



MEMORANDUM

TO: Health Care Colleges Council

FROM: William G. Pfeifle, EdD
Associate Dean for Academic Affairs

A handwritten signature in black ink, reading 'William G. Pfeifle'. The signature is written in a cursive style.

SUBJECT: Change Proposal for CPH 601 to Add Distance Learning

DATE: April 25, 2011

The Department of Preventive Medicine and Environmental Health has submitted a course change proposal for CPH 601 Occupational and Environmental Health I to add distance learning.

NOTE: We would like to request provisional approval for Summer I and Fall 2011 semesters.

This course change proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the course director, Dr. David Mannino, via phone at 323-6608 or via email at dmannino@uky.edu.

M E M O R A N D U M

TO: Linda Alexander, EdD
Associate Dean for Academic Affairs

FROM: Graham D. Rowles, PhD
Chair, Faculty Council

SUBJECT: Approval – Course Change

DATE: April 20, 2010

At the March 9, 2010 meeting, the Faculty Council approved the following course change proposal:

CPH 601 Env Health Change to add distance learning section

This is now ready to proceed to the next stage of the approval process. Please do not hesitate to contact me if you need additional information or clarification.

MEMO

DATE: March 2, 2010

TO: Associate Dean for Academic Affairs

FROM: Chair, Academic Affairs Committee

SUBJECT: Course Change Approval

CPH 601 Occupational & Environmental Health - add Distance Learning

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information						
a.	Submitted by the College of:	Public Health	Today's Date:	1/25/2010		
b.	Department/Division:	Preventive Medicine and Environmental Health				
c.	Is there a change in "ownership" of the course?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>			
	If YES, what college/department will offer the course instead?					
d.	What type of change is being proposed?	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor ¹			
e.	Contact Person Name:	David Mannino	Email:	dmannino@uky.edu	Phone:	3-6608
f.	Requested Effective Date:	<input type="checkbox"/> Semester Following Approval	OR	<input checked="" type="checkbox"/> Specific Term ² :	Summer I 2011	
2. Designation and Description of Proposed Course						
a.	Current Prefix and Number:	CPH 601	Proposed Prefix & Number:	same		
b.	Full Title:	Occupational and Environmental Health I	Proposed Title:	same		
c.	Current Transcript Title (if full title is more than 40 characters):					
c.	<i>Proposed Transcript Title</i> (if full title is more than 40 characters):					
d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently Cross-listed with (Prefix & Number):		
	<i>Proposed - <input type="checkbox"/> ADD Cross-listing (Prefix & Number):</i>					
	<i>Proposed - <input type="checkbox"/> Remove^{3,4} Cross-listing (Prefix & Number):</i>					
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting and pattern type.					
Current:	45	Lecture	Laboratory ⁵	Recitation	Discussion	Indep. Study
		Clinical	Colloquium	Practicum	Research	Residency
		Seminar	Studio	Other – Please explain:		
<i>Proposed:</i>	<i>45</i>	<i>Lecture</i>	<i>Laboratory</i>	<i>Recitation</i>	<i>Discussion</i>	<i>Indep. Study</i>
		<i>Clinical</i>	<i>Colloquium</i>	<i>Practicum</i>	<i>Research</i>	<i>Residency</i>
		<i>Seminar</i>	<i>Studio</i>	<i>Other – Please explain:</i>		
f.	Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)			<input type="checkbox"/> Pass/Fail	
	<i>Proposed Grading System:</i>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)			<input type="checkbox"/> Pass/Fail	
g.	Current number of credit hours:	3	Proposed number of credit hours:			

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approval are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1)

COURSE CHANGE FORM

h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>If YES:</i> <i>Maximum number of credit hours:</i>		
	<i>If YES:</i> <i>Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	No change	
	<i>Proposed Course Description for Bulletin:</i>		
j.	Current Prerequisites, if any:	No change	
	<i>Proposed Prerequisites, if any:</i>		
k.	Current Distance Learning (DL) Status:	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	<i>Current Supplementary Teaching Component, if any:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale:		
5.	Course Relationship to Program(s)		
a.	Are there other departments and/or programs that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the departments and/or programs:		
b.	Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here:		
6.	Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if <u>Changed to</u> 400G or 500	If <u>changed to</u> 400G-or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4)	

