# ENVIRONMENTAL and OCCUPATIONAL HEALTH PRACTICE

**EH 550**  
**Spring 2019**

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<tr>
<th>DEPARTMENT: Environmental Health</th>
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<tbody>
<tr>
<td>COURSE NUMBER: EH 550  SECTION NUMBER: 000  SEMESTER: Spring 2019</td>
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<td>CREDIT HOURS: 2</td>
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<tr>
<td>COURSE TITLE: Environmental and Occupational Health Practice</td>
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## INSTRUCTOR NAMES AND CONTACT INFORMATION

M. Deborah Millette, MPH  
Millette60@gmail.com  
mmillet@emory.edu  
Department of Environmental Health, Second Floor CNR Building  
(770) 313-6626  
Office hours by appointment

Teaching Assistant: Shaiana Oliveira  
Shaiana.Oliveira@emory.edu  
Office hours by appointment

## BRIEF COURSE DESCRIPTION

Presents an overview of professional, organizational, and administrative issues in the practice of environmental and occupational health. Topics include the practice of food safety, water safety including wastewater and recreational water, pest management and vector-borne disease control, housing, and sanitation, as well as, occupational health settings, program design in industry, and employee assistance programs. The focus of the class is on practical program, community, and ethics issues. Students participate in DeKalb County Division of Environmental Health inspections and in hands-on community projects.
MPH/MSPH FOUNDATIONAL COMPETENCIES

4. Interpret results of data analysis for public health research, policy or practice
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
10. Explain basic principles and tools of budget and resource management
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

CONCENTRATION COMPETENCIES

1. Describe major environmental risks to human health ranging from the local to the global scale
5. Explain major policy issues in environmental health

COURSE LEARNING OBJECTIVES

1. Students will demonstrate ability to explore aspects of environmental and occupational health practice in depth by completion of class assignments.
2. Students will demonstrate an understanding of environmental or occupational health practice issues by participation in class discussions, responding to assignment questions, participating in a community environmental health or occupational health program project, and by subsequent discussion and presentation of experiences or analysis.
3. Students will accompany a county health inspector on an inspection visit to assess sanitary conditions and compliance with regulations and prepare a report on that visit.
4. Students will demonstrate ability to communicate issues in occupational and environmental health practice by presenting their projects to the class at the end of the semester.
EVALUATION

Assignments: 60%
Project Report: 25%
Presentation of project: 10%
Class participation: 5%

GENERAL INFORMATION

Time: Monday, 1:00 PM – 2:50 PM
Location: Grace Crum Rollins, Room P39
Credit: 2 credit hours

COURSE STRUCTURE

Student competency in the following areas will be assessed by means of homework assignments:

4. Interpret results of data analysis for public health research, policy or practice
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

Student competency in the following areas will be assessed by means of a final paper and presentation:

19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
18. Select communication strategies for different audiences and sectors

Student competency in the following areas will be assessed by means of class discussion:

10. Explain basic principles and tools of budget and resource management
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
18. Select communication strategies for different audiences and sectors
COURSE POLICIES

Text and Readings will be posted on Canvas


Course Outline

The class will include guest speakers who will present in their specific areas of expertise.

Many classes rely upon guest speakers. The topic for any of the classes may change depending upon the availability of the speakers. I will try to let you know of the change as soon in advance as possible.

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Equity and Inclusion, 404-727-9877

Homework

Homework will be posted on Canvas and is due on the posted date. If you cannot turn your homework assignment in on time, contact the instructor prior to the due date and you may be granted an extension. Unexcused assignments will lose 10% per day.

