

**THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3850A – HEALTH AND THE ENVIRONMENT
Course Syllabus – Fall, 2015**

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CLASS TIME: Wednesday, 3:00 – 5:50 p.m.
ROOM: AH175

COURSE DESCRIPTION:

This broad-based, elective course will focus on key environmental topics that influence population health. This course is situated within an environmental health perspective that captures both local and global geographical locations. Utilizing an interdisciplinary approach, a variety of health-related topics will be examined. Physical, psycho-social-spiritual, political, economic, and contextual factors influencing population health outcomes will be addressed. Students will be challenged in terms of critically examining the rapidly changing intricacies and complexities related to this timely and burgeoning field of inquiry.

COURSE OBJECTIVES:

Upon successful course completion, the student will be able to:

- Understand terms and relational concepts specific to health and the environment
- Describe the Ecological Model and its relevance to understanding health and the environment
- Undertake an environmental health risk assessment
- Articulate scientific knowledge related to contextual, socio-economic, political, and cultural factors that influence population health outcomes
- Comprehend the health-related impact of physical, chemical, biological, psycho-social-spiritual, socio-political, radiological, and nuclear influences on population health
- Utilizing a population health and environmental health lense, apply increased knowledge and skill to positively and proactively influence population health in relation to two selected areas of study

LEARNING APPROACH:

Classes are held weekly in 3-hour blocks. Students are expected to come to class prepared to discuss topics posted in the Course Schedule. Self-directed learning is expected. An interactive learning approach will be based on a wide variety of learning modalities including, but not limited to: lecture, discussion groups, video, guest lectures, and web-based resources available on YouTube and Moodle. Students are responsible for accessing information provided through all learning formats.

REQUIRED TEXT:

Frumkin, H. (2010). *Environmental health from global to local* (2nd ed.). San Francisco, CA: Jossey-Bass.

RECOMMENDED READING:

As announced in class and posted on Moodle.

COURSE REQUIREMENTS:

| Assignment | % of Final Grade | Due Date |
|--|------------------|----------------|
| Student Oral Presentation | 10% | September 16 |
| Environmental Health Assessment | 20% | October 21 |
| Quiz #1 | 20% | October 28 |
| Quiz#2 | 20% | November 25 |
| 'One Health' Class Presentation | 10% | December 2 |
| Small Group Oral and Written Presentations | 20% | December 2 & 9 |

DESCRIPTION OF COURSE REQUIREMENTS:

Student Oral Presentation (10%)

This assignment provides a unique opportunity for you to orally present to your colleagues your ideas about health and the environment at the onset of the course. In completing this assignment, it is important to remember that your current views are important, as you already possess knowledge and experience related to this field of study. Suggested formats for this assignment include: a collage, a narrative, or some form of creative expression (e.g., artwork, music, and dance). You are encouraged to be creative in your presentation. This assignment will be **self-evaluated**. Specific information related to this assignment will be provided during the first class. Your self-evaluation mark for this assignment must be supported by rationale and submitted to the professor one week following your presentation. The professor maintains the right to determine the mark for this assignment.

Environmental Health Risk Assessment (EHRA) (20%)

Each student will conduct an Environmental Health Risk Assessment related to a current and/or potential environmental health risk in Canada. Each student will submit a scholarly paper (**hardcopy**; maximum eight (8) pages, double-spaced; 12 point Times New Roman font; APA 6th edition format). Please note that the topic selected for the EHRA must be different from the topic chosen for the small group oral presentation. This approach will enable you to increase your knowledge in at least two subject areas.

Conducting the EHAR

1. Identify an environmental health risk (EHR) and specify relevant stakeholders (all members of the potentially affected group). For example, the EHR may address one of the following types of environments:
 - Physical environment (includes air, water, and soil through which exposure to chemical, biological, and physical agents may occur): e.g., climate change, ocean ecology, air quality
 - Chemical environment: pesticides and herbicides, pharmaceuticals, food safety
 - Biological environment: hazardous waste, energy resources, poverty
 - Psycho-social-spiritual environment: traumatization, mental health, addictions
 - Socio-political environment: health care inequity, work place environment, public policy
 - Radiological/nuclear environment: technology use, radiation, war and terrorism
2. Identify the philosophical and/or theoretical perspectives underpinning your assessment.
3. In terms of organizing your paper, utilize a well-documented format/process (e.g., Frumkin, 2010; PHAC, 2010; World Health Organization, 2013, 1999). Three important questions need to be examined including: What can happen? How likely is it to happen? What are the consequences to population health if it does happen? (Frumkin, 2010).
4. Incorporate a broad range of scholarly evidence in your report (minimum requirement is eight [8] scholarly references).
5. Develop a schematic to represent the EHRA model used in your assessment.
6. Based on your EHRA, identify risk management strategies aimed at preventing, minimizing, or mitigating possible adverse population health consequences.
7. Append the marking guide to your written submission.