⁶You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CPH 601 – Add DL





Proposal Contact Person Name: David Mannino Phone: 323-6608 Email: dmannino@uky.edu

Becki Flanagan Phone: 218-2092 Email: becki@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Preventive Medicine and Environmental Health	1-25-2010	Robert McKnight/218-2100/rmcknig@uky.edu	
Academic Affairs Committee	3-2-2010	Jim Holsinger/323-6314/jwh@email.uky.edu	
Faculty Council	4-20-2010	Graham Rowles/218-0145/growl2@email.uky.edu	
Academic Dean	4-25-2011	William Pfeifle/218-2054/pfeifle@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council	10/18/2011	Heidi M. Anderson	
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

Subject to change

Course Syllabus

CPH 601: Occupational and Environmental Health I

Section _____

Weekend Course - Summer 2010

Room- TBD

Time – Saturday Morning – 8 am- Noon, May 22, June 19, July 17

Contact Information

Instructor: David M. Mannino, M.D.
Kentucky Clinic, Room L546
Or
College of Public Health, Room 214

Teaching Assistant: TBD

Telephone: 859-323-6608
Cell: 859-797-2579, prefer texting

E-mail: dmannino@uky.edu

Office Hours: by appointment (or any time my door is open- most mornings)
Virtual Office Hours: Send an email at any time or text to cell phone number to talk

Feedback, questions, concerns - In addition to the above contact information, we will also make available on Blackboard a Course Comments/Concerns thread where questions/comments/concerns/ complaints can be posted and addressed. This can be done anonymously, if so desired (you just need to check the appropriate box). Please know that we try to be fair in assessing students work and in creating an interesting course. Please also accept that no course can please all students!

ENVIRONMENTAL HEALTH SCIENCES

Environmental health sciences represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community.

Competencies: Upon graduation a student with an MPH should 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.
3. Specify current environmental risk assessment methods.
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 Description

CPH 601 covers theory and practice of assessing, controlling, and preventing environmental and occupational hazards that may adversely affect the health of present and future generations.

Course Prerequisites

N/A

Course Objectives

Upon completion of this course, the learner will:

1. Identify basic principles and practice of environmental and occupational health.
2. Recognize the broad scope of environmental health including the areas of water and air quality, food safety, hazardous waste management, and radiation protection.
3. Identify multidisciplinary approaches of environmental and occupational health to protect public health.
4. Understand how occupational and environmental health is central to the practice of public health.

College of Public Health objectives in Preventive Medicine and Environmental Health

This course is a key component of the educational program goals for the M.P.H., which is described in the most current student handbooks. Please reference the educational program goals throughout the semester, as they will provide a framework for this course and will contribute to your preparation for successfully completing other degree program requirements.

Course Structure:

The course will consist of seminar/discussion classes, lectures, web based learning, and self-study. The course will be enhanced by an online component in Blackboard, which will provide resources for accessing class materials including assignments and readings.

Course Materials:

A course packet, including the syllabus, will be made available prior to the first day of class to all students who are officially enrolled in the course. There is one required text for the class (see below).

The syllabus and any course other course materials (including assignments) will be posted on blackboard.

Textbooks

Required

Basic Environmental Health Annalee Yassi, Tord Kjellstrom, Theo de Kok, and Tee Guidotti. Oxford University Press, 2001.

This text will be a critical part of the course- All in class quizzes will come from the text and most of the blackboard assignments will also!

Optional

Occupational and Environmental Health: Recognizing and Preventing Disease and Injury. Fifth Edition. Editors: Barry S. Levy, David H. Wegman, Sherry L. Baron, & Rosemary K. Sokas. Lippincott Williams & Wilkins.

