University of Florida
College of Public Health & Health Professions

Syllabus

PHC 6313: Environmental Health Concepts in Public Health
Fall 2023 - 3 Credit hours

Delivery Format: Module content delivery via e-Learning in Canvas;
Presentations and discussions in-person

In-person class time/location: Tuesdays 8:30-10:25/ CGRC Auditorium (Rm G-101)

Instructors
Instructor: Tracie Baker, DVM, PhD
Phone number: 352-273-9560
Email address: tracie.baker@ufl.edu
Office location & hours: CGRC classroom; 30 min immediately after class or by appointment

Teaching assistants:	Mackenzie Connell and Mallory Llewellyn
Prerequisites:	None
Preferred course communications:	The "Inbox" in Canvas will be used for all email correspondence. Instructors and TAs will not be responsible for emails sent to their "UFL" email addresses.

PURPOSE AND OUTCOME

Course Overview
This course is a survey of major topic areas in 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 an economic context to the topical areas, and touch on legal frameworks associated with environmental and public health issues.

Course Objectives
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 tools used to analyze health impacts of environmental exposures within such fields 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 existing regulatory framework and policy for controlling environmental and occupational agents/exposures

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 actions 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: Lectures are for general orientation. Students are responsible for all the material presented in the course and assigned readings. Online lectures 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 on 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.

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.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professionals.

What is expected of you?

You are expected to view the online lectures and attend the weekly in-person session, whether it occurs in person or on Zoom, depending on the COVID-19 pandemic and campus conditions. You are also expected to 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 must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class.

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, Fall 2022.
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 for the course materials to open on the course site. If you do not receive a 100% score, please review the feedback on your quiz attempt and retake it 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 using the Canvas "Inbox" as soon as possible.

Required Course Materials and Technology

Textbook:
The suggested textbook is optional, and you can choose to purchase it if you would like this as an extra resource. No exam questions will be taken directly from the book; it is meant to be a supplemental resource. *Environmental Health, 4th edition*

Dade W. Moeller Harvard University Press, 2011 ISBN 9780674047402

Required Hardware (in preparation for moving to on-line synchronous meetings based on COVID if course delivery changes):
The synchronous classes may meet by Zoom, depending on the COVID-19 pandemic. A Webcam and microphone are required. You may use laptop built-in webcams, but you must be able to move the camera during use for 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 2023. Here, we will post the syllabus, modules, lecture presentations, assignments, and allow for discussions/chats among the students and course leaders. You will also turn in assignments through Canvas. Once the course begins, all communication will take place through e-Learning on 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 (email)
- helpdesk.ufl.edu (website)

Additional Academic Resources

- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process.

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 it 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.**

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 the correct file.

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

1. Written Assignments (4 @ 60 points each; Total 240 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 four (4) 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.

Assignments 1 - 4 are to be turned in as a text entry or Word document in the Canvas Assignment tool **on Tuesday by 8:30 AM** unless otherwise indicated. They will be 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 it on Canvas once the issues are resolved. All written assignments are individual work, unless otherwise directed. Shared work (other than shared efforts on team projects) 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 are 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. There will be approximately 10 students per topic with 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).

Debates will occur during the in-class meetings following the schedule at the end of the syllabus. You are also expected 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:
(a) 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 occur live in class. Each group will upload one joint PowerPoint presentation file or link into the Canvas assignment submission page for grading.

(b) 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. If not, all group members are participating in the work to prepare for the debates, please let the instructors know.

The following reference list format (APA) is to be used:

Haimbaugh, A., Wu, C. C., Akemann, C., Meyer, D. N., Connell, M., Abdi, M., Khalaf, A., Johnson, D., & Baker, T. R. (2022). Multi- and Transgenerational Effects of Developmental Exposure to Environmental Levels of PFAS and PFAS Mixture in Zebrafish (*Danio rerio*). *Toxics*, *10*(6), 334. https://doi.org/10.3390/toxics10060334

In-text reference format: (Haimbaugh et al., 2022)

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 (see details below) and participate actively in class. **All debate materials are to be submitted prior to the presentation in class.**

3. Debate Reflection (30 points total; two @15 points each)
Purpose and relationship to course goals: The debate reflections facilitate critical thinking and self-reflection about the challenges related to current environmental topics. Furthermore, it will allow students to continue their application of course content and research of topics while supporting their reflections with evidence. **The reflection must be submitted 1 week following the debate by Tuesday at 8:30 AM (or as otherwise stated on the syllabus/canvas).**

