# Course Syllabus

**Jump to Today**    ✎ Edit

## COURSE DETAILS

## Meetings Times & Location

- Asynchronous Content on Tuesdays (no set meeting time)
- Synchronous via ZOOM on Thursdays from 10:30 am - 11:50 pm
  - Zoom link: **https://washington.zoom.us/j/98564694756?pwd=QnZSZ1phNVNEbEtjbEFWVWxMaGFFdz09** ⤷ **(https://washington.zoom.us/j/98564694756?pwd=QnZSZ1phNVNEbEtjbEFWVWxMaGFFdz09)**
  - Zoom passcode: 111SPR24

## Course Description

This course is an introduction to environmental health concepts in a 3-credit course. It examines current events to illustrate and better appreciate the relationship between environment and health. It also explores whether an environmental condition is an important threat to health. Through foundational content and guest lectures, this course emphasizes the connection to public health practice, environmental justice, and the role environmental public health professionals play in keeping communities safe.

No textbook is required. Required readings are available under Modules. If you have an emerging or unique issue requiring you to miss 2+ consecutive classes or submit an assignment on time, please use our **Special Request Form** ⤷ **(https://docs.google.com/forms/d/e/1FAIpQLSd3atJalET1fNcx_X2ydShbKD2fqKKDRFewe96OWO3ktVbIgA/viewform?usp=sf_link)** to communicate with the teaching team before it is due.

## Your Instructional Team

**Emily Hovis** (she/her)

*DEOHS Assistant Teaching Professor*

*ehovis@uw.edu*

*Office Hours by Appointment*

**Ikwon Jin**

*Teaching Assistant & Current DEOHS MS Student*

*ijin@uw.edu (mailto:ijin@uw.edu)*

*Office Hours by Appointment*

## LEARNING GOALS

Upon completion of this course, students should be able to:

1. Identify major current and historic environmental health hazards.
2. Describe the various approaches to identifying and studying these hazards.
3. Describe the various exposure pathways and routes of human exposure to environmental hazards.
4. Describe the various approaches to link environmental exposures to human health effects.
5. Describe the major agencies, programs, and organizations involved in environmental and occupational health protection.
6. Describe the major public health policies that have been established to protect humans from exposure to environmental and occupational hazards.

## GRADING/ASSESSMENT OF LEARNING

Activities must be submitted on Canvas by the specified due date. Any exceptions should be communicated in advance to the teaching team through Disability Resources for Students (DRS) or the **Special Request Form** ⤷ **(https://docs.google.com/forms/d/e/1FAIpQLSd3atJalET1fNcx_X2ydShbKD2fqKKDRFewe96OWO3ktVbIgA/viewform? usp=sf_link)** (see above). At the end of the term, your final grade will be determined based on the weighted cumulative score of all assignments. Please ensure you manage your time effectively to meet all course requirements.

# Asynchronous Class Assignments [20%]

Active participation in asynchronous classes is required to help students engage with and retain the recorded lecture material. To encourage you to rest and recover from a potential illness experienced during the quarter, I will drop your two lowest grades in this assignment category. Below are descriptions of the most common assignments in this category:

## 📖 Quick-Writes

Students will individually complete Canvas-administered "quick-writes" based on the day's topic. These are generally short answer responses (1-2 sentences/question) entered into Canvas while watching the asynchronous lecture.

***Credit/no credit. 10 points per quick-write.***

## Discussion Posts

Occasionally, students will be prompted to post on a Canvas discussion board before class. Our first discussion post assignment will occur during the first week of class so we can all get introduced to each other in this online setting. Discussion posts will also be used when we have guest lecturers who will be joining us during synchronous instruction days.

***Credit/no-credit. 10 points per post.***

# Synchronous Class Assignments [20%]

Active participation in synchronous classes is required to help students engage with and retain the course material. Most synchronous classes will include active learning through group discussions or activities. To encourage you to rest and recover from a potential illness experienced during the quarter, I will drop your two lowest grades in this assignment category. Below are descriptions of the most common assignments in this category:

## Reading Checks

Students are required to complete a short "open-book" multiple-choice reading check before coming to most synchronous classes. The checks ensure students have viewed the pre-class material, so all are prepared to participate during in-class activities.