Course Requirements and Learner Evaluation

Letter grades for the course will be assigned on a percentage basis (given below) for the total score as a percentage of the total number of points possible for the course.

- 100-90 =A – 900 - 1000 points
- 89-80 =B – 800 - 899 points
- 79-70 =C – 700 - 799 points
- 0-70 =E (Fail) - <700 points

Your grade for this course will consist of:

- (20%) Quiz 1 - 100 points - Chapters 1, 2, 3; 4, 5, 6
 - (20%) Quiz 2 - 100 points – Chapters 7, 8, 9, 10, 11, 12
 - (5%) Paper outline - 50 points - Due by Midnight, June 13
 - (25%) Paper/Presentation - 250 points Due by Midnight, July 12
 - (30%) Blackboard Participation - 300 points (Roughly- 20 points per week plus the current events assignments and comments)
- Extra Credit (extra 2-3%) – 2-30 points – linked to current events, extra credit also possible for blackboard assignments (up to 5 points per person per week)

Course grades will be based upon evaluation of the following activities:

Quizzes (400 points- 40% total)

Each quiz will be administered in class and will count for 20% of your grade. The quizzes will only cover the previous 4-5 weeks of material (book readings) . Quizzes will comprise 40-50 questions (multiple choice, matching). In addition, each quiz will have extra credit questions (short answer) that are based on the current events stories from the previous 4-5 weeks of material.

Paper/Presentation and Outline (300 points – 30%)

A paper assignment related to the core competencies of occupational and environmental health will be chosen by the student after the first class. A listing of proposed topics are noted below. Please e-mail me your top three choices (I would prefer there be minimal duplication of topics). The assignments will be finalized by the second class. These papers will be due by July 12th.

The papers should be from 1500-2000 words in length, should have a minimum of 5 references, and will be graded on the quality of the paper, clarity of writing, understanding of the topic and its issues, quality of references, and organization. Students will be able to pick from one of several topics (or chose one of your own with permission). You will also be expected to prepare a 3-5 slide power point presentation over your paper. This is to be a summary. Selected presentations will be posted on blackboard and may be part of the final quiz. The power point presentations to be submitted with the paper will be graded on the quality of the slides, organization, and understanding the topic and its issues. The paper should focus on environmental or occupational health issues (i.e., for HIV this would need to focus on transmission in health care workers or commercial sex workers, etc.).

Assignments are to be submitted electronically by the due date to dmannino@uky.edu . I will send a return e-mail acknowledging receipt. Submission MUST have file names in the following format **CPH601Paper Name**. For my Outline it would be 'CPH601OutlineMannino.doc' and for my paper it would be 'CPH601PaperMannino.doc', and for the slides it would be 'CPH601SlidesMannino.ppt'. This is done so I can be sure that the correct paper is graded and returned to the correct student. I will deduct 5-10 points if the documents are not labeled correctly! Assignments are to be done in Word and Powerpoint (any version OK).

The recommended components of the paper are:

Background/History -	50 Points
Exposure level and risk assessment methods	40 points
Mechanism of toxicity	40 points
Preventing/Controlling exposure	40 Points
How it relates to today/Summary/Overview	50 points
Slide presentation (3-5 slides!)	30 points

If these components do not work with you topic, please propose 5 components that will. The grading will be based on how well the issues are addressed in each component and how well the paper is written (I will deduct if there are spelling/grammar errors or if I have to work really hard to find the components of the paper)

The outline of you paper is worth 50 points and is due by Midnight on June 13. This should be about 1 page and should briefly introduce the topic and address each component.

Note that the assignments are generally due by Midnight on Sunday on the assigned dates. Late submissions will be accepted, with a 5% penalty for each day late. The papers will be submitted to safe-assign to evaluate potential plagiarism. As this is a review article, we will accept up to 40% "duplication". Above 40% points will be deducted from the total, commensurate with the amount of duplication, such that no points will be given if there is 90% duplication. Duplication from another student assignment (which are also in the database for both current and prior terms) is unacceptable.

