Instructor: Karoun H. Bagamian, PhD  
Office: HPNP 4156  
Email Address: kbagamian@ufl.edu  
Office hours: Thursdays 11:30AM – 1:30pm  
Co-Instructor: Tara Sabo-Atwood, PhD  
Office: HPNP 4157  
Email Address: sabo@phhp.ufl.edu

Teaching Assistant: Joseph Sacht  
Email Address: jsacht@ufl.edu

Preferred Course Communications: The “Inbox” in Canvas will be used for all email correspondence. Instructors and TAs will not be responsible for emails sent their “UFL” email addresses

Prerequisites  
None

PURPOSE AND OUTCOME

Course Overview  
This course is a survey of major topic areas of Environmental Health. It will examine sources, routes, media, and health outcomes associated with biological, chemical and physical agents in the environment. It will cover how these agents affect disease, water and air quality, food safety, and land resources in community and occupational settings. The course will introduce the students to the economic context and touch on legal frameworks associated with environmental health issues and public health.

Course Objectives and/or Goals  
Upon completion of this course, students will be able to:
1. Define the major sources of biological, chemical and physical agents found in water, air, soil, and food  
2. Understand chemical and pathogen routes of exposure, toxic mechanisms of action, and health impacts  
3. Describe the tools that are used to analyze health impacts of environmental exposures, such as toxicology, exposure assessment, and epidemiology  
4. Describe the role of risk assessment paradigms in creating safe environments, including target populations exposed to hazardous agents  
5. Describe methods used to detect, manage, control, or remove health hazards  
6. Understand the existing regulatory framework and policy for controlling environmental and occupational agents

Relation to Program and Learning Outcomes  
Competencies primarily gained in this course  
1. Monitor health status to identify and solve community health problems  
2. Diagnose and investigate health problems and health hazards in the community using an ecological framework  
3. Inform, educate, and empower people about health issues  
4. Use laws and regulations that protect health and ensure safety  
5. Communicate effectively with constituencies in oral and written forms
Competencies reinforced in this course
1. Mobilize community partnerships and action to identify and solve health problems
2. Develop policies and plans that support individual and community health efforts
3. Evaluate effectiveness, accessibility, and quality of personal and population-based health services
4. Conduct research for new insights and innovative solutions to health problems

Instructional Methods
1. Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings. This will be the main source of content in this course.
2. Readings and Resources. In addition to the required text, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.
3. Assessments: A variety of assessments will be used in this course, including but not limited to debates, discussions, In the News projects and exams.

What is expected of you?

You are expected to attend weekly 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 experience for you and your peers that facilitate overall mastery of the course objectives. Note that some of the course contact hours may be assigned outside of class (i.e. watching a video prior to class for discussion).

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 PHC4320-Environemntal Health Concepts –Fall 2017

Course Materials and Technology
Text book (optional):
Environmental Health, 4rd edition

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 PHC 4320 for Fall 2017.

Here, we will post the syllabus, lecture slides, assignments and allow for communication between the students and course instructors. 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 Dr. Bagamian and the online course coordinator Truly Hardemon (hardemont@phhp.ufl.edu).

For technical support for this e-Learning in Canvas, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml
ACADEMIC REQUIREMENTS AND GRADING

General information
Assignments are to be turned in as a Word document or PowerPoint file as directed, unless otherwise indicated. Many of the requirements will be returned to you with comments. If you have unexpected issues with Canvas, you may email the assignment to the course TA and instructor directly. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via Turnitin in this course (this will be done automatically in the Canvas Assignment). 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). Also please confirm that your work is not overtly plagiarized, the Turnitin system will give you a report. Some similarity is expected and unavoidable, however if large portions are copied from other sources, this will be as considered plagiarism.

The Canvas assignment tool will notify you confirming the submission of your assignment. PLEASE check your UFL email at http://webmail.ufl.edu on a regular basis for these and other email notices from the course site. If you do not receive an email confirmation within 2 hours of submission, please return to the site and resubmit your assignment. It is a student’s responsibility to verify that they turn in assignments on time and that they turn in the CORRECT assignment attachment. Please take a few moments to open your submitted attachment and verify that you have submitted to correct file.

You will be graded in the course through the use of 4 different learning assessments which are as follows:

1. Written Assignments
   There will be 5 written and graded assignments (50 points each; Total 250 points). Typically these will be one to two single-spaced pages long. Detailed instructions will be provided with each assignment.