***Graded. 5 points per check.***

## Learning Group Activities

Students will form learning groups that meet in class throughout the quarter.  Learning groups are designed to help students engage in discussions, case studies, and other learning activities. Groups will turn in a written assignment documenting their discussion at the end of class. Each member of the group should participate in these discussions and contribute. To encourage you to come to class and participate in the group discussions, there will be a 50% penalty for independent submissions of LGAs for students with unexcused absences.

***Credit/no-credit. 10 points per activity.***

# Module Quizzes [30%]

These quizzes are available through Canvas and will cover key content from the module readings, lectures, activities, and discussions. These open-book multiple-choice quizzes are designed to keep you engaged in the material and to help you (and us!) assess whether you are learning as you go. Although you are encouraged to use your class materials to help answer these questions, you must complete these independently. I will drop your lowest quiz grade in this assignment category.

***Graded. 20 points per quiz.***

# Synthesis Assignments [30%]

## Elevator Pitch

Early in the quarter, students will record an **elevator pitch (https://canvas.uw.edu/courses/1696469/assignments/8914882)** that describes what environmental health is and why we should care about it. Students will reflect on their elevator pitches later in class.

*Graded. 10 points.*

## Infographic or Blog

Toward the middle of the quarter, students will create an **infographic or blog post ($CANVAS_OBJECT_REFERENCE$/assignments/g63264bdbe91f8f6e7bbd929cbcf59c95)** on an environmental health subject of their choice. Students will then view and **provide comments on peer submissions (https://canvas.uw.edu/courses/1719020/assignments/9126575)** based on course learnings.

*Graded. 20 points.*

## Public Comment

Later in the quarter, students will write a **public comment (https://canvas.uw.edu/courses/1696469/assignments/8914895)** on a recent environmental health policy (law or regulation) that was considered. Public comment is one part of the rule-making process, where agencies request public input on community impacts of the proposed legislation.

*Graded. 10 points.*

A 4.0 scale will be calculated using the following conversion:

*Table 1. 4.0 Scale to Percentage Conversion*

| 4.0 Scale | Percentage | 4.0 Scale | Percentage | 4.0 Scale | Percentage |
|-----------|-----------|-----------|-----------|-----------|-----------|
| 4.0 | ≥98.0% | 2.8 | ≥84.2% | 1.6 | ≥70.4% |
| 3.9 | ≥96.8% | 2.7 | ≥83.0% | 1.5 | ≥69.2% |
| 3.8 | ≥95.7% | 2.6 | ≥81.9% | 1.4 | ≥68.1% |
| 3.7 | ≥94.5% | 2.5 | ≥80.7% | 1.3 | ≥66.9% |
| 3.6 | ≥93.4% | 2.4 | ≥79.6% | 1.2 | ≥65.8% |
| 3.5 | ≥92.2% | 2.3 | ≥78.4% | 1.1 | ≥64.6% |

| 3.4 | ≥91.1% | 2.2 | ≥77.3% | 1.0 | ≥63.5% |
|-----|--------|-----|--------|-----|--------|
| 3.3 | ≥89.9% | 2.1 | ≥76.1% | 0.9 | ≥62.3% |
| 3.2 | ≥88.8% | 2.0 | ≥75.0% | 0.8 | ≥61.2% |
| 3.1 | ≥87.6% | 1.9 | ≥73.8% | 0.7 | ≥60.0% |
| 3.0 | ≥86.5% | 1.8 | ≥72.7% | 0.0 | <60.0% |
| 2.9 | ≥85.3% | 1.7 | ≥71.5% |     |        |

# TENTATIVE SCHEDULE

**Disclaimer**: Below is a rough outline of Canvas content and in-class activities. The syllabus, readings, and/or lecture schedule are all subject to change. Any changes will be announced in class and posted as an announcement on Canvas.

