

**San Jose State University
Department of Health Science**

**HS 265
Environmental Health
Spring 2006**

**Mondays, 3-5:45 pm
Location: SH 348**

Dr. Edward Mamary

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Office Hours: Monday 10:30 -11 am, Wednesday 10:30 – 11 am
Fridays and other hours available by appointment

**To cherish what remains of the Earth and to foster its renewal is
our only legitimate hope of survival - *Wendell Berry***

**Thank God men cannot as yet fly and lay waste the sky as well as
the earth - *Henry David Thoreau (1817 - 1862), Jan. 3, 1861***

COURSE DESCRIPTION

Investigation of environmental health issues: risk evaluation, risk management, hazardous materials, occupational health and safety, plus air, water and noise pollution. Learning fundamentals of managing environmental health problems.

COURSE THEMES

This course will provide an opportunity for MPH students to explore environmental and occupational health concepts from public health education and advocacy perspectives. Core public health principles of assessment, assurance and policy development will be covered with emphasis on the role of health education in community organization, advocacy, and stakeholder participation. The course will include presentations by professionals in the environmental health fields.

COURSE OBJECTIVES

The course is designed to meet the following objectives:

- Describe the components of environmental health from an ecological perspective.
- Identify and discuss current and emerging topics in environmental and occupational health.
- Identify the key stakeholders in environmental health issue identification, problem definition, and intervention.

- Describe the salient concerns and potential roles of government, consumer, and industry in environmental health issues.
- Describe the role health educators can play in advocating for the protection of the environment and promoting environmental health.
- Critically analyze global health issues such as population growth, resource management, governmental policies, and the inequitable distribution of environmental risk.

COURSE TEXTS

REQUIRED TEXTS

DePaul University, Media Relations, *How to Write Op-Ed and get it published*. Available in pdf format (Acrobat Reader) – instructor will email.

Nadakuvukaren, A. (2006). *Our global environment, a health perspective* (6th ed.). Prospect Heights, IL: Waveland Press, Inc.

Note: Articles may be assigned throughout the course and will be provided in advance to students by the instructor.

COURSE FORMAT

This course will combine presentations by faculty, students, and guest speakers in the field of environmental and occupational health. Assigned readings from the text book will precede each session. Small group work, case analyses, and problem solving exercises will be used when appropriate.

COURSE REQUIREMENTS AND GRADING POLICY

1. *Participation and attendance are essential and assumed.* (10 POINTS)

Students are responsible for completing all reading assignments. Everyone is expected to participate in all class activities, including small and large group class discussions.

2. *Team Facilitation - 3 parts* (20 POINTS)

Part I. Reading Overview (30 minutes)

Student teams will present a general overview of the environmental topic of the week, using updated resources that the team will have researched. Students will use this opportunity to link concepts from the assigned readings and to the practice of health education advocacy.

Part II. Current Status and Success Story (10 minutes)

- ◆ Provide a legislative or global initiative update regarding any of the issues identified in the readings.
- ◆ Describe a case example related to the topic of the week where there was an environmental "success."

Part III. Op-Ed Background (30 minutes)

Each team will select a specific topic to address through public health advocacy. According to APHA, *advocacy is used to promote an issue in order to influence policy-makers and encourage social change. Advocacy in public health plays a role in educating the public, swaying public opinion or influencing policy-makers to safeguard, promote and enhance the issue.* Presentations will provide a briefing on the specific environmental health topic and must address the following points.

- ◆ Identification of the specific problem or issue and how it relates to the broader context of the assigned reading
- ◆ Rationale for selecting the issue
- ◆ Accurate and updated information from the research literature on the causes, severity, treatment, and control
- ◆ What is the problem you are highlighting? Describe it from an ecological perspective.
- ◆ Is there a solution to it? If so, what is it?
- ◆ Who can make the solution possible?
- ◆ Identification of all the stakeholders, their interests, concerns, roles, and power.
- ◆ Whose support do you need to gain in order to make the solution happen?
- ◆ Identification of a community partner.

Important: An essential component of the team presentation will be to obtain feedback from the class related to the team's briefing. A facilitated discussion should provide an opportunity to acquire information that will assist each team in writing the Op-Ed piece that is due at the end to the semester.

3. **Op-Ed/Process Paper (20 POINTS)**

Each team will write an Op-Ed piece and submit it to a local newspaper paper. An Op-Ed differs from a letter to the editor. It presents a detailed point of view making it much more persuasive. Teams will be required to follow the format outlined in *How to Op-Ed and get it published*, which is available free and will be emailed to students. A draft Op-Ed will be due on April 10th. The Op-Ed, along with a detailed plan regarding the submission will be due at the end of the semester during each team's presentation. Teams will present the process steps of this activity during the presentation and submit it in their final paper. **Students will be required to submit their Op-Ed to a media source by May 22nd.** A timeline for the significant tasks needed to complete the Op-Ed will be provided in class.

4. **Exams – (25 POINTS FOR EACH OF 2 EXAMS, 50 POINTS TOTAL)**

Exams will contain questions from required readings, information presented in class, or material presented by the instructor, student teams, or guest speakers.

Grading Scale

A+ = 98 – 100 %	B- = 80 – 82 %	D = 66 – 67 %
A = 93 – 97 %	C+ = 78 – 79 %	D- = 65 %
A- = 90 – 92 %	C = 73 – 77 %	F = Below 65
B+ = 88 – 89 %	C- = 70 – 72 %	
B = 83 – 87 %	D+ = 68 – 69 %	

DATE	TOPIC	ASSIGNMENT
Week 1 January 30	Course Introduction <i>Group Assignments</i>	
Week 2 February 6	Environmental Health and Advocacy	
Week 3 February 13	Ecological Principles <i>Group Meetings</i>	Chapter 1
Week 4 February 20	Population Dynamics Population Control	Chapter 2 Chapter 3
Week 5 Feb. 27	The People Food Predicament Impacts of Growth on Ecosystems	Chapter 4 Chapter 5
Week 6 March 6	Environmental Disease Toxic Substances	Chapter 6 Chapter 7
Week 7 March 13	Food Quality	Chapter 9
Week 8 March 20	Midterm Op-Ed : Team Meetings	
Week 9 March 27	<i>Spring Recess – No Class</i>	
Week 10 April 3	Pests and Pesticides <i>Team 1 Presentation</i>	Chapter 8
Week 11 April 10	The Atmosphere Air Pollution <i>Team 2 Presentation</i> <i>Op-Ed draft due</i>	Chapter 11 Chapter 12
Week 12 April 17	Noise Pollution Radiation <i>Team 3 Presentation</i>	Chapter 13 Chapter 10
Week 13 April 24	Water Resources Water Pollution <i>Team 4 Presentation</i>	Chapter 14 Chapter 15
Week 14 May 1	Solid and Hazardous Wastes <i>Team 5 Presentation</i>	Chapter 16
Week 15 May 8	Group Presentations	Chapter 14
Week 16 May 15	Group Presentations	
	Final Exam – Monday, May 22nd, 12:15 to 2:30	

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Academic Integrity Policy

Your own commitment to learning, as evidenced by your enrollment at San Jose state University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs.

The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university's degrees are compromised. Ignorance of academic integrity rules and policies is not a defense to the charge of violating the Academic Integrity Policy. You may read the specific policy at <http://www2.sjsu.edu/senate/S04-12.htm>.

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Americans with Disabilities Act

In you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. You may obtain additional information at <http://www.drc.sjsu.edu/>

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