assignments through this site. Once the course begins, all 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 and the online course coordinator (Truly Hardemon).

For technical support for this e-Learning in Canvas, please contact the UF Help Desk at:

- Available 24 hours a day, 7 days a week
- (352) 392-HELP - select option 2
- helpdesk@ufl.edu (email)
- helpdesk.ufl.edu (website)

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. 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 upload). This tool will pick up any passages in students' work that come from another source (e.g., websites or other students). Be sure to adequately cite your sources/references for these assignments to avoid plagiarism (see format below). **Do your best to write content from outside sources into your own words.**

The Canvas assignment tool will 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. If you do not receive an email confirmation within 2 hours of submission, please return to the site and resubmit your assignment. 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 to correct file.

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

1. Written Assignments (50 points each; Total 250 points)

There will be five (5) graded written assignments. Typically these will be one to two single-spaced pages long. Detailed instructions will be provided with each assignment.

Assignment 1 is an *ungraded* assignment to assess what everyone's pre-course perceptions about toxic chemicals and compounds are. 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 January 12th.

Assignments 2 - 6 are to be turned in as a Word document in the Canvas Assignment tool, unless otherwise indicated. They are returned back to you with comments after grading. If you have unexpected issues with Canvas, you may email the assignment to the course TA and professor directly. Written assignments are individual work, 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 (you want to achieve a blue or green indication) – 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. Group Debate Assignment (200 points total)

Each student will complete one debate assignment during the semester. You will be assigned to one debate. There will be 8-10 students per topic with 4-5 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).

Each presentation will be uploaded to Canvas where the rest of the class will be able to view the presentations and post a discussion comment consisting of both a significant contribution to the discussion and any constructive criticism of the panel's presentation. You are also encouraged to participate in the follow-up discussion. There is much to learn from each other in this kind of course. This will be an opportunity to share your experiences and expertise. Everyone's experience will be better if you choose to participate when you have something meaningful to contribute.

There will be 2 components towards your grade when you directly participate in your debate:

(1) Group presentation (100 points): For this part of the assignment, 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. The presentation will be in a PowerPoint format and uploaded for the class to see. Each group will upload one joint PowerPoint presentation file.

(2) Group written assignment (100 Points): For this part of the assignment, your and your group will prepare and submit approximately a 5-6 page, 11 font double-spaced word essay describing support for their assigned stance 'pro' or 'con' with at least 5 reputable sources (see format below), such as data gathered from PubMed, Web of Science, or governmental agencies. Your group cannot support your claim with public discussion sources or material that is opinion based. Your group can present situations regarding public opinion with reliable sources or describe events (protesting etc.), but these stories will not count as your 5 major sources. This assignment will be due on the day of your presentation.

Citation format;

Sabo-Attwood T, Ramos-Nino ME, Eugenia-Ariza M, et al. Osteopontin modulates inflammation, mucin production, and gene expression signatures after inhalation of asbestos in a murine model of fibrosis. *Am J Pathol* 2011;178:1975-85.

You will only be required to participate in ONE team debate in this course. But, you will be required to respond to all other student debates by posting on the discussion board for each topic (see details below).

3. Debate Discussions (50 points total; two debates @25 points each)

After a debate presentations is posted, each student in the class will be required to make one (1) original discussion post (12.5 points each), one (1) reply to another student's discussion post (6.25 points each), and one (1) reply to a question raised by the course instructor (6.25 points). Each student must do this for two different debates (topic to be assigned by instructor).

Original Discussion Posts Should Contain the Following:

- a. Significant contribution to the discussion with additional reference (e.g. article, internet)
- b. personal perspective on the topic (e.g. has your perspective changed?)
- c. Any constructive criticism of the panel's presentation.

Reply Posts Should Contain the Following:

- a. Discussion of your thoughts on the original post, you may include whether you agree or disagree with the post.
- b. Suggestions on how to further improve the original posters suggestions or an alternative viewpoint.

We will utilize video discussions in this course. To accomplish this we will use Canvas' built-in video recording platform that allows you to record video/audio posts. Discussions posts (both original and replies) should be 2-3 minutes in length. You will be responsible for the discussion post for all debates with the exception of the one you participate in. You do not need to make any discussion posts for the debate you participate in.

The original discussion posts need to be posted by the Wednesday for that week's discussions, and replies need to be posted by the Saturday for that week's discussions. For example, debate 1 will take place on Friday, January 31st. The recording of the debate will be posted on the course site by Monday, February 3rd. All students (with the exception of

those in debate group 1) will need make an original discussion post by Wednesday, February 6th, by 11:59 PM. All students (with exception of those in debate group 1) will need to post their replies by Saturday, February 9th.

4. In the News Assignment (75 points total)

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.

This assignment will consist of two components:

- (1) You are to prepare 1 Powerpoint slide and record a 3-4 minute presentation that describes the current event (50 points).** The slide can be visual – with pictures, embedded video links, etc. Please include a link to the article using appropriate citation format (see "In the news" assignment description on Canvas) on the slide. The 3-4 minute recording should be made using Zoom, with the Sharescreen option selected so that viewers can see the Powerpoint slide in the recording. The Zoom recording will need to be uploaded to Canvas assignment page. The course instructor will post the Zoom recording for students in the discussion board.
 - 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 a 1-2 page double-spaced written assignment on your article topic (25 points).**

Strengths and Weaknesses: Complete parts a and b below:

- 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.