| WEEK | DAY | DATE | SUBJECT AREA |
|------|-----|------|--------------|
| 1 | 1 | 3/26 | **Course Introduction & Fundamentals of Environmental Health (Asynchronous)** |
|   | 2 | 3/28 | **EPH Practice & Environmental Justice (Synchronous via Zoom)** |
| 2 | 3 | 4/2 | **Hazards & Risks (Asynchronous)** |
|   | 4 | 4/4 | **Climate & Health (Synchronous via Zoom)** |
| 3 | 5 | 4/9 | **Introduction to Chemical Hazards (Asynchronous)** |
|   | 6 | 4/11 | **Heavy Metals with Eddie (Synchronous via Zoom)** |
| 4 | 7 | 4/16 | **Pesticides with Pablo & Elizabeth (Asynchronous** |

| | 8 | 4/18 | **Synthetic Industrial Chemicals with Eddie (Synchronous via Zoom)** |
|---|---|---|---|
| **5** | 9 | 4/23 | **Introduction to Biological Hazards & Waterborne Pathogens (Asynchronous)** |
| | 10 | 4/25 | **Foodborne Pathogens (Synchronous via Zoom)** |
| **6** | 11 | 4/30 | **Zoonotic Diseases & Vectorborne Pathogens with Marguerite (Asynchronous)** |
| | 12 | 5/2 | **Airborne Pathogens & Legionella Mock Outbreak Investigation (Synchronous via Zoom)** |
| **7** | 13 | 5/7 | **Introduction to Physical Hazards (Asynchronous)** |
| | 14 | 5/9 | **"Natural" Hazards with Resham (Synchronous via Zoom)** |
| **8** | 15 | 5/14 | **Extreme Heat & Risk Communication (Asynchronous)** |
| | 16 | 5/16 | **Radiation with Dr. Sheldwin (Synchronous via Zoom)** |
| **9** | 17 | 5/21 | **Introductions to Psychosocial Hazards (Asynchronous)** |
| | 18 | 5/23 | **A Case Study in Psychosocial Hazards  (Synchronous via Zoom)** |
| **10** | 19 | 5/28 | **Shifting from Disasters to Resilience (Asynchronous)** |
| | 20 | 5/30 | **Career Panel & Course Wrap-Up (Synchronous via Zoom)** |
| **11 - FINALS WEEK** | | | **Finals Week** |

# COURSE POLICIES

**Disclaimer:** The course policies below are all subject to change, up until the start of the quarter.

# Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, unauthorized use of artificial intelligence (AI) tools, and other misconduct are serious violations of the University of Washington **Student Conduct Code (WAC 478-121)** ⤷ **(https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121)** . We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington **Community Standards and Student Conduct** ⤷ **(https://www.washington.edu/cssc/)** .

# Access & Accommodation

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.

# Use of Generative Artificial Intelligence in Coursework

We recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool. Here is an example of appropriate attribution language: 'The author generated this text in part with AI tools. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication.'

# Bias Concerns

The Office of the Dean has a **student concern policy** ⤷ **(https://sph.washington.edu/students/student-concern-policy)** , a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email **dcinfo@uw.edu (mailto:dcinfo@uw.edu)** for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link **https://sph.washington.edu/about/diversity/bias-concerns** ⤷ **(https://sph.washington.edu/about/diversity/bias-concerns)** . Data is collected by the Assistant Dean for EDI and

the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

# Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance ourselves from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

We have the privilege of learning together and we have a responsibility to engage in dialogue in a way that supports learning for all of us. Here are some practices we as learning community members can strive to use in our learning process:

- My own viewpoint is important—share it.  It will enrich others.
- My students' and colleagues' viewpoints are important—listen to them.  Do not judge them.
- Extend the same listening respect to others I would wish them to extend to me.  We all have room to grow to become better listeners in non-judgmental ways.
- Recognize that I might miss things others see and see things others might miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Ask questions when I don't understand something.
- Surface my feelings in such a way that we make it easier for others to surface theirs.
- Test my assumptions about how and why people say or do things.
- Challenge what was said or done, rather than make assumptions about the individual.
- Beware of either-or thinking.
- Be willing to take risks in moving outside my comfort zones.
- Affirm others.