Class Projects

County Health Inspection Walk-through Visit and Report

- Students will choose from a list of opportunities for accompanying a county health inspector on an inspection visit, will bring writing materials and will dress appropriately including personal protective equipment as advised by the inspector.
- Students will include some or all of the following in their reports:
  - Date, time, and location of visit, reason for inspection, including specific complaint if visit is in response to complaint; description of facility operations, including type of facility and major functions of facility; identification of possible exposures and hazards present at the location; method of communication of exposures and hazards to workers and other affected individuals; written policies and procedures for safety / exposure prevention, as many as apply; and implementation of prevention policies actually in place at facility

  Suggested length of report: 1-2 pages
**Community Project**

Complete or contribute to a **community project** related to occupational health or environmental health.

- If you know of a community group, corporation, or agency that could use some help with a project, contact that organization to find out the scope of needs. The names of groups which past students have worked with will be distributed by the instructor and can be found in Canvas. Contact instructor to discuss project and generate plan for project.

- Students are expected to spend 16-24 hours on-site at the community group, corporation, or agency, performing practical work which contributes directly to the success of the project.

Students will submit a **summary paper** and will deliver a **presentation** of their findings to the class. The **paper**, the **presentation**, and the **quality of the presentation** will be graded.

**Project Summary Paper**

- Project summary papers should be at least 8 pages in length (not including reference section), double-spaced, 12-point font, submitted in a Word or PDF document, and should include the following sections:
  - Title page
  - Description of organization
  - Need for project
  - Project plan to meet organization’s need
  - Summary of experiences at organization, including lessons learned
  - Outcome of project
  - References (background, similar projects at other organizations, etc.)

- Use a standard style for references.

  - Hand your paper in on time. If you need more time, please make arrangements with the instructor prior to the day on which the papers are due. Late papers without extension approved by an instructor will lose 10% for each late day.

  - If you would like the instructor to read a draft of your paper and give comments, the instructor is willing and available. Please get your paper to the instructor 3 weeks before it is due to give you plenty of time to make revisions and hand in your paper on time.
Presentation of Class Project

- Use PowerPoint for slides (exceptions can be made with permission of instructor)

- **Print 2 handouts for instructor of the presentation**

- **Complete your presentations within the time allowed.** The instructor will specify the amount of time available. Ask for questions and comments at the end of your presentations (question and comment time is “free,” and isn’t charged to the time limit for your presentation). You will lose points if your presentation goes over the time limit.

- Make your presentations lively and interesting
  - Include some background and history.
  - Tell stories if you have them.
  - Tell the class about your project. Be conversational. Expand on particularly interesting points.
  - Use key words rather than sentences or blocks of text in your slides whenever possible (full sentences and blocks of text may be appropriate under some circumstances).

- Offer your opinions on why you (or the organization) were successful or unsuccessful in fulfilling the goals of the project.

- Groups of students working together on a project will prepare separate project reports, PowerPoint presentations, and presentation handouts
  - Each student’s project report will address aspects of the project that are significant and separate from the aspects addressed by other students in the group
  - All students working on the same project will approach the podium together for their presentations. All students will remain at the podium while all students present. All students will remain at the podium for questions and comments after all students have presented.
  - Each student will prepare separate PowerPoint slides. However, transition from one student to the next may be smoother if all of the slides are combined into one presentation or if each student puts his or her presentation on the desktop for easy access when transitioning from one student presenter to the next.

If you would like the instructor to preview your presentation and give comments, the instructor is available. Please contact the instructor to arrange a convenient time 2-3 weeks before your presentation.
RSPH POLICIES

Accessibility and Accommodations

Accessibility Services works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact the Office of Accessibility Services (OAS). It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Students who registered with OAS and have a letter outlining their academic accommodations are strongly encouraged to coordinate a meeting time with me to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible.

Contact Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the OAS website at http://equityandinclusion.emory.edu/access/students/index.html

Honor Code

You are bound by Emory University’s Student Honor and Conduct Code. RSPH requires that all material submitted by a student fulfilling his or her academic course of study must be the original work of the student. Violations of academic honor include any action by a student indicating dishonesty or a lack of integrity in academic ethics. Academic dishonesty refers to cheating, plagiarizing, assisting other students without authorization, lying, tampering, or stealing in performing any academic work, and will not be tolerated under any circumstances.