All students are expected to participate in debate discussions during our in-class meetings. Following these discussions, for 2 of the debates (not including your assigned debate) each student will write a short summary (2-3 paragraphs) describing their perspective on this topic. Each student will be assigned to 2 debates that they will provide a reflection for. The debate reflections are due 1 week after the debate was performed. This summary should address the following:

- Highlight the greatest strength and weakness of each team
- Do you believe the references for material presented were credible? Why or why not.
- What did you learn that was new or surprising and did this information alter your personal stance on the topic.

1. In the News Assignment (60 points total)
Purpose and relationship to course goals: The 'In the News' presentations allow 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. These will be due no later than **Monday at 8:30 AM** before the corresponding class period. 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 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.

This assignment will consist of two components:

(1) **You are to prepare 1 video presentation (3 minutes maximum) that will be posted to canvas (50 points).** Each student will make a 1- to 3- minute video (YouTube, reel, etc.), audio podcast, or recorded PowerPoint presentation that makes the topic easily understood by a general audience, while covering the content credibly, effectively, and creatively. The presentation should be visual – this can be 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) in the presentation.
    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 short (1-2 paragraph) description of the article and post it on the Canvas discussion board. (10 points).**
    a. 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.   Be sure to cite all sources.
      c.   Note: this replaces the ITN discussion board comments for your assigned week.

An example 'In the News' presentation will be posted on Canvas. Make sure to cite your references. The due date for this assignment will be based on the topic you are assigned as due dates are associated with the specific topic.

All ITN presentations and discussion board paragraphs are to be posted on Canvas no later than Monday at 8:30AM.

2. Participation (70 points)

    (1) It is expected that students engage in in-class activities, quizzes, and discussions (including on-line) on a regular basis. Examples include asking meaningful questions and commenting on In the News and Debate discussions.

    (2) There will be 8 in-class pop quizzes corresponding to weekly modules. Advance notice will not be given. These will be general overview questions intended to gauge understanding of main concepts. These will be scored based on participation. The instructors reserve the right to award extra credit opportunities based on exceptional performance on the quizzes. **(8 quizzes @ 5 points each)**

    (3) After each presentation is posted **(Mondays @ 8:30 AM)**, all students (except those assigned to make videos that week) are expected to participate in the ITN discussion board for <u>at least 2</u> of the videos per week prior to our in-class meetings **(Tuesdays @ 8:30 AM)**. This means students will have 24 hours to post thoughtful responses to the discussion board. The instructors will monitor the In the News discussion boards and grade the contributions that are shared. **(6 ITN discussion boards @ 5 points each)**

6. Exams (one midterm and one final @ 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, show their understanding of the connections among course themes through a variety of question styles and types, and apply and reinforce course materials.

There will be two 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.

Students will take the exam using an online proctoring service like HonorLock or Lockdown Browser. Platforms like HonorLock will verify your identity and monitor your exam process via webcam. You typically provide 2 forms of picture ID to the proctor and move your webcam around to show your environment. You need a working webcam and microphone to take exams in this course if the exam will occur online. More information will be provided as needed.

Grading

A key course requirement of this course is alignment with professional standards of the discipline, including behavioral conduct in alignment with public health and UF Health Science Center practices, requirements and expectations. This may include wearing masks, maintaining physical distancing, or other similar requirements set in relation to the COVID-19 pandemic. Not following these professional standards may impact the ability to participate in the course or course activities, as well your grade in the course.

The course assignments/activities are broken down into the following points:

Requirement	Due date	Points
Written Assignments = 4 @ 60 points each	See Course Schedule	240
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 Reflections = 2 @ 15 points	See Course Schedule	30
In the News = 1 @ 60 points	See Course Schedule and topic assignment	60
Participation (quizzes, discussion boards)	Monitored by instructor	70
Midterm Exam = 1 @ 200 points	See Course Schedule	200
Final Exam = 1 @ 200 points	See Course Schedule	200
	TOTAL	1,000

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

Late Assignments and Make Up Work

Assignments turned in late (up to 24 hours) 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 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.

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 with on an individual basis, provided that you have sufficient documentation. The COVID-19 pandemic is a rapidly changing situation. We will be responsive to needs in this area.