# Illness Protocols and Safety

If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email. UW Environmental Health & Safety recommends that you wear a well fitting mask while you are symptomatic

Additional recommendations include getting your **annual flu shot (https://wellbeing.uw.edu/flu-vaccination/)** and getting boosted with the updated COVID vaccines (available at **clinics and pharmacies, as well as through UW Medicine (https://www.washington.edu/coronavirus/vaccines/)** and local health agencies).

Please check your email and CANVAS announcements daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email and/or post a CANVAS announcement with a Zoom link for remote instruction or a plan for making up the class.

# Excused Absence from Class

Students are expected to attend class and participate in all graded activities. A student who is anticipating being absent from class due to a Religious Accommodation activity needs to complete the Religious Accommodations request process by the second Friday of the quarter. Students who anticipate missing class due to attendance at academic conferences or field trips, or participation in university-sponsored activities should provide a written notice to the instructor ahead of the absence. Submit a **special request form** ⊞→ **(https://docs.google.com/forms/d/e/1FAIpQLSd3atJalET1fNcx_X2ydShbKD2fqKKDRFewe96OWO3ktVbIgA/viewform? usp=sf_link)** at least 24 hours before the anticipated absence(s). The instructor will determine if the graded activity can be rescheduled or if there is equivalent work that can be done as an equivalent, as determined by the instructor.

## Equity, Diversity, and Inclusion

Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, students are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

## Grades for Group Assignments

In most cases, all group members will receive the same grade on group assignments. Under extreme circumstances, group members may receive different grades. For example, if a group member does not contribute/communicate/collaborate with the team, that member will not receive the grade shared by other members. Please see the assignment rubrics for additional information on how to document group assignment participation. *This language is used with permission from Anjulie Ganti.* **In addition, there is a 50% penalty for independent submissions of LGAs for students with unexcused absences.**

## Late Assignment Policy

All quizzes, assignments, and assessments (with few exceptions) must be submitted through Canvas by the due date. Late submissions will face a 2% penalty for each day they are late for a maximum of 50%. Students may request an assignment extension by submitting a **special request form** ⊞→ **(https://docs.google.com/forms/d/e/1FAIpQLSd3atJalET1fNcx_X2ydShbKD2fqKKDRFewe96OWO3ktVbIgA/viewform? usp=sf_link)** at least 24 hours before the due date.

## Notice to Student - Use of Plagiarism Detection Software

The University has a license agreement with SimCheck, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by SimCheck. The SimCheck Report will indicate the

amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

# Personal Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We invite everyone to share their pronouns. Professor Hovis uses she/her pronouns. Your TA, Sophie, uses she/her pronouns.

# Religious Accommodations

Washington state law requires that UW develop a policy for the accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request accommodation, is available at **Religious Accommodations Policy** (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the **Religious Accommodations Request form** (https://registrar.washington.edu/students/religious-accommodations-request/).

# Safety

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

# Sexual Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
   - Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
   - Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the bias concerns link. The University also has designated offices to help you: **SafeCampus** (https://www.washington.edu/safecampus/); **Office of the Ombud** (https://www.washington.edu/ombud/); **Title IX Investigation Office** (https://www.washington.edu/titleix/report/); and **University Complaint Investigation and Resolution Office** (https://www.washington.edu/compliance/uciro/).

# SPH Land Acknowledgment

I acknowledge the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip, and Muckleshoot nations.

## Writing Resources

All written assignments for this class must be high quality, well researched, well organized, and well written. Use plain language instead of jargon. The instructors will consider the clarity of writing when grading assignments. Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help students be successful throughout their future course work and career. Therefore, this course includes written assignments with the goal to helping students identify areas of strength and improvement in writing. However, if a student feels that they could benefit from additional opportunities to improve their writing skills, a list of resources at the UW and others accessible online can be found on the **SPH website** ⬀ **(https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf)** and on the **DEOHS intranet** ⬀ **(https://portal.deohs.washington.edu/index.php/academic-support-writing-resources)** .