An example 'In the News' presentation will be posted on Canvas. Make sure to cite your references in proper format at the end of your written document (not included in the 2-page limit). (Please see citation format under Section 2 "Group Debate Assignment".) 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 Discussions (25 points total)

This discussion post assignment operates similarly to the debate discussions. After the In The News presentations are posted, each student in the class will be required to make one (1) original discussion post (12.5 points each), one (1) reply to another student's discussion post (6.25 points each), and one (1) reply to a question raised by the course instructor (6.25 points)

Original Discussion Posts Should Contain the Following:

- a. Significant contribution to the discussion with additional reference (e.g. article, internet)
- b. personal perspective on the topic (e.g. does this topic interest you?)
- c. Any constructive criticism of the presentation.

Reply Posts Should Contain the Following:

- c. Discussion of your thoughts on the original post, you may include whether you agree or disagree with the post.

- d. Suggestions on how to further improve the original posters suggestions or an alternative viewpoint.

We will utilize video discussions in this course. To accomplish this we will use Canvas' built-in video recording platform that allows you to record video/audio posts. Discussions posts (both original and replies) should be 2-3 minutes in length. You will be responsible for making a discussion post for the one In the News topic that you have been assigned to for discussion.

The original discussion posts need to be posted by the following Wednesday for that week's discussions, and replies need to be posted by the Saturday for that week's discussions. For example, the In The News for Toxicology is due on Friday of Week 2, January 17th. The recording of the In the News will be made available on the following Monday. An original discussion post must be made by Wednesday, January 22nd, by 11:59 PM. Reply posts will need to be posted by Saturday, January 25th.

6. Exams (200 points each; Total 400 points)

There will be two in class exams: a midterm and a final. The format for both exams will be **CLOSED BOOK**. The midterm exam will test your knowledge of the first series of modules, including material covered in lectures, in the news slides, and assigned readings. The final exam will focus on material covered in modules from the midterm onward; however, as this material builds on concepts presented during the first half of the course, it will be imperative to have a good comprehension of material covered during the first part of the course. Both exams will be comprised of multiple choice, matching, and true/false questions, where you will be expected to interpret the material that is presented in the course and apply it to the scenarios or situations that the exam questions present. You will have 2 hours to complete each exam.

All exams are conducted online using an online proctoring service, HonorLock. You must go to the HonorLock website, <https://honorlock.com/>, and register for your exam appointment. HonorLock will verify your identity and monitor your exam process via the webcam. You must be able to provide 2 forms of picture ID to the proctor and move your webcam around to show your environment. You **MUST** have a working webcam and microphone to take exams in this course. There is more information about taking an exam in the "Taking Exams" tool in course site.

Exam Reviews

An exam review document and/or YouTube recording will be posted the week before each exam. There will also be a discussion board in the course dedicated to student questions about the exam.

Grading

Requirement	Due date	Points
Written Assignments = 5 @ 50 points each	See Course Schedule	250
Debate Presentation = 1 @ 100 points each	See Course Schedule and team assignment	100
Debate Written Report = 1 @ 100 points	See Course Schedule and team assignment	100
Debate Discussion Post (25 points each debate)	See Course Schedule	50
In the News = 1 @ 75 points	See Course Schedule and topic assignment	75
In the News Discussion Post = 25 points	See Course Schedule and topic assignment	25
Midterm Exam = 1 @ 200 points	See Course Schedule	200

Final Exam = 1 @ 200 points	See Course Schedule	200
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

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

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

Exam Proctoring Service

ProctorU for online proctoring services in this course. This will be used by all students taking this course online, regardless of whether you are an on-campus student or not. You can access ProctorU at www.proctoru.com. Detailed guidelines for this proctoring system are available on your course website. Below is a short overview, please view the file online.

- Students are REQUIRED to have a microphone and webcam in place during the test-taking period.
- Students will NOT be allowed to take an exam without a webcam.
- Students must register for a time slot for their course exams with ProctorU starting the second week of the semester, but no later than 3 days prior to an exam.
- Exams will be administered 8:00AM – midnight (Eastern time), seven days a week – exams will CLOSE at the posted time in the course – do NOT schedule an exam appointment with ProctorU that will take you past this time, even if they allow it, i.e., the exam must be completed by 11:59 pm on the final day of the exam period. The final available appointment time will be at 9:45 pm on the final day of each exam to allow the full examination period before the exam.
- Exams scheduled for AFTER midnight (Eastern US time) will not have access to program assistance during your exam – it is highly recommended that you take your exams ONLY during the time of 9AM-midnight Eastern US time.
- No one is allowed in the room with you while you take your exam, so be sure to make proper arrangements.
- The proctor will ask you for two forms of picture ID and may ask some public record questions to identify yourself
- Please plan on 1-hour beyond the test taking time for interfacing with ProctorU
- Proctoring fees are prepaid. For exams scheduled less than 3 days before an exam, they will charge you a \$5 late fee.

