

**CPH 439/539: Introduction to Environmental Health Policy
Syllabus**

Spring 2013

Time: MW 9:30-10:45

Location: Drachman A122

Instructor: Joe Tabor, PhD
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Office Hours: TBD

Teaching Assistant: N/A

TA Office Hours: N/A

Catalog Description: This course provides an overview of the development, structure, function, and implementation of environmental health policy at local, national, and global scales. Case-examples will provide an in-depth understanding of environmental health policy.

Course Prerequisites: Undergraduate students – CPH 375, senior standing in other academic programs, or relevant experience with instructor's approval; graduate students – none (a chemistry and biology course background is recommended).

Course Learning Objectives: Upon completion of this course, students will have the knowledge and comprehension needed to be contributing members of environmental health policy teams at a local, state, and national scale. Through quizzes and exams students must be able to:

- Describe the policy development process involving: pressure from interest groups, economics, and ethics; development of statutes and ordinances that are based on science, risks and benefits; changing perceptions, attitudes and behaviors; monitoring to ensure compliance and effectiveness based on established methods and standards.
- Explain the policy making structures at the federal, state, local, and international levels;
- Give examples of the science supporting environmental health policy by discipline including toxicology, environmental, occupational, and injury epidemiology, exposure assessment, industrial hygiene, and environmental management, psychology, genetics, statistics, risk assessment, and economics; and
- List US Federal statutes and describe how they relate to environmental health policy and public health.

Students will demonstrate the application, analysis, and synthesis of their knowledge as well as their ability to work in a team through written and oral group projects. Students will demonstrate their ability to evaluate policy opinions through oral and written responses and replies to group presentations.

Undergraduate Competencies Covered:

- Describe the historical development of public health systems and their role in society.
- Provide a biological description for the major causes of communicable and non-communicable diseases and their pathology.
- Provide an environmental description for the major causes of communicable and non-communicable diseases and their pathology.
- Write appropriately for an entry level position in the field of public health.
- Construct and evaluate a community level intervention that addresses a current public health issue.
- Describe and compare health care issues between low-income, middle-income and high-income countries.
- Distinguish between the roles that morals, ethics and law have on public health.
- Integrate public health theories into practice.

MPH/SECTION Competencies Covered: Refer to Attachment A.

Course Notes: You are expected to take your own notes in class. Power Point lectures and supplemental reading will be available on the course website at <http://D2L.arizona.edu>.

Required Text/Readings:

Johnson BL. 2007. *Environmental Policy and Public Health*. CRC Press, Boca Raton, FL, USA. 467 p [It is available at the medical school bookstore, 2 are on 2 hr reserve at the Arizona Health Sciences Library (AHSL)].
Other readings as assigned and posted on D2L

Recommended Texts/Readings:

Ashford NA and Caldart CC. 2008. *Environmental law, policy, and economics: reclaiming the environmental agenda* [electronic resource through UA library]. MIT Press. Cambridge, MA. 1088p.

Elder L and Paul R. 2012. *Thinker's Guide to Analytic Thinking: How to Take Thinking Apart and What to Look for When You Do* [AHSL reserve]. The Foundation for Critical Thinking. Tomales, CA. 56p.

Frumkin H, ed. 2005. *Environmental Health: From Global to Local* [AHSL reserve, optional reference, used in CPH 575]. Jossey-Bass. San Francisco, CA. 1221p.

Steinberg PF and VanDeveer SD. 2012. *Comparative environmental politics* [electronic resource through UA library]. MIT Press. Cambridge, MA. 427p.

Course Requirements: You are expected to attend class, respond to questions in class, participate in class discussions, submit assignments on time and be prepared to discuss case studies, take the exams on the specified dates, collaborate effectively with your group on the group presentation, present your component of the group presentation.

To successfully complete this course, students must demonstrate understanding of the course material (lectures and assigned reading) via quizzes and exams comprised of single best-answer multiple-choice and short-answer questions and demonstrate the ability to analyze, evaluate, and synthesize information contained in the assigned readings via in-class discussions and group projects.