# Course Summary:

| Date | Details | Due |
|---|---|---|
| Tue Mar 26, 2024 | 📄 **Class 1 (Asynchronous): Course Intro & Fundamentals of Environmental Public Health (EPH)** | to do: 10:30am |
| | 🚀 **Asynchronous Class 1 Quick-Write: What is Environmental Public Health? (https://canvas.uw.edu/courses/1719020/assignments/9108111)** | due by 11:59pm |
| | 🚀 **Pre-Course "Get to Know You" Survey (https://canvas.uw.edu/courses/1719020/assignments/9108086)** | due by 11:59pm |
| | 🚀 **Pre-Course "Syllabus Quiz" (https://canvas.uw.edu/courses/1719020/assignments/9108105)** | due by 11:59pm |
| | 💬 **Week 1 Discussion Post: Introductions (Foundational Concepts Module) (https://canvas.uw.edu/courses/1719020/assignments/9108119)** | due by 11:59pm |
| Thu Mar 28, 2024 | 📅 **ENVH 111 Synchronous Session (https://canvas.uw.edu/calendar? event_id=3657094&include_contexts=course_1719020)** | 10:30am to 11:50am |
| | 🚀 **Pre-Synchronous Class 2 Reading Check: Public Health Practice & Environmental Justice (https://canvas.uw.edu/courses/1719020/assignments/9108096)** | due by 10:30am |

| Date | Details | Due |
|------|---------|-----|
| | 📄 **Class 2 (Synchronous): EPH & Environmental Justice (EJ)** | to do: 10:30am |
| | 🚀 **Synchronous Class 2 Learning Group Activity: EPH & EJ** (https://canvas.uw.edu/courses/1719020/assignments/9108447) | due by 11:59pm |
| Tue Apr 2, 2024 | 📄 **Class 3 (Asynchronous): Is the risk of exposure to environmental hazards shared equitably?** | to do: 10:30am |
| | 🚀 **Asynchronous Class 3 Quick-Write: Hazards, Exposures & Risks** (https://canvas.uw.edu/courses/1719020/assignments/9108080) | due by 11:59pm |
| | 📅 **ENVH 111 Synchronous Session** (https://canvas.uw.edu/calendar?event_id=3657095&include_contexts=course_1719020) | 10:30am to 11:50am |
| | 🚀 **Pre-Synchronous Class 4 Reading Check: Climate Change & Health** (https://canvas.uw.edu/courses/1719020/assignments/9108081) | due by 10:30am |
| Thu Apr 4, 2024 | 📄 **Class 4 (Synchronous): What is the relationship between climate change and environmental public health?** | to do: 10:30am |
| | 🚀 **Synchronous Class 4 Learning Group Activity: Evaluating & Communicating Risk During a Wildfire Smoke Event** (https://canvas.uw.edu/courses/1719020/assignments/9109103) | due by 11:59pm |
| Sun Apr 7, 2024 | 🚀 **MODULE QUIZ: Foundational EPH Concepts** (https://canvas.uw.edu/courses/1719020/assignments/9067712) | due by 11:59pm |
| Tue Apr 9, 2024 | 📄 **Class 5 (Asynchronous): What is an exposure pathway?** | to do: 10:30am |
| | 🚀 **Asynchronous Class 5 Quick-Write: Intro to Chemical Hazards** (https://canvas.uw.edu/courses/1719020/assignments/9108083) | due by 11:59pm |