Quizzes (2 quizzes @ 20% per quiz = 40%)

Two (2) quizzes will take place over the semester. These short quizzes will be completed in a paper and pencil format on the dates specified in the course schedule. Each cumulative quiz will address course content including: required readings, lectures, audio visual materials, guest speaker presentations, as well as in-class activities including discussions. Quizzes may include: multiple-choice questions, true and false questions and matching questions, as well as short- and long-answer questions.

'One Health' Class Presentation (10%)

This assignment provides an exciting opportunity to tap into your creativity; as we know, creativity spawns new ideas! 'One Health' is a concept that embraces the inter-connectivity among humans, animals, and all that exists within the Earth's ecosystem. Each student is required to bring to class on December 2, 2015 an artifact (i.e., any object made by human work) or symbol that embraces a 'One Health' perspective and represents your own expression of health and the environment. Incorporating each student's unique artifact or symbol, collectively, all class members will participate in the co-creation of a grand artifact or symbol that portrays an embodied expression of 'One Health' as it relates to environmental health. Students will participate in a discussion describing the grand artifact or symbol. The logistics of this assignment will be addressed during class. You are encouraged to be innovative and have fun with this assignment.

Small Group Oral and Written Presentations (10% + 10% = 20%)

This assignment will be carried out in small groups (3 to 4 students per group). Each group will select an environmental health topic (topic may be local or global) and prepare both an oral presentation and a written submission. Each group's oral presentation will be shared with colleagues during the last two classes of the course (see tentative course outline). Required components of the small group oral presentation include:

- An introduction to the environmental health topic and its significance
- Historical/background information
- An overview of what is known and what is not known about the topic (extrapolated from current academic literature)
- Intervention strategies aimed at improving population health outcomes
- Suggestions regarding the next steps
- Concluding remarks
- Reference list

In addition, each group is required to prepare and submit to the professor a written submission as well as a summary sheet summarizing their presentation for colleagues. Each group is also responsible for providing a written self-evaluation to the professor within seven (7) days following their presentation. The professor will utilize the self-evaluation in determining the mark for this assignment. Append the marking guide to your submission.

COURSE EXPECTATIONS

- Students should familiarize themselves with the Academic Regulations and Policies of the University of Lethbridge (U of L Academic Calendar).
- Exam and assignment marks, supporting materials, and course lectures will be posted on Moodle.
- **Hard copy assignments must be submitted to the professor by the due date.** Late assignments will be deducted 5% per day. No penalty will be levied for extenuating circumstances or with an approved extension **at least one week prior to assignment due date.**
- **Academic Dishonesty:** Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Calendar. Please note that the authenticity of any submitted coursework may be verified through plagiarism detection software.
- **Citing your Work:** It is crucial that you know how to use citations correctly. I recommend that you adopt the American Psychological Association (6th ed.) format for all citations.

Students are strongly encouraged to access services offered by the Academic Writing Centre (see below), as high proficiency in academic writing is expected from all students.

The Academic Writing Centre
L1006A, Library
4401 University Drive West, Lethbridge, Alberta T1K 3M4
Phone: 403-394-3963
Email: writingcentre@uleth.ca

CLASSROOM ETIQUETTE:

- Students are expected to attend all class meetings, arrive on time, and stay for the duration of class. If you are unable to attend, need to come late, or leave early, please inform the instructor in advance.
- If you miss a class, you are responsible for the materials covered, announcements, or materials distributed.
- Students are encouraged to participate in discussions during class. Please refrain from talking while someone else is speaking.
- Turn cell phones to silent and refrain from using other portable electronic devices. Laptops are acceptable for course-related work/activity.
- Do not bring children or other "guests" to class without prior authorization.
- It is expected that you will adhere to professional standards of electronic communications. Your e-mails should have a greeting, full sentences, and a salutation. Please specify the nature of your e-mail in the subject line. **Please specify the course in the subject line when e-mailing me.** If you do not, it may not be read.
- If you leave voice mail, please leave your name and telephone number, and indicate the course you are calling about.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

| Letter | GPA | Percent | Letter | GPA | Percent |
|---------------|------------|----------------|---------------|------------|----------------|
| A+ | 4.0 | 95 - 100% | C+ | 2.3 | 71 - 74.9% |
| A | 4.0 | 91 - 94.9% | C | 2.0 | 67 - 70.9% |
| A- | 3.7 | 87 - 90.9% | C- | 1.7 | 63 - 66.9% |
| B+ | 3.3 | 83 - 86.9% | D+ | 1.3 | 59 - 62.9% |
| B | 3.0 | 79 - 82.9% | D | 1.0 | 55 - 58.9% |
| B- | 2.7 | 75 - 78.9% | F | 0 | 0 - 54.9% |

