

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6313: Environmental Health Concepts in Public Health (3 credit hours)**  
 Spring 2021  
 Delivery Format: e-Learning in Canvas

Instructor Name: Rachel Yoho, PhD  
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 Office Hours: Mondays 9:30-11am and by appointment  
 Office Location: *virtual meetings by Zoom, etc.*

Teaching Assistant: Nima Madani  
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Preferred Course Communications: The "Inbox" in Canvas will be used for all email correspondence. Instructors and TAs will not be responsible for emails sent their "UFL" email addresses. Please contact by email, not the phone number listed above.

**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. You are expected to engage with the course using audio and video, as outlined, through the recordings and the one live debate session.

The class is a remote, asynchronous course. The course materials will be asynchronous (watch/participate according to the class schedule at your convenience) in Canvas. The exception to this is in the second half of the semester for one live debate recording (about one hour) that is scheduled around the small group debate team members' and professor's schedules).

### **DESCRIPTION OF COURSE CONTENT**

This course is taught as a series of modules, each covering one specific aspect of environmental health. Each module may contain lectures, external links, videos, discussions and required readings as well as assignments. You are responsible for all course content regardless of the format. The topical Outline/Course Schedule below details the dates of content modules and assignments. 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 2021.
3. Complete the "Getting Started" Module under the Modules Tool (left menu). This will prompt you to download and review the syllabus, review the materials on plagiarism, and complete the syllabus quiz.

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

### **Required Course Materials and Technology**

Textbook (optional):

*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.phhp.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, Fall 2020.

Here, I will post the syllabus, lecture presentations, assignments and allow for discussions/chats among 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 or the UF Help Desk.

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](mailto:helpdesk@ufl.edu) (email)
- [helpdesk.ufl.edu](http://helpdesk.ufl.edu) (website)

## ACADEMIC REQUIREMENTS AND GRADING

### General information

Assignments are to be turned in as a Word document, text entry, video upload, or PowerPoint file as directed, unless otherwise indicated. They may be returned to you with comments, as applicable. If you have unexpected issues with Canvas, you may email the assignment to the course TA and professor directly and submit on Canvas once the issues are resolved. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via Turnitin in this course (this will be done automatically in the Canvas Assignment upload, as appropriate). 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 and cite the source using an in-text citation, then include a reference list.**

The Canvas assignment tool may notify you confirming the submission of your assignment. PLEASE check your UFL email at <http://webmail.ufl.edu> on a regular basis for these and other email notices from the course site. 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.

### Organizational Details

Students are expected to look at the "people" tab in Canvas to find the topics/activities to which they are assigned for those activities where not all students participate in each topic (for example, debates, debate discussion, In the News, In the News discussion). Extensions and activity reassignments will not be granted due to failure to determine assigned topics in Canvas and due dates (in Canvas and in the syllabus).

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

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

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

**There will be five (5) graded written assignments.** Typically these will be one to two single-spaced pages long. Detailed instructions will be provided with each assignment. Page limits and content limits do not include reference lists unless otherwise noted.

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 at least by the due date listed in the activities table and in Canvas.

Assignments 2 - 6 are to be turned in as a text entry or Word document in the Canvas Assignment tool, unless otherwise indicated. They are returned back to you with comments after grading, as applicable. If you have unexpected issues with Canvas, you may email the assignment to the course TA and professor directly, and submit on Canvas once the issues are resolved. 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)**

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

**Each student will complete one debate assignment during the semester.** You will be assigned to one debate as a team member participant. There will be approximately 4-6 students per topic with approximately 3 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 (excluding the title and reference slide) that highlight their 'pro' or 'con' stance on the topic. Each group will be required to follow the specific format described in the debate instructions (provided as a separate document).

The debate is the one synchronous meeting of the semester. Please see the Canvas assignment page for details on scheduling the debate with your colleagues and instructor.

The debates will be recorded by the instructor during the live debate on Zoom. Each presentation will be uploaded to Canvas where the rest of the class will be able to view the presentations and post a discussion comments 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.