Grading/Student Evaluation: The final course grade will be determined as follows:

Quizzes & assignments (20 pts each x 11 with lowest score discarded)	200 pts
Mid-term exam	200 pts
Group policy paper (150 pts for group report, 100 pts for indiv. contribution)	250 pts
Policy paper by graduate students	200 pts
Final exam	350 pts
Total Possible Undergraduate Student Points	1000 pts
Total Possible Graduate Student Points	1200 pts

Grading Scale		
	439	539
A ≥ 90%	A = 900 - 1000 points	A = 1080 - 1200 points
B ≥ 80%	B = 800 - 899	B = 960 - 1079
C ≥ 70%	C = 700 - 798	C = 840 - 959
D ≥ 60%	D = 600 - 699	D = 720 - 839
E = <60%	E = <600	E = <720

Grading and evaluation will have different criteria for CPH 439 and CPH 539. Those student enrolled in CPH 539 will be expected to demonstrate higher competencies in the course learning objectives than those students enrolled in CPH 439.

Assignment Descriptions:

Quizzes & Assignments: The quizzes will consist of a combination of single best answer multiple choices questions, matching, true/false questions, and short answer. Quizzes will be offered during the first 30 minutes of class. Questions will be derived primarily from the required reading in the textbook. Assignments will be graded on participation. No make-ups will be offered. The lowest quiz or assignment grade during the semester will be discarded.

Comprehensive Exams: Examinations will consist of a combination of single best answer multiple-choices questions, matching, true/false, short answer and short discussion questions.

Policy paper (report): Policy papers, 2500 words or less excluding references, figures and graphs, will address environmental health issues that are approved by the instructor. Emphasis is placed on the ability to use reasoning to describe the strengths and weakness of the propose policy from multiple perspectives and recommend policy solutions. The papers must demonstrate the group’s and graduate student’s ability to research the literature and integrate information from multiple disciplines, and present the information in a clear, concise, and compelling document. Individual members will also submit one week prior to the oral presentation an electronic file (e.g. MS-Word, PDF) that documents their contribution to group project. Students that are enrolled for graduate credit will individually write a policy paper and be responsible for organizing and leading students in producing group policy papers.

Class Attendance/Participation: Class attendance is a critical component of the learning experience. Important concepts from the reading and outside materials will be explained and critically analyzed. Students will be responsible for all course content. 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: Two 1.5-hr class sessions per week

Session	Session Topics	Chapters	Articles
1. Introductions		1	D2L
1/9	Introduction to the course		
	Introduction to environmental health		
1/14	Introduction to environmental health policy		
2. The policy making process		2, 10	D2L
1/16	The policy cycle		
	Policies on environmental hazards		
1/23	Policies for disease prevention		
	Equity and Justice		
3. Organizational structures		3, 9,	D2L
1/28	US federal government		
	State and local governments		
1/30	Corporate and business		
	International		
4. The science of the agent			D2L
2/4	Toxicology		
	Environmental, occupational, and injury epidemiology		
	Exposure assessment, industrial hygiene, and environmental management		
	Psychology and sociology		
	Genetics		
2/6	Statistics		
	Risk assessment		
	Economics		
5. Policy target			D2L
2/11	Scale in space and time, climate change variability		
	Context and management		
2/13	Communication		
6. Policy impacts of risk assessment		11	D2L
2/18	Evolution of Risk Assessment		
	Federal Government's Involvement		
	Human Health Risk Assessment		
	Ecological Risk Assessment		
2/20	Occupational Injury Risk Assessment		
	Other Applications of Risk Assessment		
	Public Health Concerns Regarding Risk Assessment		
	Other Critics of Risk Assessment		
7. Ways and means		4 (p149-53)	D2L
2/25	Regulations, standards, enforcement and penalties		
	Funding and evaluation		
	Decision-making and policy analysis		
Mid-term exam, 2/27/2013			