| Date | Details | Due |
|------|---------|-----|
| Thu Apr 11, 2024 | 📅 **ENVH 111 Synchronous Session** (https://canvas.uw.edu/calendar? event_id=3657096&include_contexts=course_1719020) | 10:30am to 11:50am |
|  | 🚀 **Pre-Synchronous Class 6 Reading Check: Heavy Metals** (https://canvas.uw.edu/courses/1719020/assignments/9108090) | due by 10:30am |
|  | 📄 **Class 6 (Synchronous): What are the health risks of heavy metal exposure?** | to do: 10:30am |
|  | 🚀 **Synchronous Class 6 Learning Group Activity: Exploring Lead Poisoning Case Study** (https://canvas.uw.edu/courses/1719020/assignments/9114492) | due by 11:59pm |
| Sun Apr 14, 2024 | 💬 **SYNTHESIS ASSIGNMENT #1: Environmental Public Health Elevator Pitch** (https://canvas.uw.edu/courses/1719020/assignments/9108118) | due by 11:59pm |
| Tue Apr 16, 2024 | 📄 **Class 7 (Asynchronous): What are the health risks of pesticide exposure?** | to do: 10:30am |
|  | 🚀 **Asynchronous Class 7 Quick-Write: Pesticides** (https://canvas.uw.edu/courses/1719020/assignments/9108097) | due by 11:59pm |
| Thu Apr 18, 2024 | 📅 **ENVH 111 Synchronous Session** (https://canvas.uw.edu/calendar? event_id=3657097&include_contexts=course_1719020) | 10:30am to 11:50am |
|  | 🚀 **Pre-Synchronous Class 8 Reading Check: Synthetic Industrial Chemicals** (https://canvas.uw.edu/courses/1719020/assignments/9108098) | due by 10:30am |
|  | 📄 **Class 8 (Synchronous): What are the health risks of synthetic industrial chemical exposure?** | to do: 10:30am |
|  | 🚀 **Synchronous Class 8 Learning Group Activity: Unpacking the Public Health Impacts of PFAS 'Forever** | due by 11:59pm |

| Date | Details | Due |
|------|---------|-----|
| | Chemicals' [(https://canvas.uw.edu/courses/1719020/assignments/9119715)](https://canvas.uw.edu/courses/1719020/assignments/9119715) | |
| Sun Apr 21, 2024 | 🚀 **MODULE QUIZ: Chemical Hazards** [(https://canvas.uw.edu/courses/1719020/assignments/9108104)](https://canvas.uw.edu/courses/1719020/assignments/9108104) | due by 11:59pm |
| Tue Apr 23, 2024 | 📄 **Class 9 (Asynchronous): What are biological hazards?** | to do: 10:30am |
| | 🚀 **Asynchronous Class 9 Quick-Write: Intro to Biological Hazards (Waterborne Diseases)** [(https://canvas.uw.edu/courses/1719020/assignments/9108100)](https://canvas.uw.edu/courses/1719020/assignments/9108100) | due by 11:59pm |
| Thu Apr 25, 2024 | 📅 **ENVH 111 Synchronous Session** [(https://canvas.uw.edu/calendar?event_id=3657098&include_contexts=course_1719020)](https://canvas.uw.edu/calendar?event_id=3657098&include_contexts=course_1719020) | 10:30am to 11:50am |
| | 🚀 **Week 5 Mid-Quarter Check-In** [(https://canvas.uw.edu/courses/1719020/assignments/9108088)](https://canvas.uw.edu/courses/1719020/assignments/9108088) | due by 10:30am |
| | 📄 **Class 10 (Synchronous): What are foodborne pathogens?** | to do: 10:30am |
| | 🚀 **Synchronous Class 10 Learning Group Activity: Exploring Foodborne Outbreaks** [(https://canvas.uw.edu/courses/1719020/assignments/9135324)](https://canvas.uw.edu/courses/1719020/assignments/9135324) | due by 11:59pm |
| Sun Apr 28, 2024 | 💬 **SYNTHESIS ASSIGNMENT #2 - Part 1: Infographic/Blog Post** [(https://canvas.uw.edu/courses/1719020/assignments/9108114)](https://canvas.uw.edu/courses/1719020/assignments/9108114) | due by 11:59pm |
| Tue Apr 30, 2024 | 📄 **Class 11 (Asynchronous): What are zoonotic diseases and vector-borne pathogens?** | to do: 10:30am |
| | 🚀 **Asynchronous Class 11 Quick-Write: Zoonotic Diseases & COVID-19** [(https://canvas.uw.edu/courses/1719020/assignments/9108082)](https://canvas.uw.edu/courses/1719020/assignments/9108082) | due by 11:59pm |
| Thu May 2, 2024 | 📅 **ENVH 111 Synchronous Session** [(https://canvas.uw.edu/calendar?event_id=3657099&include_contexts=course_1719020)](https://canvas.uw.edu/calendar?event_id=3657099&include_contexts=course_1719020) | 10:30am to 11:50am |