Students participating in the live recorded debates are required to fully participate using their webcam and audio, just as if we were having a discussion in a physical classroom. Lack of full participation in the live debate session will have a corresponding grade impact. Please address any access issues or concerns with the use of audio/video recording and posting in Canvas with the instructor *in advance*.

**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 recorded and uploaded for the class to see. Each group will upload one group PowerPoint presentation file into the Canvas assignment submission page for grading.

**(2) Group written assignment (100 Points):** For this part of the assignment, you and your group will prepare and submit approximately a 5-6 page, 11-point 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 examples will not count as your 5 major sources. This written assignment will be due on the day of your presentation. All group members are expected to participate and contribute substantially to the development of the group written assignment. Further information on the written assignment expectations are provided in Canvas.

*The following reference list format is to be used:*

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.

In-text reference format: (Sabo-Attwood et al., 2011)

You will only be required to participate in ONE team debate in this course. But, you will be required to respond to 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)**

*Purpose and relationship to course goals:* The debate discussions facilitate conversations among students in a professional setting, allowing students to continue their application of course content and research of topics while discussing and supporting their discussion with evidence.

**After a debate presentation is posted, each student in the class is expected to view the debates. Students will be required to make one (1) original discussion post (12.5 points each) and one (1) reply to another student's discussion post (12.5 points each) on each of their two assigned debate topics to which they are assigned for discussion. Each student must do this for two different debates over the course of the semester (topic to be assigned by instructor). Students can find their assigned debate activities in the "people" tab on Canvas.**

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 posting group's suggestions or an alternative viewpoint.

We will utilize video discussions in this course. To accomplish this, we will use the built-in video recording platform in Canvas 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. Submissions of discussions in a written form without the required video component will receive an automatic zero for the assignment.

You may also use another program (Zoom, etc.) to record your videos. Please embed your videos in the post (do not attach them to the post such that they would need to be downloaded in order to view).

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, if debate 1 could take place on Friday, January 22<sup>nd</sup>, the recording would be available later that day or by Monday, January 25. All students assigned to that particular discussion would need make an original discussion post by Wednesday, January 27, by 11:59 PM. Students in that discussion group will need to post their replies by Saturday, January 30. Assigned topics can be found within Canvas in the "people" tab.

### **4. In the News Assignment (75 points total)**

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

**Each student will be required to submit one 'In the News' assignment during the semester on Canvas.** For this assignment, each student will be assigned to a topic area at the beginning of the semester, such as 'toxicology' or 'infectious disease.' You will perform a search to identify a current news story that relates to this topic. The 'news' can be positive, negative, changes in policy, public concerns, etc. You may use general public news forums (TV, web, newspaper); however, please make sure that the sources are credible. If you need help determining whether a source is credible or suitable for use in this assignment, please reach out to your course instructor or teaching assistant, as applicable.

The article must be a *news article* from a media outlet. The article may not be a peer-reviewed journal article, non-news website page, or other written piece that is not *news*. If in doubt, please reach out in advance to your TA and/or professor about the suitability of a news article. Activities submitted about articles that are not news will receive an automatic score of zero.

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 and in your Canvas post. The 3-4 minute recording should be made using Zoom, with the Sharescreen option selected so that viewers can see the Powerpoint slide and the speaker in the recording. The Zoom recording will need to be uploaded to Canvas assignment page and the discussion board. Zoom is required for use for this recording. We are presenting for the class just like we would be in a physical classroom setting. As such, recordings without the speaker visible will receive an automatic 25% reduction in the total score. Please embed the video into the discussion page in Canvas (do not attach such that it would need to be downloaded to view). In this activity:
  - 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 slide will be posted on Canvas. Make sure to cite your references using the citation style of the venue for which you are "re-writing." The due date for this assignment will be based on the topic you are assigned as due dates are associated with the specific topic. Topic assignments are found in the "people" tab on Canvas. Due dates are in Canvas and in the syllabus.

## **5. In the News Discussions (25 points total)**

*Purpose and relationship to course goals:* The In the News discussions allow students to continue to develop their course content and knowledge while applying critical thinking skills and communicating with their peers and course instructor.