Paper Topics (or if something else interests you, please let me know):

Chemical:
Arsenic

Asbestos
Formaldehyde

Lead
Mercury
Pesticides:
a. DDT
b. Atrazine
c. Dieldrin
Organic Solvents:
a. Trichloroethylene
b. Toluene
c. Benzene
Environmental Tobacco Smoke
Nitrogen oxides (NO_x)
Polychlorinated Biphenyl's (PCBs)
Sulfur Dioxide (SO₂)
Vinyl Chloride

Physical:

Non-ionizing radiation
Ionizing radiation
Heat stress
Cold stress
Particulate air pollution

Biologic:

HIV

Hepatitis B
Hepatitis C
Food borne Illness
a. *Escherichia coli*
b. *Listeria monocytogenes*
c. *Clostridium perfringens*
d. *Salmonella*
Bacillus anthracis
Cryptosporidium
Cholera

Psychological:

Depression
Post Traumatic Stress Disorder (PTSD)

Occupational Injuries:

Fatal occupational injuries
Musculoskeletal Disorders
a. Carpal Tunnel
b. Tendonitis
c. Back pain
Road traffic injuries
Intentional injuries (Violence)
Falls

Blackboard Participation

Blackboard participation accounts for 30% of your final grade (300 points). Blackboard will utilize class readings in the form of discussion questions from the weekly topics, or chapter review. Assignments on Blackboard are expected to be completed by the listed due date (Generally Midnight on Sunday). We are planning 12 assignments (one for each chapter, basically- 20 points apiece). To get full credit you must answer all the questions and show evidence that you read the chapter and put some thought into your response! Particularly good comments can get additional points (usually up to 5 points per posting).

In addition, each student will be required to post a current events piece (worth 30 points) related to environmental health that other students will be required to comment (3 points per comment, 30 points maximum as part of grade and up to 30 points for extra credit) on in Blackboard. This will be done based on a schedule that will be assigned following the first class. In addition, these topics will be addressed and discussed in the subsequent class. To get full credit (30 points), students should find and post on Blackboard Discussion Boards an interesting current events story that deals with an environmental health issue (10 points), submit to me a brief powerpoint presentation (3-6 slides) that explains the story (10 points), and asking 2 -3 insightful questions about the story that other students, after reading the story, can comment on (10 points). The current events postings are due at the same time as the Blackboard assignment for the assigned week (generally, Sunday at Midnight), and students will have an additional week to post their comments for credit.

Blackboard 9 is a comprehensive and flexible e-learning software platform that delivers course management for online learning at the University of Kentucky. The system can be accessed through the link blue portal.

Required Readings

Required Readings are listed on the syllabus, and are expected to be completed each week prior to completing the online assignments. The readings are from the required text. If I decide additional readings are needed, I will post them on Blackboard.

Extra Credit

The extra credit opportunities include posting comments on current events (above the required ten) . Also, students can earn extra credit (typically 5 points/week) by providing very thoughtful responses on the weekly Blackboard assignments. We typically look through them and award additional points to the best 3 or 4.

Instructor Expectations

1. I expect you to attend class. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
4. I expect students to be civil and well behaved in class.
5. I expect you during the semester to interactively engage via Blackboard with the other students and the instructor.
6. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
7. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!

Missed Class

If a class has to be missed, students need to contact the instructor to schedule a make-up quiz and review class materials for the missed class.

Academic Honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly

originates from an identifiable sources. Please see the University's policies concerning the consequences for plagiarism.

Distance Learning Library Services

Information for Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>). Distance Learning Librarian Carla Cantagallo, 859-257-0500, ext 2171 or 1-800-828-0439, Option #6, email: dllservice@email.uky.edu.