| Date | Details | Due |
|------|---------|-----|
| | 🚀 **Pre-Synchronous Class 12 Reading Check: Airborne Transmission & Legionella** (https://canvas.uw.edu/courses/1719020/assignments/9108089) | due by 10:30am |
| | 📄 **Class 12 (Synchronous): What are airborne pathogens?** | to do: 10:30am |
| | 🚀 **Synchronous Class 12 Learning Group Activity: Legionella Mock Outbreak Investigation** (https://canvas.uw.edu/courses/1719020/assignments/9135350) | due by 11:59pm |
| Sun May 5, 2024 | 🚀 **MODULE QUIZ: Biological Hazards** (https://canvas.uw.edu/courses/1719020/assignments/9108084) | due by 11:59pm |
| Tue May 7, 2024 | 📄 **Class 13 (Asynchronous): What are physical hazards?** | to do: 10:30am |
| | 🚀 **Asynchronous Class 13 Quick-Write: Intro to Physical Hazards** (https://canvas.uw.edu/courses/1719020/assignments/9108108) | due by 11:59pm |
| Thu May 9, 2024 | 📅 **ENVH 111 Synchronous Session** (https://canvas.uw.edu/calendar? event_id=3657100&include_contexts=course_1719020) | 10:30am to 11:50am |
| | 🚀 **Pre-Synchronous Class 14 Reading Check: "Natural" Hazards** (https://canvas.uw.edu/courses/1719020/assignments/9108109) | due by 10:30am |
| | 📄 **Class 14 (Synchronous): What are the types of "natural" hazards?** | to do: 10:30am |
| | 🚀 **Synchronous Class 14 Learning Group Activity: Exploring Public Health Impacts of Extreme Heat** (https://canvas.uw.edu/courses/1719020/assignments/9140655) | due by 11:59pm |
| Sun May 12, 2024 | 📝 **SYNTHESIS ASSIGNMENT #2 - Part 2: Peer Review** (https://canvas.uw.edu/courses/1719020/assignments/9126575) | due by 11:59pm |
| Tue May 14, 2024 | 📄 **Class 15 (Asynchronous): What does a climate and health equity** | to do: 10:30am |

| Date | Details | Due |
|------|---------|-----|
| | [program look like in practice?](#) | |
| | 🚀 [Asynchronous Class 15 Quick-Write: Climate & Health Equity (https://canvas.uw.edu/courses/1719020/assignments/9151394)](#) | due by 11:59pm |
| Thu May 16, 2024 | 📅 [ENVH 111 Synchronous Session (https://canvas.uw.edu/calendar? event_id=3657101&include_contexts=course_1719020)](#) | 10:30am to 11:50am |
| | 💬 [Week 8 Discussion Post: Radiation (Guest Lecture: Physical Hazards Module) (https://canvas.uw.edu/courses/1719020/assignments/9108115)](#) | due by 10:30am |
| | 📄 [Class 16 (Synchronous): How has radiation impacted Indigenous communities?](#) | to do: 10:30am |
| | 🚀 [Synchronous Class 16 Guest Lecture Reflection: Radiation (https://canvas.uw.edu/courses/1719020/assignments/9108092)](#) | due by 11:59pm |
| Sun May 19, 2024 | 🚀 [MODULE QUIZ: Physical Hazards (https://canvas.uw.edu/courses/1719020/assignments/9108102)](#) | due by 11:59pm |
| Tue May 21, 2024 | 📄 [Class 17 (Asynchronous): What are the types of psychosocial hazards?](#) | to do: 10:30am |
| | 🚀 [Asynchronous Class 17 Quick Write: Intro to Psychosocial Hazards (https://canvas.uw.edu/courses/1719020/assignments/9108085)](#) | due by 11:59pm |
| Thu May 23, 2024 | 📅 [ENVH 111 Synchronous Session (https://canvas.uw.edu/calendar? event_id=3657102&include_contexts=course_1719020)](#) | 10:30am to 11:50am |
| | 📄 [Class 18 (Synchronous): Psychosocial Hazards at Work and at Home](#) | to do: 10:30am |
| | 🚀 [Synchronous Class 18 Learning Group Activity: Psychosocial Hazards at Work Case Studies (https://canvas.uw.edu/courses/1719020/assignments/9353797)](#) | due by 11:59pm |