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

CLASS SCHEDULE (Tentative)

| Date | Topic | Required Readings (Frumkin, 2010) |
|----------|--|---|
| Sept. 9 | Introductions Course Introduction | |
| Sept. 16 | Student Presentations | Assignment #1 Due |
| Sept. 23 | Terminology Ecology and Environmental Health Climate Change | Chapters 1, 9, 10 Assignment #1 Self-Evaluation Due |
| Sept. 30 | Infectious Diseases Environmental Health Risk Assessment (Guest Speaker) | Chapters 3, 4, 29-31 (inclusive) |
| Oct. 7 | Environmental Disasters | Chapter 23 |
| Oct. 14 | Health Care Demographics | |
| Oct. 21 | Water and Health (Guest Speaker) | Chapter 15 |
| Oct. 28 | Soil and Hazardous Waste | Chapter 16 Assignment #3 – Quiz #1 |
| Nov. 4 | Food Safety (Guest Speaker) | Chapter 18 |
| Nov. 11 | Remembrance Day (NO CLASS) | Chapters 19, 20 |
| Nov. 18 | Air Pollution | Chapter 12 |
| Nov. 25 | Global Perspectives | Assignment #3 – Quiz #2 Chapters 11, 14, 24, 26 |
| Dec. 2 | Major Project Presentations | Assignment #4 Due |
| Dec. 9 | Major Project Presentations | Assignment #5 Due Course Wrap-Up |

Marking Guide – Environmental Health Risk Assessment (EHRA)

Student: _____

Topic: _____

Date: _____

| | | | | |
|---|---|--|---|---|
| Environmental Health Risk and Stakeholders Identified and Introduced Significance is stated Historical/ Background information included (4%) | An EHR is identified but minimal information is presented in the introduction Significance is unclear Stakeholders not identified Historical/ Background information is missing Minimal use of scholarly references | An EHR is identified and adequate information is presented in the introduction Significance is adequately stated Some stakeholders are identified Historical/ Background information is adequate Scholarly references included | An EHR is identified and adequate information is presented in the introduction Significance is stated and elaborated upon All stakeholders are identified and the nature of their involvement is addressed Historical/ Background information is documented Scholarly references included | An EHR is identified and substantial information is presented in the introduction Significance is stated and elaborated upon with examples All stakeholders are identified and the nature of their involvement is extensively addressed Historical/ Background information is well documented Extensive scholarly references included |
| Risk Assessment Format/Process Identified Philosophy and Theories Incorporated Assessment Supported by Use of Scholarly Work Schematic Included (10%) | Risk Assessment Format/Process is unclear Philosophy and theories not present or unclearly presented Scholarly work supporting assessment lacks depth and clarity The schematic is missing or lacks clarity | Risk Assessment Format/Process is adequately presented Philosophy and theories are presented but gaps may be missing Scholarly work is adequate although some major works are missing A schematic is presented but elements may be missing and linkages may be unclear | Risk Assessment Format/Process clearly identified Philosophy and theories are adequately presented Sufficient scholarly work is presented A schematic is presented that adequately represents linkages | Risk Assessment Format/Process clearly identified Philosophy and theories are clearly presented Extensive scholarly work supporting assessment is well articulated Schematic included in a clear and concise format with linkages that are logical and well presented |
| Recommendations (3%) | Outcomes of interest are missing A summary of the recommendations based on scholarly evidence and/or best practices is missing or unclear | Outcomes of interest are identified but may lack clarity A short summary of recommendations based on scholarly evidence or best practices is present, but may be unclear | Outcomes of interest are appropriately identified A short summary of recommendations based on scholarly evidence and/or best practices is appropriately described | Outcomes of interest are clearly identified An effective summary of recommendations based on scholarly evidence and/or best practices is insightfully described. |
| Expression of Ideas (2%) | Expression of ideas frequently unclear and confusing | Inconsistent clarity, wordiness or duplication Flow of logic is unclear at times Significant | Generally clear, succinct and logical expression of ideas | Logical, succinct development of ideas |
| Format, Grammar & Spelling (1%) | Grammatical and spelling errors interfere with expression of ideas Multiple and repeated errors in APA format | grammatical errors including incomplete sentence structure, poor usage of terms, colloquial expressions, and spelling errors Significant APA format errors | Minor grammatical errors, colloquial expressions and occasional spelling errors Minor APA format errors | No grammatical or spelling errors No APA format errors |

Total: /20

Marking Guide - Small Group Oral and Written Presentations

Students:

Date/ Topic:

Oral Presentation

- An introduction to the environmental health topic and its significance (2)
- Historical/background information (1)
- An overview of what is know about the topic (extrapolated from current academic literature) (3)
- Intervention strategies aimed at improving population health outcomes (2)
- Suggestions regarding the next steps (1)
- Concluding remarks (.5)
- Reference list (.5)

Total:
/10

Written Submission

- An introduction to the environmental health topic and its significance (2)
- Historical/background information (1)
- An overview of what is know about the topic (extrapolated from current academic literature) (3)
- Intervention strategies aimed at improving population health outcomes (2)
- Suggestions regarding the next steps (1)
- Concluding remarks (.5)
- Reference list (.5)

Total:
/10