Assignments 1-5 are to be turned in as a Word document in the Canvas Assignment tool, unless otherwise indicated. If you have unexpected issues with Canvas, you may email the assignment to the course TA and professor directly. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via Turnitin in this course (this will be done automatically in the Canvas Assignment). 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
   Each student will complete one debate assignment during the semester. You will be assigned to one debate. There will be 6-10 students per topic with 3-5 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 approximately 10 slides that highlight their ‘pro’ or ‘con’ stance on the topic. Designate a member of your group to turn the assignment in and you will all receive the same grade for your group. Each group will be required to follow the specific format described in the debate instructions (provided as a separate document).

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.
(2) Written assignment (100 Points): For this part of the assignment, each student in the group will independently prepare and submit approximately a 5-6 page, 11 font double-spaced word essay describing support for their assigned stance ‘pro’ or ‘con’ with at least 5 reputable sources (see format below), such as data gathered from PubMed, Web of Science, or governmental agencies. You cannot support your claim with public discussion sources or material that is opinion based. You can present situations regarding public opinion with reliable sources or describe events (protesting etc.), but these stories will not count as your 5 major sources. You can work with your group to gather information but
the paper is to be independently written by each student and reflect all the information researched to support your stance. The last paragraph will be an opportunity to describe whether you personally agree or disagree with the stance that you defended and why. This assignment will be due on the day of your presentation.

Citation format;

3. In the News Assignment
Each student will be required to present one ‘In the News’ assignment in class (100 points). For this assignment, each student will be assigned to a topic area at the beginning of the semester, such as ‘toxicology’ or ‘infectious disease’. You will perform a search to identify a current news story that relates to this topic. The ‘news’ can be positive, negative, changes in policy, public concerns, etc. You may use general public news forums (TV, web, newspaper); however, please make sure that the sources are credible.

This assignment will consist of two components:

(1) You are to prepare 1 Powerpoint slide that describes the event. This 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. This will be briefly presented in class, followed by a question and answer section, and will take no more than 3 minutes per student.

(2) You are to prepare 1-2 page double-spaced description that provides the following information plus references:
   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 controversy?

An example ‘In the News’ assignment will be posted on Canvas. Make sure to cite your references in proper format at the end of your written document (not included in the 2-page limit). (Please see citation format under Section 2 “Group Debate Assignment”.) The due date for this assignment will be based on the topic you are assigned as due dates are associated with the specific topic. After the due date for each topic, the PowerPoint slides for each news story will be compiled into a single Powerpoint presentation and posted on Canvas. All students will need to view these compiled PowerPoints as the material may be on the exam.

4. Exams
There will be two in class exams: a midterm and a final (200 points each; Total 400 points). The format for both exams will be CLOSED BOOK. The midterm exam will test your knowledge of the first series of modules, including material covered in lectures, in the news slides, and assigned readings. The final exam will focus on material covered in modules from the midterm onward; however, as this material builds on concepts presented during the first half of the course, it will be imperative to have a good comprehension of material covered during the first part of the course. Both exams will be comprised of multiple choice, matching, and true/false questions, where you will be expected to interpret the material that is presented in the course and apply it to the scenarios or situations that the exam questions present. You will have 2 hours to complete each exam. Exams will be administered in class. Please bring a valid Gator One card to verify your identity on the date of the exam.

Exam Reviews
An exam review document will be posted the week before each exam with an additional review in class. There will also be a discussion board in the course dedicated to student questions about the exam.
### Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Written Assignments = 5 @ 50 points each</td>
<td>See Course Schedule</td>
<td>250</td>
</tr>
<tr>
<td>Debate = 1 @ 100 points each</td>
<td>See Course Schedule and team assignment</td>
<td>100</td>
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<tr>
<td>Debate Written Report = 1 @ 100 points</td>
<td>See Course Schedule and team assignment</td>
<td>100</td>
</tr>
<tr>
<td>Debate Evaluations = 5 @ 10 points each</td>
<td>See Course Schedule</td>
<td>50</td>
</tr>
<tr>
<td>In the News = 1 @ 100 points</td>
<td>See Course Schedule and team assignment</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam = 1 @ 200 points</td>
<td>See Course Schedule</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam = 1 @ 200 points</td>
<td>See Course Schedule</td>
<td>200</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>1000</strong></td>
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</table>

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

<table>
<thead>
<tr>
<th>Points earned</th>
<th>93-100%</th>
<th>90-92%</th>
<th>87-89%</th>
<th>83-86%</th>
<th>80-82%</th>
<th>77-79%</th>
<th>73-76%</th>
<th>70-72%</th>
<th>67-69%</th>
<th>63-66%</th>
<th>60-62%</th>
<th>Below 62%</th>
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<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
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<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
<td>WU</td>
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<tr>
<td>Grade Points</td>
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<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
<th>WU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
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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](http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

### Late Assignments and Make Up Work

Assignments turned in up to 24 hours late will be discounted **10%** of the grade that they would otherwise receive. Assignments turned in more than 24 hours late will **not** be graded and will contribute zero points toward your final grade, unless arrangements have been made in advance with the instructor. Missed assignments will contribute zero points toward your final grade.

