

**Division of Occupational and Environmental Health
Graduate School of Public Health
College of Health and Human Services
San Diego State University**

PH 304: ENVIRONMENTAL IN PUBLIC HEALTH

Spring 2007

TIME/PLACE: Mon. 19:00-21:40; AL101

INSTRUCTOR: Teresa Dodd-Butera **OFFICE:** HT 105; **PHONE:**(619) 995-4057;

OFFICE HOURS: Mon: Noon-1:30pm; Thurs: 2:15pm-3:45pm

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OBJECTIVES:

Students who successfully complete this course should be able to:

1. Explain the impact of human activities, toxic chemicals, climate, and pollution on global environmental and public health.
2. Demonstrate a basic understanding of the definition of environmental health and the scope of public health measures that are needed in the present and future.
3. Apply principles of environmental health in case studies and class discussions.
4. Participate in a group project and presentation of a selected environmental issue and lead a discussion on possible solutions using public health measures.
5. Demonstrate the ability to research and evaluate literature on environmental health in the context of public health and present scholarly ideas through effective oral and written communication.

TOPICS TO BE COVERED: See schedule.

BLACKBOARD: Syllabus, class presentations, and assignments will be posted on Blackboard.

READING: Environmental Health, Hilgenkamp Kathryn. Jones and Bartlett Publishers, 2006; and readings posted on Blackboard.

ASSIGNMENTS AND GRADING: Final course grade will be based on the following:

1. Examinations (2 @ 20% each)
2. Class assignments (10%). Includes Journal Reviews (see next page) and reports on current environmental issues.
3. Group presentation to class (20%);See attached;Must obtain approval of topic; Public Health in Action Project: (10%)
4. Regular attendance and class participation (20%)

Schedule of PH Topics, Reading, and Assignment Due Dates - as of 1/22/07

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Recommended Reading and Other Assignment Due Dates</i>
1	1/22/07	Overview/Introduction (Teresa Dodd Butera)	Syllabus
2	1/29	Humans and Global Environmental Issues Film: Global Warming	Chapter 2,3;
3	2/5	Environmental Toxicology	Chapter 5; Blackboard articles on Dioxin, Mercury, Arsenic
4	2/12	Air Pollution	CHAPTER 8
5	2/19	Water Pollution	Chapter 9
7	2/26	EXAM I	
8	3/5	Soil and Land Pollution; Film: "Toxic Neighborhoods?"	Chapter 10; Love Canal and other environmental events (You can All students need to have indicated the specific topic they have group presentation.
	3/12	Indoor Health Public Health in Action Project Discussion	CHAPTER 13 Blackboard articles: Indoor Environment, Pediatric Poisoning, Child
9	3/19	HazMat and Disaster Preparedness; Biological, Chemical, and Radiation poisoning "The Dirty Bomb"	Chapter 18
10	3/26	SPRING BREAK	
11	4/2	Environmental Health and future of Public Health Measures; Discussion of Public Health in Action projects	Chapter 19; Environmental Justice articles
12	4/9	Meeting for group project	
13	4/16	Student class presentations	
14	4/23	Student class presentations	
15	5/1	Student class presentations	

Final May 14; 7-9pm

Group presentations: Students are to work in small groups to gather information and then present to the class, during the last 3 class sessions in a 30 minute time slot (this includes allotting time for questions). Students are to: identify a **SPECIFIC** environmental issue that impacts public health (not tackle the entire global warming problem, for example); describe the affects to both the environment and human health (you may include impacts on species and financial burdens along with these); explain what is currently being done in order to mitigate this issue; offer other solutions that you have found and why you think these would be beneficial; describe prevention strategies and programs. Public Health in Action Project: Take one aspect of this presentation and educate a group in the community or on campus about the issue. This might include a recycling project, public health education pamphlet, resources for teachers or daycare centers, etc. We will give further examples of this during our classroom discussions prior to your presentation.

