ENVIRONMENTAL and OCCUPATIONAL HEALTH PRACTICE
EH 550
Fall 2016

DEPARTMENT: Environmental Health
COURSE NUMBER: EH 550    SECTION NUMBER: 000    SEMESTER: Fall 2016
CREDIT HOURS: 2
COURSE TITLE: Environmental and Occupational Health Practice

INSTRUCTOR NAMES AND CONTACT INFORMATION
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BRIEF COURSE DESCRIPTION
Presents an overview of professional, organizational, and administrative issues in the practice of environmental and occupational health. Topics include the practice food safety, water safety including wastewater and recreational water, pest management and vector-borne disease control, housing, and sanitation, as well as, program design in industry, worker's compensation, drug screening, and employee assistance programs. The focus of the class is on practical program, community, and ethical issues. Students participate in Dekalb County Division of Environmental Health inspections and in hands-on community projects.

LIST SCHOOL LEVEL, DEPARTMENT, AND/ OR PROGRAM COMPETENCIES

- Apply skills and knowledge in public health setting(s) through planned and supervised experience(s) related to professional career developments.
- Explain major policy issues in environmental health including regulatory frameworks.
- Apply principles of ethical conduct to public health practice.
- Describe occupational and environmental conditions, including biological, physical and chemical factors, which affect the health of individuals, communities and populations.
- Develop the capacity for lifelong learning in public health.
- Provide critical analysis of lessons to be learned from the past and present.
- Apply the principles of epidemiology to assess health effects of environmental exposures.
LIST LEARNING OBJECTIVES ASSOCIATED WITH THE COMPETENCIES

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: 25%
Project Report: 25%
Presentation of class project: 25%
County health inspection report: 15%
Class participation: 10%

GENERAL INFORMATION

Time: Monday, 1:00 PM – 2:50 AM
Location: Grace Crum Rollins, Room P53
Credit: 2 credit hours

ACADEMIC HONOR CODE

The RSPH requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student.
Text and Readings (posted on Blackboard)


Evaluation

Homework 25%
Paper on community project: 25%
Presentation of class project 25%
County health inspection report 15%
Class participation: 10%

Course Outline and Readings

Guest faculty will present in 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.

Homework

Homework will be posted on Blackboard 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 Project

Community Project

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

- If you know of a corporation or agency that could use some help with a project, contact that organization to find out scope of needs. Contact instructor to discuss project and generate plan for project.

- Students are expected to spend 16-24 hours on-site at the corporation or agency, performing practical work which contributes directly to the success of the project.
• Project summary should include the following sections
  o Title page
  o Description of organization
  o Need for project
  o Project plan to meet organization’s need
  o Summary of experiences at organization, including lessons learned
  o Outcome of project
  o References (background, similar projects at other organizations, etc.)

• Project summaries should be at least 8 pages in length, double-spaced, 12-point font, not including reference section

• Use a standard style for references.

A grade of 100% will be awarded to papers that are excellent in all of the below areas. Points may be subtracted for deficits in any of the areas below
  o Choose a topic in which you have genuine interest, and communicate that interest in your paper.
  o Give your paper structure. Organize your material so that each topic follows the previous topic with as natural a transition as possible, and so that your paper hangs together in a cohesive way.
  o Use correct grammar.
  o Use standard style for references
  o Use appropriate sections and sub-headings to make your paper more clear and readable
  o Hand your paper in on time. If you need more time, please make arrangements with the instructor (s) 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(s) 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.

County Health Inspection Walk-through Visit and Report
  o Students will choose from a list of opportunities for accompanying a county health inspector on an inspection visit,
  o The student will bring writing materials and will dress appropriately including personal protective equipment as advised by the inspector.
  o 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
- Implementation of prevention policies actually in place at facility
  - Suggested length of report: 1-2 pages

**Presentation of Class Project**

- Use PowerPoint for slides (exceptions can be made with permission of instructor)
- Print handouts for instructor from PowerPoint
- 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.

- Make your presentations lively and interesting

- You must plan to complete your presentations within the time allotted (5 - 8 minutes). You will lose points for presentations that go over the allotted time.

A grade of 100% will be awarded to presentations that are excellent in all of the below areas. Points may be subtracted for deficits in any of the areas below.

- 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 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.

Organize your material so that each topic follows the previous topic with as natural a transition as possible, and so that your entire presentation hangs together in a cohesive way. When discussing a slide, highlight the most important points.

Make your slides visually appealing.
- Most slides with 6 bullet points or fewer.
- Bullet points should usually be a few words. Use complete sentences in a bullet point only when necessary to convey the point (e.g. quotations, key teaching points)

Use conversational tone and vocal emphasis. Avoid monotone. The idea is for you to be truly interested in your topic, and to communicate that interest to the class.

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).

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.

Class Participation

Class participation is a critical part of this class. In your professional life, you will be asked to provide your opinion, defend your position, ask questions to obtain or clarify information, and contribute as a team member. Every person in the class is expected to participate in class discussions.