In general, taking an exam after the official closing time will only be permitted under extenuating circumstances. Late exams will only be permitted at the discretion of the instructor (advanced notice in writing required and per applicable University of Florida policies). Failing to schedule an exam time with ProctorU will not be considered a valid reason for requesting to take an exam late. At his/her discretion and in consultation with ProctorU representatives, the UF Director of Public Health Professional Education Programs may permit an extension of an exam that has already begun.

Late Assignments and Make Up 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 in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided that you have sufficient documentation.

Please note: Any requests for make-ups 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 and respect the opinions of other posters. 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.

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

Plagiarism is especially damaging in an online 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.

Topical Outline/Course Schedule

Modules	Weeks / Dates	Topic(s) and Speaker(s)	Required Reading(s)	Debates	Discussions	Assignments	In the News
Getting Started	Week 1 Jan 6-11	Syllabus Academic Integrity	Syllabus	N/A	N/A	Syllabus Quiz due by Jan 11	N/A
1	Week 1 Jan 6-11	Introduction to Environmental Health – Dr. Eric Coker	<i>Environmental Health</i> Chapter 1: The Scope Pages 1-22	N/A	N/A	N/A	N/A
2	Week 2 Jan 13-17	Toxicology and Environmental disease – Dr. Joe Bisesi	<i>Environmental Health</i> Chapter 2: Toxicology Pages 23-42	N/A	N/A	N/A	In the News Toxicology due by Jan 17
3	Week 3 Jan 21-24	Epidemiology – Dr. Eric Coker	<i>Environmental Health</i> Chapter 3: Epidemiology Pages 43-59	N/A	Discussion for Toxicology	Asgmt. 1 due by Jan 24	In the News Environmental Epidemiology due by Jan 24
4	Week 4 Jan 27-31	Emerging contaminants; Nanomaterials and EDCs – Dr. Joe Bisesi	See Canvas	N/A	Discussion for Environmental Epidemiology	Asgmt. 2 due by Jan 31	
5	Week 5 Feb 3-7	Air Pollution – Dr. Coker	<i>Environmental Health</i> Chapter 5: Indoor and Outdoor Air Pages 87-112	N/A	N/A	N/A	In the News Air Quality & Health due by Feb 7
6	Week 6 Feb 10-14	Infectious Disease – Dr. Afsar Ali	See Canvas	N/A	Discussion for Air Quality & Health	Asgmt. 3 due by Feb 14	In the News Environmental Infectious Diseases due by Feb 14
7	Week 7 Feb 17-21	Drinking Water and Sanitation – Dr. Karoon Bagamian and Dr. Yoho	Environmental Health Chapter 7: Drinking Water Pages 87-112 & Chapter 8: Liquid Waste Pages 165-170	N/A	Discussion Infectious Diseases	N/A	In the News Water Quality & Health due by Feb 21
8	Week 8 Feb 24-28	Food Safety/One Health – Chuck Higgins and Dr. Coker	<i>Environmental Health</i> Chapter 8: Food Pages 113-136; Chapter 10: Animals, Insects, and Related Pests Pages 220-241	N/A	Discussion for Water Quality & Health	N/A	In the News Food Safety due by Feb 28
Spring Break Week 9							

March 3 – March 7							
Midterm Exam	Week 10 Mar 10-13				Exam includes material from Module 1 – Module 8 Register at honorlock.com		
9	Week 11 Mar 16-20	Solid Waste Management – Dr. Rachel Yoho	<i>Environmental Health</i> Chapter 9: Solid Wastes Pages 190-219	Plastic Ban due by Mar 20	Discussion for Food Safety	N/A	N/A
10	Week 12 Mar 23-27	Environmental Monitoring and Exposure Assessment	See Canvas	CAFOS due by Mar 27	Discussion for Plastic Ban	N/A	N/A
11	Week 13 Mar 30 - Apr 3	Risk Assessment, Management and Communication – Dr. Leah Stuchal	<i>Environmental Health</i> Chapter 15: Risk Assessment and Communication Pages 340-363	DDT Ban due by Apr 3	Discussion for CAFOS	N/A	N/A
12	Week 14 Apr 6-10	Climate Change and Global Health – Dr. Song Liang	<i>Environmental Health</i> Chapter 18: A Global View Pages 440-445	Fracking Ban due by Apr 10	Discussion for DDT Ban	Asgmt. 4 due by Apr 10	N/A
13	Week 15 Apr 13-17	Environmental Justice and Health Disparities – Dr. Eric Coker	See Canvas	Chlorpyrifos due by Apr 17	Discussion for Fracking Ban	Asgmt. 5 due by Apr 17	N/A
14	Week 16 Apr 20-24	Occupational Health – Dr. Eric Coker	<i>Environmental Health Chapter 4: The Workplace</i>		Discussion for Chlorpyrifos	N/A	N/A
Final Exam	Week 17 Apr 27- May 1				Includes material from Module 9 – Module 14 Register at honorlock.com		