ENVIRONMENTAL HEALTH PRACTICE
EH 550
Fall 2014

DEPARTMENT: Environmental Health

INSTRUCTOR NAMES AND CONTACT INFORMATION
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BRIEF COURSE DESCRIPTION
Presents an overview of professional, organizational and administrative issues in environmental and occupational health practice. Topics include program design in industry, worker’s compensation, drug screening, employee assistance programs, ethical issues, food safety, water safety including wastewater and recreational water, pest management and vector-borne disease control, housing, and sanitation. Students participate in Department of Public Health inspections and in real-world 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 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 an aspect of occupational or environmental health practice in depth by completion of a class project.
2. Students will demonstrate consideration of ethical issues by participation in class discussions on ethics, by responding to examination questions on ethics, by considering ethical issues in a presentation workshop, and by subsequent discussion of community experiences.
3. Students will accompany a county health inspector on an inspection visit to assess compliance with sanitary standards, 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

Mid-term examination: 35%
County health inspection report 20%
Paper or project: 30%
Presentation of class project 10%
Class participation: 5%

GENERAL INFORMATION

Time: Monday, 1:00 PM – 2:50 AM
Location: TBD
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.
Guest faculty will present in specific areas of expertise.

**Text and Readings (posted on Blackboard)**

  - ISBN Number: 0-7879-7383-1
- Additional readings assigned for individual classes.

**Evaluation**

- Mid-term examination: 35%
- County health inspection report: 20%
- Paper or project: 30%
- Presentation of class project: 10%
- Class participation: 5%

**County Health Inspection or OSHA Workplace Walk-through Visit and Report**

- Students will choose from a list of opportunities for accompanying a county health inspector on an inspection visit, or for accompanying an OSHA inspector on a workplace walk-through
  - The student 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 exposure prevention, as many as apply
    - Surveillance
    - Substitution
    - Engineering controls
    - Administrative controls
    - Personal protective equipment
    - Training and education
  - Implementation of prevention policies actually in place at facility
  - Students choosing a workplace walk-through with an OSHA inspector will use an expanded checklist, available from the instructor
- Suggested length of report: 1-2 pages
Class Project

Students may meet the class project requirement in one of two ways:

- Write a literature review and analysis on a topic related to occupational health or environmental health, or
- Complete or contribute to a community project related to occupational health or environmental health.

Literature Review and Analysis

- The topic of the paper must be approved by one of the instructors.
- Papers should be 12 – 15 pages in length, double-spaced, 12-point font, not including reference section
- Include the following sections
  - Title Page
  - Introduction
  - Separate sections for each content area, identified by section title or heading
  - Conclusion
  - References (at least 10) from peer-reviewed journals. Footnotes in text should reference these journal citations
- The goal of this project is to analyze the literature. The analysis should be more substantial than a basic summary of the literature.
  - You can identify content as your opinion and your original analysis in a number of ways, including …
    - By starting the sentence with “In my opinion,”
    - By creating a separate section with a title something like Analysis of Opposing Views (if presenting someone else’s analysis of opposing views, please give credit to that author in the usual way; in this case, you could say something like “Smith says ___ about Jones’ opinion as opposed to Brown’s opinion. Smith’s preference for Jones’ viewpoint appears to be well supported because … “)
    - By creating a section of Recommendations based on your conclusions after reading the various proposals for managing a particular issue or situation, with explanation of your reasons for making the recommendations that you do.
- Use a standard style for references. Use of EndNote for organizing your references and citing references in your paper is highly encouraged, and will be rewarded with bonus points. If you plan on publishing in the social science literature, you might want to use the American Psychological Association (APA) format. If you plan on publishing in the general medical literature, the Annals of Internal Medicine style or other respected medical journal style might be more useful. Styles can be designated by navigating to Style Manager under Output Styles in the File menu within the EndNote program EndNote is easy to learn, and the Health Sciences Library staff is very helpful to new EndNote users. You will thank yourselves for learning to use this program. The Health Sciences Library offers good training classes on EndNote.

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
Choose a topic in which you have genuine interest, and communicate that interest in your paper.

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.

Use correct grammar.

Use standard style for references, as above

Use appropriate sections and sub-headings to make your paper more clear and readable

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.

Community Project

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.

On occasion, some of the 16-24 hours may not need to be spent on-site. However, this time should be spent performing practical work (e.g. compiling and analyzing data, preparing a document to be used by the corporation or agency), and not on reading or writing the project summary required for class.