Session	Session Topics	Chapters	Articles
8. Environmental statutes		4	D2L
3/4	Consumer Product Safety Act		
	Information Quality Act		
3/6	National Environmental Policy Act		
	Noise Control Act		
9. Environmental statutes (continued)		4	D2L
3/18	Occupational Safety and Health Act		
	Public Health Security and Bioterrorism Preparedness and Response Act		
	Public Health Service Act		
3/20	Federal Mine Safety and Health and MINER Acts		
	(and assignment of student reports)		
10. Air and water statutes		5	D2L
3/25	The Clean Air Act		
3/27	The Clean Water Act		
	The Safe Drinking Water Act		
11. Food safety statutes		6	D2L
4/1	Federal Meat Inspection Act		
	Food, Drug, and Cosmetic Act		
4/3	State and Local Health Departments' Food Safety Authorities		
	Food Safety Policy Issues		
12. Pesticides and toxic substances statutes		7	D2L
4/8	Federal Insecticide, Fungicide, and Rodenticide Act		
	The Food Quality Protection Act		
4/10	Toxic Substances Control Act		
13. Solid and hazardous waste statutes		8	D2L
4/15	Resource Conservation and Recovery Act		
	Comprehensive Environmental Response, Compensation, and Liability Act		
	Ocean Dumping Act		
4/17	Act to Prevent Pollution from Ships		
	Oil Pollution Act		
	Pollution Prevention Act		
14. Synthesis and Review		9	D2L
4/22-4/24	Local, tribal, state, national, international integration		
15. Report presentations			
4/29	Graduate students' oral presentations		
5/1	Groups' oral presentations		
Final comprehensive exam 5/9/2013 10:30AM-12:30PM			

Communications: You are responsible for reading emails sent to your UA account from your professor and the announcements that are 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/2012%2D13/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://deanofstudents.arizona.edu/codeofacademicintegrity>

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas). The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: <http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines>

Students are expected to be familiar with the UA Policy on Disruptive and Threatening Student Behavior in an Instructional Setting found at: <http://policy.arizona.edu/disruptive-behavior-instructional> and the Policy on Threatening Behavior by Students found at: http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threatening_behavior_policy_2012.pdf

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>

Grade Appeal Policy: <http://catalog.arizona.edu/2012-13/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.

Telephone and Computer Use: You are allowed to have your computer on during lectures if the screen content is relevant to the lecture. Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor.

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.

Attachment A

MPH and Interprofessional Competencies

Analytical Skills:

- Defines a problem;
- Determines appropriate uses and limitations of data;
- Selects and defines variables relevant to defined public health problems;
- Evaluates the integrity and comparability of data and identifies gaps in data sources; and
- Understands how the data illuminates ethical, political, scientific, economic, and overall public health issues.

Communication Skills:

- Communicates effectively both in writing and orally (unless a handicap precludes one of those forms of communication);
- Interpreting and presenting accurately and effectively demographic, statistical, and scientific information for professional and lay audiences adapting and translating public health concepts to individuals and communities;
- Soliciting input from individuals and organizations;
- Advocating and marketing for public health programs and resources, including political lobbying, grant writing, collaboration building, and networking;
- Leading and participating in groups to address specific issues, including ability to work in teams, span organizational boundaries, and cross systems; and
- Demonstrating cultural competency in all of the above and community development

Policy Development/Program Planning Skills:

- Assess and interpret information to develop relevant policy options;
- States policy options and writes clear and concise policy statements;
- Articulating the health, fiscal, administrative, legal, social, political, and ethical implications of each policy option;
- Deciding on the appropriate course of action and writing a clear and concise policy statement and implementation plan;
- Translates policy into organizational plans, structures, and programs;
- Identifying public health laws, regulations, and policies related to specific programs; and
- Developing mechanisms to monitor and evaluate programs for their effectiveness and quality.

Cultural Skills:

- Developing and adapting approaches to public health problems that take into account cultural differences.

Basic Public Health Science Skills:

- Defining, assessing, and understanding the health status of population, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services;

- Understanding research methods in all basic public health sciences;
- Applying the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries; and
- Understanding of the historical development and structure of local, state, and federal public health agencies.

Financial Planning and Management Skills:

- Developing strategies for determining priorities;
- Monitoring program;
- Applying basic human relations skills to the management of organizations and the resolution of conflicts; and
- Managing personnel.