Technical Help

If you have difficulty resolving technical issues please contact either TASC or Information Tech Customer Service. Contact information for TASC is <http://www.uky.edu/TASC/>; 859-257-8272 and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>; 859-257-1300).

If there is a problem accessing the course, please send an email to dmannino@uky.edu or text to 859-797-2579 or call 859-797-2579. I will make every attempt to get back to you as soon as possible and within 8 hours. If you are having technical problems at the time of a deadline, I will, in general extend the deadline.

Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center (www.uky.edu/TLC/grants/uk_ed/services/drc.html). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities.

Inclement Weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/MicroLabs/documents/p-weather.pdf> or you can call (859) 257-5684.

Course schedule and topics

Please note- this is subject to change – Also, the times are approximate.

Week	Month	Date	Topic	Time	Readings
1	May	22	CLASS 1 Pretest – CPH Certification Exam Dr. Mannino Review of Syllabus Overview of Competencies	40 minutes 60 Minutes 60 Minutes	Review Information Packet \
2	May	29	Talk 1 – Introduction (Online) Talk 2 – Toxicology (Online) Current Events 1 Current Events 2 Current Events 3 Current Events 4		Basic Environmental Health (BEH) – Chapter 1 Introduction BEH – Chapter 2 Nature of Environmental Health Hazards + Blackboard Assignment 1 and 2 (due by Midnight May 30)
3	June	5	Talk 3 – Risk Assessment (Online) Talk4 – Risk Management (Online) Current events 5 Current Events 6 Current Events 7 Current Events 8		BEH Chapter 3 Risk Assessment BEH – Chapter 4 Risk Management + Blackboard Assignment 3, 4 (due by midnight, June 6)
4	June	12	Talk 5 – Air (Online) Talk 6 – Water (online) Current Events 9 Current Events 10 Current Events 11 Current Events 12 Paper Outline Due by June 13		BEH Chapter 5 Air BEH Chapter 6 Water and Sanitation + Blackboard Assignment 5 + 6 (due by midnight, June 13)

5	June	19	CLASS 2 <i>Quiz 1 – Chapters 1, 2, 3, 4,5,6</i> Blackboard Review Current Events	60 Minutes 60 Minutes 60 Minutes	
6	June	26	Talk 7 – Food (online) Talk 8 – Human Settlement (online) Current Events 13 Current Events 14 Current Events 15 Current Events 16		BEH Chapter 7 Food and Agriculture BEH Chapter 8 Human Settlement and Urbanization + Blackboard Assignment 7 and 8 (Due by midnight, June 27)
7	July	3	Talk 9 – Health and energy (online) <i>Talk 10 – Industrial Pollution (Online)</i> Current Events 17 Current Events 18 <i>Current Events 19</i> <i>Current Events 20</i>		BEH Chapter 9 Health and Energy use BEH Chapter 10 Industrial Pollution and Chemical Safety + Blackboard Assignment 9 and 10 (Due by Midnight, July 4)
8	July	10	Talk 11 – Global Health (Online) Talk 12- Action (online) Current events 21 Current events 22 Current events 23 PAPER DUE ELECTRONICALLY- by Midnight –July 12)		BEH Chapter 11 Transboundary and Global Health Concerns BEH Chapter 12 Action to Protect Health and Environment + Blackboard Assignment 11 and 12 (Due by Midnight, July 11)
9	July	17	CLASS 3 <i>Quiz 4– Chapters 7,8,9,10,11, 12</i> <i>Post Test</i> Blackboard Review Current Events	60 min 60 min 60 min	

Blackboard Assignments:

Chapter 1 (20 points) - Please Respond to these questions- either for your country of origin, one you have worked in, or one you are interested in!

1. What proportion of people born in your country in the same year as you have already died, and what was the major cause of death?
2. Were any or many of these deaths related to the environment?
3. What will be the main health problems that you personally may encounter in the next 30 to 40 years, based on the typical situation for adults in your country ?
4. Will any of these health problems be related to the environment?
5. How do human activities and human health relate to sustainable development?
6. What are the differences in health (and disease patterns) between developed and developing countries? What are the causes of these differences?
7. What differences are there between men and women in environmental risk? What is the role of women in sustainable development?
8. What are the environmental health issues of particular importance to aboriginal people in your country?
9. In your chosen professional role, which will be your most important environmental health concerns?