The RSPH Honor Code states: “Plagiarism is the act of presenting as one’s own work the expression, words, or ideas of another person whether published or unpublished (including the work of another student). A writer’s work should be regarded as his/her own property.” (http://www.sph.emory.edu/cms/current_students/enrollment_services/honor_code.html)
**Course Calendar and Outline**

Many classes rely upon guest speakers. The topic for any of the classes may change depending upon the availability of the speakers. I will try to let you know of the change as soon in advance as possible.

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<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Instructor</th>
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<tr>
<td>January 14</td>
<td>Introduction to Environmental and Occupational Health Practice</td>
<td>Goals and Objectives&lt;br&gt;Introduction to student projects and inspection visits&lt;br&gt;Opportunities at DeKalb County Board of Health</td>
<td>M. Deborah Millette, MPH&lt;br&gt;Allen Gaines, Environmental Health Department Manager, Division of Environmental Health, DeKalb County Board of Health</td>
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<tr>
<td>January 21</td>
<td>MLK Holiday</td>
<td>No Class</td>
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<tr>
<td>January 28</td>
<td>Environmental Health Practice</td>
<td>Introduction to Environmental and Occupational Health Practice&lt;br&gt;Opportunities at Greening Youth Foundation</td>
<td>M. Deborah Millette, MPH&lt;br&gt;Christine Louis-Jacques Project Manager Greening Youth Foundation 50 Hurt Plaza SE, Suite 980 Atlanta, GA 30303</td>
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<td>February 4</td>
<td>Environmental Health Practice</td>
<td>Food Safety / Disease Vectors</td>
<td>Vince Radke, MPH, RS, CP-FS, DAAS, CPH, Centers for Disease Control and Prevention, National Center for Environmental Health, Environmental Health Services Branch, Retired</td>
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<td>February 11</td>
<td>Occupational and Environmental Health Practice</td>
<td>Environmental Sustainability&lt;br&gt;Delta Air Lines</td>
<td>Steve Tochilin, MPH, MBA General Manager, Environmental Sustainability Delta Air Lines</td>
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<td>February 18</td>
<td>Environmental Health Practice</td>
<td>Drinking Water, Waste Water, Recreational Water</td>
<td>CDR Jasen Kunz, MPH, REHS, Centers for Disease Control and Prevention, National Center for Environmental Health, Environmental Health Services Branch</td>
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<td>Date</td>
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<td>Description</td>
<td>Speaker/Instructor</td>
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<td>February 25</td>
<td>Occupational Health Practice</td>
<td>Total Worker Health®</td>
<td>Casey Chosewood, MD, MPH, Director, Office for Total Worker Health® National Institute for Occupational Safety and Health NIOSH) Centers for Disease Control and Prevention (CDC)</td>
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<td>March 4</td>
<td>Occupational Health Practice</td>
<td>Industrial Hygiene Practice / Case Studies Forensic EH and OH Practice;</td>
<td>Eva Ewing, CIH, Senior Industrial Hygienist, Compass Environmental, Inc. James R. Millette, PhD, Senior Research Director, Millette Technical Consulting</td>
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<td>March 11-15</td>
<td>Spring Break</td>
<td>No Class</td>
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<td>March 18</td>
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<td>Environmental Health in Emergencies</td>
<td>TBD</td>
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<td>March 25</td>
<td>Environmental Health Practice</td>
<td>Vector Control, Integrated Pest Management</td>
<td>TBD</td>
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<td>April 1</td>
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<td>Ethics in Environmental Health</td>
<td>TBD</td>
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<td>April 8</td>
<td>Environmental/Occupational Health Practice</td>
<td>Working with Individuals and Communities</td>
<td>TBD</td>
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<td>April 15</td>
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<td>Presentation of class projects;</td>
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<td>April 22</td>
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<td>Presentation of class projects;</td>
<td>Last Class Paper Due</td>
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<td>April 29</td>
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