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

Project summary 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. See above.

Grading – please see above.

Presentation of Class Project

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

Print handouts for class and 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**
  - Tell the class about your project. Be conversational. Expand on particularly interesting points. You may wish to read from your slides occasionally, but do so infrequently and only for emphasis.
  - 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. If positions taken by authors in the literature disagree, analyze those positions and tell the class why you think one author’s position could be favored over another author’s position.

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

- **Consider copying your presentation to the “N” drive, and bringing your presentation on a CD as backup.** Having all presentations on the “N” drive makes transition from one presentation to the next a bit quicker.

- **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
  - 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.
  - Make your slides visually appealing.
    - Most slides with 6 bullet points or fewer. A few slides intended to serve as reference material can have >6 bullet points.
    - 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)
  - When discussing a slide, highlight the most important points.
    - Read from slide infrequently, and only for emphasis. Avoid reading every bullet point on every slide to the class.
    - Build on words in bullet points, elaborating and explaining concepts
  - 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.
  - Prepare a handout for each student and for the instructor. Typically the handout is printed directly from PowerPoint.
  - 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.

Course Outline and Readings

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

9/8/2014 Introduction to Environmental and Occupational Health Practice
Instructor: Moorhead/Millette/Cira/Brown/Jones
Review of Goals and Objectives of EH 550
Introduction to student projects and inspection visits
Opportunities at DeKalb County Board of Health
    Ryan Cira, MPH
    Environmental Health Manager
    DeKalb County Board of Health
Opportunities at Greening Youth Foundation
    Latriecia Brown
Opportunities in Industrial Hygiene
    Harry M. Jones, MS, CIH, CSP

Reading Assignment
None

9/15/2014 Introduction to Occupational Health Practice
Instructor: Moorhead
Historical Overview of Occupational Health
Elements of a Comprehensive Occupational Health Program
Occupational Medicine
    Overview of Occupational Diseases

Reading Assignment
Back on Track - Article on Blackboard
9/22/2014  Introduction to Occupational Health Practice –
Hierarchy of strategies for employee protection
Occupational Health in the developing world
Workers’ Compensation
Return-to-Work (RTW)
Decision making
Occupational Injuries
Drug Testing
Americans with Disabilities Act

Instructor: Moorhead

Reading Assignment

9/29/2014  Introduction to Occupational Health Practice –
Midterm Introduction –
   Instructor - Moorhead
Industrial Hygiene –
   Instructor - Harry M. Jones, Institutional Safety Officer, Morehouse School of Medicine

10/6/2014  Environmental Health Practice – Introduction to EH Practice
   Instructor: Millette

Reading Assignment
Articles in the folder Introduction under Environmental Health folder in Blackboard

10/13/2014  Fall Break - No Class

10/20/2014  Environmental Health Practice – Water, Wastewater, Recreational Water
   Instructor: Millette

Reading Assignment
Articles in the folder Water under Environmental Health folder in Blackboard
10/27/2014  Environmental Health Practice – Food Safety and Environmental Antecedents to Food borne Disease Outbreaks
  Instructor: Millette

Reading Assignment
Articles in the Food folder under Environmental Health folder in Blackboard

  Instructor: Millette

Reading Assignment
Articles in the Vectors and Emergency Response folders under Environmental Health folder in Blackboard

11/10/2014  Midterm exam

11/17/2014  Introduction to Occupational Health Practice - Midterm Review,
  Instructor: Moorhead
Ethics in Environmental and Occupational Health Practice
  John Banja, Ph.D.
  Professor of Rehabilitation Medicine
  Medical Ethicist, Center for Ethics
  Emory University

Media Assignment
Watch documentary "Food, Inc." This documentary DVD is widely available for rental (Netflix, Blockbuster, etc.)

11/24/2014  Environmental Health Practice – Community Communication Topics / Healthy Homes/ Healthy Community Design/ Midterm Review
  Instructor: Millette

Reading Assignment
Articles in the Healthy Homes and Healthy Community Design folders under Environmental Health folder in Blackboard

12/1/2014  Environmental Health Practice – Forensic Environmental Practice/ Community Communication Topics
  Instructor: Millette

Reading Assignment
TBD – Assigned readings can be found on Blackboard
12/8/2014  Presentation of class projects
           Instructors: Moorhead / Millette

12/15/2014  Presentation of class projects
           Instructors: Moorhead / Millette