| Date | Details | Due |
|------|---------|-----|
| Sun May 26, 2024 | 📝 **SYNTHESIS ASSIGNMENT #3:** **Public Comment Assignment** [(https://canvas.uw.edu/courses/1719020/assignments/9108131)](https://canvas.uw.edu/courses/1719020/assignments/9108131) | due by 11:59pm |
| Tue May 28, 2024 | 📄 **Class 19 (Asynchronous):** **Shifting from Disasters to Resilience** | to do: 10:30am |
| | 🚀 **Asynchronous Class 19 Quick-Write: Shifting from Disasters to Resilience** [(https://canvas.uw.edu/courses/1719020/assignments/9108087)](https://canvas.uw.edu/courses/1719020/assignments/9108087) | due by 11:59pm |
| Thu May 30, 2024 | 📅 **ENVH 111 Synchronous Session** [(https://canvas.uw.edu/calendar? event_id=3657103&include_contexts=course_1719020)](https://canvas.uw.edu/calendar?event_id=3657103&include_contexts=course_1719020) | 10:30am to 11:50am |
| | 💬 **Week 10 Discussion Post: Career Panel** [(https://canvas.uw.edu/courses/1719020/assignments/9108112)](https://canvas.uw.edu/courses/1719020/assignments/9108112) | due by 10:30am |
| | 📄 **Class 20 (Synchronous):** **Exploring EPH as a Career** | to do: 10:30am |
| | 🚀 **Synchronous Class 20 Quick-Write: Career Panel & Course Reflection** [(https://canvas.uw.edu/courses/1719020/assignments/9108106)](https://canvas.uw.edu/courses/1719020/assignments/9108106) | due by 11:59pm |
| Sun Jun 2, 2024 | 🚀 **MODULE QUIZ: Psychosocial Hazards** [(https://canvas.uw.edu/courses/1719020/assignments/9108099)](https://canvas.uw.edu/courses/1719020/assignments/9108099) | due by 11:59pm |
| Fri Jun 7, 2024 | 📝 **Extra Credit: Course Evaluation** [(https://canvas.uw.edu/courses/1719020/assignments/9140426)](https://canvas.uw.edu/courses/1719020/assignments/9140426) | due by 11:59pm |
| | 📅 **ENVH 111 Synchronous Zoom Pivot: Physical Hazards Intro** [(https://canvas.uw.edu/calendar? event_id=3580033&include_contexts=course_1719020)](https://canvas.uw.edu/calendar?event_id=3580033&include_contexts=course_1719020) | |
| | 💬 **Open Forum Extra Credit: Environmental Public Health in the News** [(https://canvas.uw.edu/courses/1719020/assignments/9108120)](https://canvas.uw.edu/courses/1719020/assignments/9108120) | |
| | 🚀 **Reflecting on What You've Learned** | |

| Date | Details | Due |
|------|---------|-----|
|      | [(https://canvas.uw.edu/courses/1719020/assignments/9108093)](https://canvas.uw.edu/courses/1719020/assignments/9108093) |     |