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

IMPORTANT: Please follow campus policies related to COVID-19 and please do not attend class if you are experiencing symptoms. We will make other arrangements for activities and assignments. **Your health and the health of everyone in the classroom is more important than a class assignment or activity.**

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
You are expected to maintain a civil tone and respect the opinions of others. While commenting on others' statements and ideas 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
If we move to online synchronous meetings (or hyflex), 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.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Communication Guidelines
You are encouraged to contact the instructor and the TA 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. The goal is to receive a reply within 48 hours during the work week (Monday through Friday) or a reply to a weekend email after the next week begins. Please do not anticipate replies to email during the weekend.

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 on 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, **in APA format**, 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 the Student's Office will provide documentation of accommodations to you, which you will 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. Online 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 with 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

Topical Outline/Course Schedule

(The course instructor reserves the right to modify the schedule as necessary)

Week/Module Dates	Topic(s)	In the News (ITN) Presentations	Assignments	In-Class Activities
Getting Started **Week 1** 8/23 – 8/29 Class on 8/29	**Syllabus, course expectations** **Introduction to Environmental Health**	-	**Syllabus Quiz** Due 8/29	**Course structure and expectations** Go over ITN and debate group assignments; Olympic Village activity
Week 2 8/30 - 9/5 Class on 9/5	**One Health and Food Safety**	-	-	**One Health and Food Safety discussion**
Week 3 9/6-9/12 Class on 9/12	**Environmental Infectious Disease**	**Environmental Infectious Disease ITN** Due 9/11 at 8:30 AM	**Assignment 1** Due 9/12	**Environmental Infectious Disease ITN** follow-up discussion; Ranking activity
Week 4 9/13 - 9/19 Class on 9/19	**Toxicology and Environmental Disease; Emerging Contaminants**	**Toxicology ITN** Due 9/18 at 8:30 AM	**Assignment 2** Due 9/19	**Toxicology ITN** follow-up discussion
Week 5 9/20 - 9/26 Class on 9/26	**Environmental Epidemiology**	**Environmental Epidemiology ITN** Due 9/25 at 8:30 AM	**Assignment 3** Due 9/26	**Environmental Epidemiology ITN** follow-up discussion
Week 6 9/27 - 10/3 Class on 10/3	**Air Quality and Health**	**Air Quality ITN** Due 10/2 at 8:30 AM	-	**Air Quality ITN** follow-up discussion
Week 7 10/4 - 10/10 Class on 10/10	**Water Quality and Health**	**Water Quality and Health (WASH) ITN** Due 10/9 at 8:30 AM	-	**(WASH) ITN** follow-up discussion
Week 8 10/11 - 10/17	**MIDTERM on 10/17 from 8AM-11:59PM**			
Week 9 10/18 - 10/24 Class on 10/24	**Risk Assessment, Management & Communication**	**Risk Assessment, Management & Communication ITN** Due 10/23 at 8:30 AM		**Risk Assessment, Management & Communication ITN** follow-up discussion
Week 10 10/25 – 10/31 Class on 10/31	**Climate Change & Global Health**	**Climate Change ITN** Due 10/30 at 8:30 AM	**Assignment 4** Due 10/31	**Climate Change ITN** follow-up discussion
Week 11 11/1 - 11/7 Class on 11/7	**Occupational Health**	**Debate #1** Due 11/7 and presented in class	**Debate Reflections** Due 11/14	Debate discussion follow-up and vote
Week 12 11/8 - 11/14 Class on 11/14	**Environmental Monitoring and Exposure Assessment**	**Debate #2** Due 11/14 and presented in class	**Debate Reflections** Due 11/28	Debate discussion follow-up and vote

Week/Module Dates	Topic(s)	In the News Presentations	Assignments	In-Class Activities
Week 13 11/15 - 11/21 NO CLASS 11/21	**Environmental Justice & Health Disparities**	Continue to work on debates and reflections, and catch up on modules			
Week 14 11/22-11/28 Class on 11/28		**Debate #3 and #4** Due 11/28 and presented in class	**Debate Reflections** Due 12/5	Debate discussion follow-up and vote
Week 15 11/29 - 12/5 Class on 12/5		**Debate #5 &#6** Due 12/5 and presented in class	**Debate Reflections** Due 12/12	Debate discussion follow-up and vote
Finals Week 12/9-12/15	**FINAL EXAM**			