Mel and Enid Zuckerman College of Public Health University of Arizona

SYLLABUS
Environmental and Occupational Health CPH 575
Spring 2011

Time: Thursday, 4:00-6:45 pm
Location: Drachman Hall, Room A114

Instructor/Course Coordinator: Mary Kay O’Rourke, Ph.D.
MEZCOPH/CEP
Office: Drachman Hall, Room A233, Phone: (520) 626-6835
Email: mkor@email.arizona.edu
Office Visits: By Appointment through email

On-Site Course Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paloma Beamer, PhD</td>
<td>626-0006</td>
<td><a href="mailto:pbeamer@email.arizona.edu">pbeamer@email.arizona.edu</a></td>
</tr>
<tr>
<td>Jeff Burgess, MD, MS, MPH</td>
<td>626-4918</td>
<td><a href="mailto:jburgess@email.arizona.edu">jburgess@email.arizona.edu</a></td>
</tr>
<tr>
<td>Miranda Loh, ScD</td>
<td>626-4942</td>
<td><a href="mailto:mloh@email.arizona.edu">mloh@email.arizona.edu</a></td>
</tr>
<tr>
<td>Eric Lutz, PhD</td>
<td>626-4938</td>
<td><a href="mailto:ealutz@email.arizona.edu">ealutz@email.arizona.edu</a></td>
</tr>
<tr>
<td>Kelly Reynolds, PhD, MSPH</td>
<td>626-8230</td>
<td><a href="mailto:reynolds@email.arizona.edu">reynolds@email.arizona.edu</a></td>
</tr>
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Guest Lecturers
Will Humble, MPH ADHS
Rich Wagner, Radiation Control U of A
Kacey Ernst, Ph.D. Epidemiology
Wayne Peate, MD, MPH

Office Hours: By appointment. The best way to make an appointment is by email.

Teaching Assistants: Laura Suppes, MS suppeslm@email.arizona.edu
TA Office Hours: By appointment

Description: Course emphasizes health hazard sources, methods to identify & evaluate them, and framework used to affect hazard control. Students will evaluate public health issues, understand research designs, identify and evaluate factors important to the development of monitoring programs.

Course Prerequisites: Recommended background reading in Epidemiology and Biostatistics

Course Learning Objectives: At the end of this course, students will be able to:
1. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
2. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
4. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
5. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
7. Develop a testable model of environmental insult.
8. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
**Course Notes:** You are expected to take your own notes in class. Whenever possible, handouts are posted 1 week in advance on the course D2L website. Some instructors may distribute printed material in class at their discretion and students are responsible for collecting the material at that time. Have someone pick up a copy for you if you are not present in class.


**Course Requirements:** You are expected to respond to questions, submit assignments on time, take exams on the specified dates, and successfully overcome any unscheduled hurdles during scheduled classes. You must have a University of Arizona e-mail address. Check your e-mail frequently.

The point allocation/grading scheme is as follows:

<table>
<thead>
<tr>
<th>Task</th>
<th>Potential Points</th>
<th>% of Grade</th>
<th>Grades Awarded</th>
<th>Accumulated Point Range for Grade</th>
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<tbody>
<tr>
<td>3 Exams @ 100 points each</td>
<td>300</td>
<td>60%</td>
<td>A</td>
<td>&gt; 450</td>
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<tr>
<td>Project</td>
<td>200</td>
<td>40%</td>
<td>B</td>
<td>&gt; 375</td>
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<td><strong>Total points</strong></td>
<td>500</td>
<td>100%</td>
<td>C, E</td>
<td>&gt; 325, &lt; 325</td>
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Components of Project Grading

<table>
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<tr>
<th>Part</th>
<th>Points</th>
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<tr>
<td>Participation (Includes timeliness)</td>
<td>40</td>
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<tr>
<td>Peer Evaluation (20-points)</td>
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<tr>
<td>Instructor/TA Observation (20)</td>
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<td>Preliminary Submissions</td>
<td>30</td>
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<tr>
<td>Trifold</td>
<td>30</td>
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<tr>
<td>Paper Segment</td>
<td>30</td>
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<td>Trifold</td>
<td>30</td>
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<tr>
<td>Powerpoint/Presentation</td>
<td>50</td>
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<tr>
<td>Paper</td>
<td>50</td>
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<td>Your Segment</td>
<td>15</td>
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<td>Group Effort</td>
<td>35</td>
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**Due Dates** for assignments are designated on the *syllabus*. Do not rely on dropbox dates and times. These are often inaccurate. All late submissions will be penalized.