Chapter 2. (20 points)

Give examples of reproductive effects caused by each of the following: a chemical, a physical agent, a biological agent, a mechanical hazard, and a psychosocial hazard.

What type of evidence led you to the conclusion that each of the hazards you cited causes the effect in question.

Chapter 3. (20 points)

1. Consider all information that is needed to assess human exposure to a specific hazard. Consider how this information could be gathered.
2. What are the advantages and disadvantages of environmental and biological monitoring?

3. Which of the consequences indicated in Box 3.6 are directly or indirectly related to health? Which of these impacts on human health can be expected to be positive or negative? Which of these aspects would have to be taken into account in an EHIA, and what specific information would be needed to assess quantitative health risks prior to the onset of the project? What would be needed to assess quantitative health risks prior to the onset of the project?

Chapter 4. (20 points)

1. The construction of a depot for chemical waste is planned near a residential area. Several residents perceive this new situation as threatening to their health and that of their families. Give examples of possible coping strategies that can be characterized as emotion focused or problem focused.

2. Consider the advantages and disadvantages of a "best practical means" approach as compared to an emission or effluent standard. Which best preserves environmental quality in nonpolluted areas? Which best encourages the development of new abatement technology? Which is most related to actual health effects?

3. Think of an example of the use of immunization in an occupational health context and consider the advantages and disadvantages of this practice. Should immunization be mandatory? Why or why not?

4. Consider whether you agree with the statement that personal protective equipment should be a last resort. Why or why not? Under what circumstances?

5. Consider to what extent the control measures at the person, indicated for the occupational environment, could also be effective to control for ambient exposures. Indicate if you regard such control options desirable for the general public.

Chapter 5. (20 points)

Please Respond to these questions- either for your country of origin, one you have worked in, or one you are interested in!

1. Describe the specific composition of particulates and gaseous constituents of (1) wood smoke, (2) cigarette smoke, (3) automobile exhaust, and (4) emissions from a coal-fired power plant. Which has the most matter? Which is predominantly gas? Which is most complicated chemically? Which is likely to be most dangerous?

2. Is air pollution a problem in your area? What are the main sources? What control measures are being used to reduce air pollution at the source? along the path? at the level of the person?

3. How have criteria for developing air quality been developed? What are the scientific

and nonscientific issues in setting standards for air quality?

4. Is indoor air pollution a problem in your home? What are the main sources?

5. How do you maintain air quality?

Chapter 6. (20 points)

1. What factors need to be considered to develop an effective strategy to improve sanitation in a rural community of a developing country? Of an urban community?

2. A number of initiatives and suggestions for better management of water resources have been discussed in this chapter. Try to develop other initiatives that could be used to promote water conservation. These could be economic, social, legal, or physical in nature. Think about how these may be implemented.

3. Make a list of ten tips to reduce water consumption in a community affected by water shortage

Chapter 7. (20 points)

1. How can the HACCP concept be used to reduce the formation of Maillard reaction products?

2. Many different actions can be taken to improve the safety and quality of our food. Prepare a summary of these actions, indicating (a) the level at which this action should be taken and (b) the type of contaminant (biological or chemical) involved.

Chapter 8. (20 points) Please Respond to these questions- either for your country of origin, one you have worked in, or one you are interested in!

1. Is urbanization occurring in your area? If so, why? If not, why not, and do you think it will occur in the near future?

2. Is noise a problem in your area? If so, what are the main sources?

3. Outline what you would do to decrease the incidence of road injuries in your jurisdiction.

4. How would you apply the principles of "Healthy Cities" in your jurisdiction?

Chapter 9. (20 points) Please Respond to these questions- either for your country of origin, one you have worked in, or one you are interested in!