**Special Circumstances.** In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided that you have sufficient documentation.
Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance
All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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/sscr/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. However, we strongly 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/SS/CRIISICENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
### Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Modules</th>
<th>Class Dates</th>
<th>Topic(s) and Speaker(s)</th>
<th>Reading(s)</th>
<th>Course activities</th>
<th>Assignments</th>
<th>In the News</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started 1</td>
<td>August 24</td>
<td>Syllabus Academic Integrity</td>
<td>Syllabus</td>
<td>Logistics</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to Environmental Health – Dr. Tara Sabo-Attwood</td>
<td>Optional: Environmental Health Chapter 1: The Scope Pages 1-22</td>
<td>Lecture</td>
<td>N/A</td>
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<td>Group activity</td>
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<tr>
<td>2</td>
<td>August 31</td>
<td>Toxicology and Environmental Disease – Dr. Tara Sabo-Attwood</td>
<td>Optional: Environmental Health Chapter 2: Toxicology Pages 23-42</td>
<td>Group Activity</td>
<td>N/A</td>
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<td>Lecture</td>
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<td>3</td>
<td>Sept 7</td>
<td>Emerging Contaminants – Dr. Tara Sabo-Attwood/ Dr. John Lednicky</td>
<td>N/A</td>
<td>Lecture (In class)</td>
<td>Assignment 1 given; due by Sept 14</td>
<td>N/A</td>
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<td>Optional: Environmental Health Chapter 15: Risk Assessment and Communication Pages 340-363</td>
<td>View recording of lecture at home - will be posted Sept 15th</td>
<td>Assignment 2 due</td>
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<td>4</td>
<td>Sept 14: No in-class meeting</td>
<td>Risk Assessment, Management, and Communication – Dr. Leah Stuchal</td>
<td>Optional: Environmental Health Chapter 15: Risk Assessment and Communication Pages 340-363</td>
<td>View recording of lecture at home - will be posted Sept 15th</td>
<td>Assignment 1 due</td>
<td>Assignment 2 given; due by Sept 21</td>
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<td>Sept 21</td>
<td>Emerging Infectious Diseases – Dr. Karoun H. Bagamian</td>
<td>Required: Kindhauser et al., 2016; Tanwar et al., 2014</td>
<td>Lecture/Activity</td>
<td>Assignment 2 due</td>
<td>In the News Presentation: Group 1 Emerging contaminants Group 2: Emerging Infectious Diseases</td>
</tr>
<tr>
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<td>In the News Group 1</td>
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<td>In the News Group 2</td>
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<tr>
<td>SEPT 28: MIDTERM EXAM (MODULES 1-5)</td>
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</tbody>
</table>

**Week of October 2-6**: At home documentary viewing or activity: TBD (No in-class meeting)

<p>| 6                        | Oct 12      | Climate Change and Global Health – (Video)                 | N/A                                                                       | Watch climate video at home/ Group activity in class | Assignment 3 given; due by Oct 19 | In the News Presentation: Group 3: Climate Change |
|                          |             |                                                             |                                                                            | In the News |             |               |</p>
<table>
<thead>
<tr>
<th>Modules</th>
<th>Class Dates</th>
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<th>Reading(s)</th>
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<th>In the News</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Oct 19</td>
<td>Air Pollution – Hao Chen</td>
<td>Optional: Environmental Health Chapter 5: Indoor and Outdoor Air Pages 87-112</td>
<td>Lecture</td>
<td>Assignment 3 due Assignment 4 given; due by Oct 26</td>
<td>In the News Presentation: Group 4: Air Pollution</td>
</tr>
<tr>
<td>9</td>
<td>Nov 2</td>
<td>Food Safety – Dr. Karoun H. Bagamian</td>
<td>Required: Braden &amp; Tauxe 2013; Erickson &amp; Doyle 2017 Martirosyan &amp; Schneider, 2014 Optional: Environmental Health Chapter 8: Food Pages 113-136</td>
<td>Lecture</td>
<td>Activity</td>
<td>Assignment 5 given; due by Nov 16</td>
</tr>
</tbody>
</table>

Week of November 6-10th: Watch Debate 4 (recording) at home and **turn in evaluation by Nov 10**. No in-class meeting.

| 10      | Nov 16      | One Health; TBD         |            | Lecture | Assignment 5 due |            |

**Thanksgiving Break: No class Nov. 23**

| Review or Final exam | Nov 30 | Good Luck!! |