**Examinations:** Students will be expected to demonstrate that they have met the course objectives through the project, its components and examinations. Three exams will be given (2 section exams and 1 non-cumulative final). Exams will consist of multiple choice, short answer questions and short essay questions. Some exams may include self-evaluations or take-home questions with designated due dates listed on the assignment. It is your responsibility to clear your calendar and take the exam at the scheduled time and place. Except for emergency situations (e.g., medical, supported by appropriate documentation), make-up exams will not be given and zero credit will be awarded for the exam.

**Class Attendance/Participation:** You are expected to attend class and participate. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.
Course Schedule: Need Epi Background? Read Chapter 3 (supplement)

Jan. 13 1. Syllabus, paradigms, Group project & Intro to Air Pollution (O'Rourke) Intro, 12
   1. Review syllabus and clarify expectations
   2. Discuss Groups and Group Projects
   3. Intro to Air pollution

Assignment Schedule a Group Meeting with Dr. O'Rourke

Jan. 20 2. Toxicology (Burgess) 2, 6
   1. Understand toxicokinetics, dose-response relationships and toxicity terminology.
   2. Give examples of organ specific toxicity with representative toxicants.
   3. Identify sources of variation in individual susceptibility to toxicants.
   4. Explain how current regulatory limits are developed

By now you should have CONCLUDED a meeting with Dr. O'Rourke

Jan. 27 3. Risk assessment (Burgess, Humble) 29, 31
   1. Describe how risk assessments are carried out.
   2. Consider the role of environmental toxicants in disease clusters.
   3. Describe risk communication principles

Feb. 3 4. Occupational and environmental health (Burgess, Lutz) 4, 20 (27)
   1. Explain the history of occupational and environmental health and pertinent regulations.
   2. Describe the worker’s compensation system.
   3. Explain the role of industrial hygiene in worker health and safety.

Feb. 10 5. Exam I (4:00-5:15 PM) Global health (5:30-6:45 PM) (Loh) 11, 14
   1. Describe the characteristics and drivers of the demographic, epidemiologic, and environmental risk transitions in countries or regions at different stages of development.
   2. Identify some of the transnational environmental health risks we face in the world today and describe their drivers.
   3. Consider the potential for interaction between multiple environmental factors and social/community factors in the urban environment when thinking about health risks.

Feb. 17 6. Radiation (Wagner) 21
   1. Describe Radiation Fundamentals
   2. Identify sources and health effects of radiation exposure
   3. Understand regulatory aspects of radiation and methods to control exposure

Feb. 24 7. Energy, transportation and urbanization (O'Rourke) 13, 14
   1. Identify energy resources and the pollutant yield from each source.
   2. Identify current energy sources and anticipate the rate and consequence of their expenditure.
   3. Anticipate the impact of physical geography on environmental quality and manage human health risks,
   4. Anticipate and recognize the impacts of population expansion and migration on communities and their resources,
   5. Identify management and control strategies addressing the impacts of population expansion and migration on human health,
   6. Examine transportation needs and impacts
   7. Examine relationship between urbanization and transportation while considering impacts on health

Due Date!!! Submit Trifold Draft
Mar. 3 8. Ambient and indoor air quality (O’Rourke) 12, 19
   1. Anticipate pollutant generation and dispersal
   2. Understand collection methodologies and evaluate air pollution reports
      a. Discuss temporal and spatial trends in air quality
      b. Consider synergies and cumulative exposures associated with air pollution
   3. Understand how to control and manage air pollution
   4. Evaluate current air quality policy
   5. Integrate and discuss population pressure, urbanization, transportation, energy availability, weather, climate and their collective impact on air quality and health
   6. Realize duration of exposure differences between indoor and outdoor air
   7. Realize that outdoor air permeates indoor air but indoor air has unique and overpowering pollutants of its own
      a. Outdoor air is perpetually diluted by wind
      b. Ventilation in indoor environments is variable and sometimes limited
   8. Consider the different types of contaminants found in indoor environments vs. ambient air
   9. Identify ways to control indoor contaminant