This discussion post assignment operates similarly to the debate discussions. You will be responsible for making a discussion post for the In the News topic that you have been assigned to for discussion. Please see the “people” tab in Canvas for your In the News discussion assignment. 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) and one (1) reply to another student’s discussion post (12.5 points each) to continue the conversation.

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 and why?)
- c. Any constructive criticism of the 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 the built-in video recording platform in Canvas that allows you to record video/audio posts. Students may also choose to record in Zoom and upload their recording. Discussions posts (both original and replies) should be 2-3 minutes in length. These are video recording discussions. As such, written responses without a video will receive an automatic score of zero.

You may also use another program (Zoom, etc.) to record your videos. Please embed your videos in the post (do not attach them to the post such that they would need to be downloaded in order to view).

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, all students assigned to that particular discussion would need make an original discussion post by Wednesday, January 27, by 11:59pm. Students in that discussion group will need to post their replies by Saturday, January 30, 11:59pm. Assigned topics can be found within Canvas in the “people” tab.

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

*Purpose and relationship to course goals:* The exams are an opportunity for students to demonstrate course content and knowledge, apply their knowledge to new situations, and show their understanding of the connections among course themes through a variety of question styles and types.

**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, and similar, 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 video 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, discussion, forming study groups, and similar activities.

### 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 = 2 @ 25 points	See Course Schedule	50
In the News = 1 @ 75 points	See Course Schedule and topic assignment	75
In the News Discussion Post = 1 @ 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
<b>TOTAL</b>		<b>1000</b>

NOTE: Questions about grading or discrepancies should be addressed within one week of the grade being posted. Beyond this, grades are considered to be understood. Questions or grade challenges should not wait until the end of the semester.

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

<b>Points earned</b>	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	Below 62%
<b>Letter Grade</b>	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.

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	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**

HonorLock 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 HonorLock at [www.honorlock.com](http://www.honorlock.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.
- Exams are administered according to the HonorLock guidelines. Do NOT plan to take an exam with HonorLock that will take you past the time of the close of the exam, even if they allow it, i.e., the exam must be completed by 11:59 pm on the final day of the exam period.
- 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 HonorLock
- Proctoring fees are prepaid and done according to the HonorLock and university guidelines.

**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).** At their discretion and in consultation with HonorLock 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%**. 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 or in the case of extenuating circumstances. Extenuating circumstances will be addressed on a case-by-case basis. Missed assignments will contribute zero points toward your final grade.

*Statement on COVID-19:* The COVID-19 pandemic is presenting new and unexpected challenges for everyone. If you are facing a difficult situation, please reach out in advance of deadlines (except in the case of emergency situations) and we can make appropriate arrangements. If you are in need of additional support or connections to campus resources, please reach out at any time.

**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 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 professional tone and respect the opinions of others. 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. This type of unacceptable behavior and penalty may impact course and assignment grades, as applicable.

### **Privacy**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **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.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination

with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

### Topical Outline/Course Schedule

Modules	Weeks / Dates	Topic(s) and Speaker(s)	Required Reading(s)	Debates	Discussions	Assignments	In the News
<b>Getting Started and Week 1</b>	Week 1 January 11-15	Syllabus, Academic Integrity, and Introduction to Environmental Health – Dr. Coker	Syllabus and <i>Environmental Health</i> Chapter 1: The Scope Pages 1-22	N/A	N/A	Syllabus Quiz and Assignment 01 due by January 17	N/A
<b>2</b>	Week 2 January 19-22	Toxicology and Environmental Disease – Dr. Yoho	<i>Environmental Health</i> Chapter 2: Toxicology Pages 23-42 and See Canvas	N/A	N/A	N/A	In the News: <b>Toxicology</b> due January 22
<b>3</b>	Week 3 January 25-29	Emerging contaminants, Nanomaterials, and EDCs – Dr. Joe Bisesi	See Canvas	N/A	Discussion for <b>Toxicology</b> In the News	N/A	In the News: <b>Emerging Contaminants, Nanomaterials, and EDCs</b> due January 29
<b>4</b>	Week 4 February 1-5	Epidemiology – Dr. Eric Coker and Infectious Disease – Drs. Helena Chapman and Anthony Canella	<i>Environmental Health</i> Chapter 3: Epidemiology Pages 43-59 and Chapter 10, Pages 220-242 and see Canvas	N/A	Discussion for <b>Emerging Contaminants, Nanomaterials, and EDCs</b> in the News	Asgmt. 02 due by February 7	In the News <b>Environmental Epidemiology</b> due by February 5
<b>5</b>	Week 5 February 8-12	Air Quality and Health (Air Pollution) – Dr. Coker	<i>Environmental Health</i> Chapter 5: Indoor and Outdoor Air Pages 87-112	N/A	Discussion for <b>Environmental Epidemiology</b> In the News	N/A	In the News <b>Air Quality and Health</b> due by February 12
<b>6</b>	Week 6 February 15-19	Water, Sanitation, and Hygiene (Drinking Water and Sanitation) – Dr. Karoon Bagamian and Dr. Rachel Yoho	Environmental Health Chapter 7: Drinking Water & Chapter 8: Liquid Waste and See Canvas	N/A	Discussion for <b>Air Quality and Health</b> In the News	Asgmt. 03 February 21	In the News <b>Water Quality and Health</b> due by February 19
<b>7</b>	Week 7 February 22-26	Food Safety/One Health – TBD	<i>Environmental Health</i> Chapter 8: Food Pages 113-136; Chapter 10: Animals, Insects, and Related Pests Pages 220-241	N/A	Discussion for <b>Water Quality and Health</b> In the News	N/A	In the News <b>Food Safety/OneHealth</b> due by February 26
<b>8</b>	Week 8 March 1-5	Midterm Exam Week		Includes material from Modules 1-7 Use HonorLock to take exam			

Midterm exam must be completed by March 7, 2021, 11:59pm							
<b>9</b>	Week 9 March 8-12	Solid Waste Management – Dr. Rachel Yoho	<i>Environmental Health</i> Chapter 9: Solid Wastes Pages 190-219 and See Canvas	<b>Plastic Ban</b> due by March 12	Discussion <b>Food Safety/One Health</b> In the News	N/A	N/A
<b>10</b>	Week 10 March 15-19	Climate Change and Global Health – Dr. Song Liang	<i>Environmental Health</i> Chapter 18: A Global View Pages 440-445	<b>PFAS Cleanup</b> due by March 19	Discussion for <b>Plastic Ban</b>	Asgmt. 04 due by March 21	N/A
<b>11</b>	Week 11 March 22-26	Environmental Justice and Health Disparities – Dr. Eric Coker	CDC Report, See Canvas	<b>Fracking Ban</b> due by March 26	Discussion for <b>PFAS Cleanup</b>	Asgmt. 05 due by March 28	N/A
<b>12</b>	Week 12 March 29- April 2	Risk Assessment, Management, and Communication – Dr. Leah Stuchal	<i>Environmental Health</i> Chapter 15: Risk Assessment and Communication Pages 340-363	<b>CAFOs</b> due by April 2	Discussion for <b>Fracking Ban</b>	N/A	N/A
<b>13</b>	Week 13 April 5-9	Environmental Monitoring and Exposure Assessment – Dr. Coker	See Canvas	<b>Recycling</b> due by April 9	Discussion for <b>CAFOs</b>	Asgmt. 06 due by April 11	N/A
<b>14</b>	Week 14 April 12-16	Occupational Health – Dr. Eric Coker	Environmental Health Chapter 4: The Workplace and CDC Report (see Canvas)	N/A	Discussion for <b>Recycling</b>	N/A	N/A
<b>15</b>	Week 15 April 19-21	Final Exam Week	Includes material from Modules 9 – Module 14, builds on foundational concepts from first half of course Use HonorLock to take exam <b>Final Exam must be taken by 11:59pm on Sunday, April 25, 2021, 11:59pm</b>				