1. What energy sources are used most heavily in your home town?
2. What do you know about the hazards associated with them?
3. Are there alternatives that should be promoted?
4. What issues/difficulties can you think of in your country concerning the control of the energy-related factors listed above?
5. You are the environmental health officer on duty. You receive a call that there has been a small spill of irradiated water from the nuclear power plant. Using the approach outlined in Chapters 3 and 4, describe the steps you would take to address this problem.

Chapter 10. (20 points)

1. Consider the ethical issues that may arise in occupational health, particularly with respect to the competing interests of employers and workers. As an official or consultant attempting to solve a problem related to an occupational hazard, how would you deal with these ethical issues?
2. Consider the situation for women in the workplace in your country. Is it likely that their health is affected differently from men's health by the conditions discussed in this section? If so, how?
3. Consider the differences between industry-related (Le., occupational and environmental) health problems in developed countries compared to those in developing countries. How do these differences influence the programs that must be developed to manage these problems? Consider the role of the various professionals involved in assessing and managing industrial pollution.

Chapter 11. (20 points) Please Respond to these questions- either for your country of origin, one you have worked in, or one you are interested in!

1. Your health minister has been invited to attend a special cabinet meeting to discuss your country's response to recent reports regarding climate change. She has been told that there are no major health impacts in your jurisdiction, therefore it is not necessary for her to prepare a detailed report. She has asked you if you think that she ought to attend. Formulate a memo of no more than two pages offering her advice. Discuss how global warming could

affect health in your country.

2. What are the most serious global health concerns? Prioritize and justify your list.
3. Summarize the areas of greatest debate and state why these debates exist.
4. What are the obstacles to overcome in addressing global health problems?
5. What strategies exist to address these obstacles?

Chapter 12. (20 points)

Assuming that you agree that professionals should get involved, in the issues they study, what can you do with respect to each of the categories discussed in the section Role of Environmental Health Profession? Be as concrete as possible, with specific examples of actions that you might take.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery.

All fields are required!

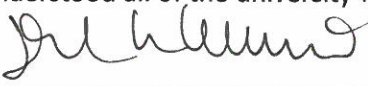
Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CPH 601	Date: 1/25/10
Instructor Name: David M. Mannino, M.D.	Instructor Email: dmannino@uky.edu

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Students will participate in the course via Blackboard and on campus meetings. Students will have the opportunity to interact with fellow students and faculty via Blackboard and in class. Syllabus conforms to University Guidelines.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Students in distance learning section will be provided the same content as on campus students and have the lectures provided in powerpoint format on Blackboard. Each class session will require textbook required readings, participate in discussion boards, present current events. Students are required to write a paper and power point presentation. Students will be assessed on quiz scores, paper outline, paper/presentation/Blackboard participation. Extra credit work is available.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Students will access Blackboard with the UK login and password. All assignments are submitted on Blackboard. Student exams will be given in class and exam results will be posted on Blackboard.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No.</p> <p>If yes, which percentage, and which program(s)?</p>

	<p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students taking this course will have the opportunity to access this class online through UK Computer Labs located throughout campus or via their home computer. Students are required to have a computer and internet access to take this class. Testing for this class will be held on campus in a classroom setting.</p>
Library and Learning Resources	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>There will be 1-3 online assignments each week tht will be graded and used to assess student progress.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Computer labs are available to students throughout campus. Students are required to have a computer and internet access to take this class.</p>
Student Services	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Technical issues can be resolved by contacting TASC or IT Customer Service Center at the contact info on syllabus. Additionally, students may notify professor via email, phone or texting to of any issues he may be experiencing if a deadline is pending.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p> <p>Blackboard will be used for the course.</p>
	<p>Does the syllabus contain all the required components, below? x</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439

	<p>(option #6)</p> <ul style="list-style-type: none"> ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
10.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: David M. Mannino, M.D.  Instructor Signature:</p>