Mar. 10 9. Climate change, population pressure and sustainability (O’Rourke) 9, 10
   1. Understand drivers of climate change and impacts on air, land & sea
   2. Determine control or mitigation approaches that could be employed
   3. Examine the impact of population pressure and resource use on climate change.
   4. Examine the impact of declining energy, population pressure, changing climate on outcomes that may be social warfare or active military action

Due Date!!! Submit draft of your section of the project paper & Schedule a meeting with Dr. O’Rourke

Mar. 17
Spring Break

Mar. 24 10. Exam II (4:00-5:15 PM)
Pediatric environmental health (5:30 to 6:45 PM) (Beamer) 25, Suppl. D2L
   1. Specify differences between children and adults in activity, physiology and other factors that affect their exposure to environmental hazards
   2. Be able to conduct an environmental history and home inventory
   3. Identify, prevent and control environmental hazards with respect to children
   4. Discuss how other factors including socioeconomic status and obesity may contribute to increased risk

Meeting with Dr. O’Rourke Concluded
Submit Final Trifold (complete and well polished)

Mar. 31 11. Water and waste water (Reynolds) 15 (16, 30) Suppl. D2L
   1. Be able to discuss water cycle, availability and quality.
   2. Given global climate change, discuss the likelihood of sufficient water in our region
   3. Discuss strategies of maintaining water quality
   4. Describe methods of sewage treatment in municipal, suburban and rural systems
   5. Discuss toilet to tap water delivery in terms of water quality, sustainability

Apr. 7 12. Recreational water, soils, food and emerging infections (Reynolds) 18, Suppl. D2L
   1. Understand the role of environmental waste management on drinking and recreational water quality.
   2. Identify the public health risk of recreational waterborne exposures.
   3. Describe the physical-chemical characteristics of soil
4. Understand the relationship between soil characteristics and contaminant transport/fate
5. Discuss methods of analysis for basic soil properties
6. Evaluate tools for assessing geographical information related to environmental/ecological health

**Submit Highly Polished Group Paper (1 complete, finished, consolidated paper/grp)**

There are NO rewrites

**Apr. 14 13. Virus, vectors and disease (Ernst)**
1. Provide examples of vector borne diseases.
2. Describe means of pest control.
3. Explain the spread and health impact of West Nile

**Preparedness, war and injury (Peate) 22, 23**
1. Specify approaches for assessing, preventing and controlling hazards that pose risks to human health and safety during a manmade or natural disaster.
2. Describe the direct and indirect human, ecological and safety effects of major environmental, biological, chemical, and radiological agents encountered in a disaster.
3. Describe federal and state programs, guidelines, incident command systems and authorities that respond to disasters.
4. Discuss various risk assessment and control approaches in relation to injuries

**Apr. 21 14. Group Presentations  (Submit Final Presentation in Dropbox April 20)**

**Apr 28 15. Group Presentations  (Submit Final Presentation in Dropbox April 27)**

**Course evaluation**

**Self Evaluation/Peer Review due in Dropbox May 4**

**FINAL EXAM  Wednesday, May 11 from 6:00-8:00 PM**

**Communications:** You are responsible for reading emails sent to your UA account from your professor and the announcements or D2L email placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at:

http://www.registrar.arizona.edu/emailpolicy.htm

**Disability Accommodation:** If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at:

http://catalog.arizona.edu/2008%2D09/policies/disability.htm

**Academic Integrity:** All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at:

http://dos.web.arizona.edu/uapolicies/scc5308abcd.html and

http://dos.web.arizona.edu/uapolicies/cai1.html. Pay special attention to the sections on plagiarism.

**Plagiarism:** What counts as plagiarism?
• Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations, so that it looks like your own.
• Paraphrasing a passage without citing it, so that it looks like your own.
• Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas)
Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at [http://web.arizona.edu/~policy/disruptive.pdf](http://web.arizona.edu/~policy/disruptive.pdf) and the Policy on Threatening Behavior by Students found at [http://web.arizona.edu/~policy/threatening.pdf](http://web.arizona.edu/~policy/threatening.pdf)

**Telephone:** Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor.

**Grievance Policy:** Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at [http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy](http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy)

**Grade Appeal Policy:** [http://catalog.arizona.edu/2008%2D09/policies/gradappeal.htm](http://catalog.arizona.edu/2008%2D09/policies/gradappeal.htm)

**Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.