

**Health Science 320: Environment, Health & Technology**  
**Course Syllabus Summer, 2017**  
(GEP: ER, IS)

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**Office Hours:** Tuesdays 10~12 or by appointment

**Location & Time:** **Sec.1** Tuesdays 12~3 CPS 209  
F2F: **27 June, 11 July, & 8 August, 2017**  
ALL F2F sessions MUST be attended!

**COURSE DESCRIPTION:**

An analysis of the changing global environment, its relationship to human health and technology will be considered. Historical impact, current concerns, and future projections will be addressed. Selected topics include health effects of environmental concerns including radiation, water and air pollutants, antibiotics, emerging infectious diseases and global overpopulation. Case studies will be presented.

**REQUIRED TEXTS:**

Rental:

Hacker, Diana. 2002. *The Bedford Handbook*. 6<sup>th</sup> Edition. Bedford~St. Martins Press.

ISBN: 0-312-41281-9

Nadakavukaren, Anne. 2006. *Our Global Environment, A Health Perspective*. 6<sup>th</sup> Edition. Waveland Press, Inc. ISBN: 1-57766-402-7

**Core Abilities:**

- Communicate Effectively - verbally & in writing
- Think Critically
- Exercise Problem-Solving Skills
- Work Collaboratively in Diverse Teams
- Respect Cultural Diversity & Pluralism

**Course Goals:**

When this course ends, participants will be able to:

- 1) Recognize areas of interaction between human society & the natural environment.
- 2) Identify the individual, social, cultural, philosophical, economic and ecological factors that influence environmental sustainability and express interdisciplinary viewpoints.
- 3) Evaluate competing scientific claims that inform environmental debates.
- 4) Develop & demonstrate effective oral & written communication skills.
- 5) Use research effectively.

**LEARNING COMPETENCIES & OUTCOMES: (Blooms taxonomy verbs)**

The learner will:

1. Analyze (analyze) impacts of human activity & technology use on the environment.
3. Assess (evaluate) the complex interrelationships existing between human activity, technology, health (individual & community), and the environment.
4. Propose (synthesize) plans to decrease environmental hazards.
5. Argue (evaluate) environmental issues, identify interest groups and clarify conflicts arising from various points of view.
6. Recognize (analyze) social, economic, political, ecological, and ethical ramifications of potential solutions to problems/issues surrounding the environment, health, and technology.
7. Analyze (analyze) potential long and short-term impacts potential solutions have on the environment and recognize (analyze) that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.
8. Participate (apply) in opportunities influencing decision-making processes related to health and

environmental quality in years to come.

9. Apply knowledge and skills, working in interdisciplinary ways to solve problems.

### SHCP Program Graduate Outcomes:

By the conclusion of the academic program in SHCP, graduates clearly demonstrate the following skills, knowledge, attitudes, & behaviors:

\*Critical Thinking      \*Communication      \*Collaboration      \*Professionalism

### Final Course Outcome/Artifacts:

Expository writing examples: Research & Synthesis exercise, reflection papers.

Team presentations: Debate & Sustainability brochure including written supportive materials. Course artifacts document ALL SHCP PLO's along with ER & IS PLOs.

These materials can be used as supportive artifacts demonstrating development & proficiency in communication and can be illustrated within a professional program performance learning outcome (PLO) portfolio. (HS program – use artifacts in HS 499 portfolio development).

### SUPPLEMENTAL READING ASSIGNMENTS:

Journal articles or other readings may be assigned and available for access in the Content section of D2L. These supplements enhance your learning experience.

### VIDEO REFERENCES:

Video selections or excerpts may be used to emphasize selected issues. Current news stories are also used.

*Radically Simple*  
*An Inconvenient Truth*  
*Toxic Waste Trials*  
*New Industrial Revolution*  
*Bitter Seeds*  
*A Fierce Green Fire*

*Rachel Carson's Silent Spring*  
*ABC News Special Report: Earth 2100*  
*Standing on Sacred Ground Series*  
*World According to Monsanto*  
*Deconstructing Supper*  
*Future Food Series*

### SUGGESTED INTERNET SITES:

Sites supported by the following agencies/databases/key words are suggested:

Website for purchased Text: [www.earth-policy.org](http://www.earth-policy.org)

Centers for Disease Control  
 Disease and Environment  
 Environment and Disease  
 ABC News, CBS News, CNN, BBC  
 Public Access, NPR

National Library of Medicine  
 National Institutes of Health  
 MedLine  
 USA Today  
 WHO, NATO, WWF

**Course Grades:**

This course meets the requirements for ER/IS (GEP) & WE/EL (GDR). As such, the majority of your course grade is determined through oral and written communication assignments. Various campus resources available to you for improving writing skills will be discussed in class. It is recommended to begin assignments early and follow guidelines provided by the instructor.

**5% Exercises:**

Research & Synthesis Exercises

**35% Papers:**

Reflections (3) & Sustainability Brochure

**65% Participation:**

Environmental Challenges (course grade levels earned based on various challenges/levels completed) "Pros/Cons Presentations from Various Perspectives", Brochure Presentation, Attendance with Interdisciplinary experts, development & sharing of NEW environmental challenge & Attendance.

NON GRADED: Final Reflection Paper (Based on standard guidelines~ provided for class) for General Education Program (GEP) Accreditation Assessment.

**Suggested Campus Resource:**

The Tutoring & Learning Center (TLC) is located in the lower level of the library, room, 018. It's best to make an appointment for help with specific courses.

TLC Regular hours: 9:00 - 4:00 Monday – Thursday; 9:00 - 12:00 Fridays

[http://www.uwsp.edu/tlc/writing\\_reading\\_tutorials.shtm#Writing](http://www.uwsp.edu/tlc/writing_reading_tutorials.shtm#Writing)

**Late Work:**

Work not submitted by established deadlines is subject to penalty. From the score earned, penalties will be assessed as follows: 1 day=1 FULL letter grade; 2 days=2 FULL letter grades; 3 days beyond established deadline=automatic failure. ALL written work must be completed/submitted to pass the course.

**Assignments:****1. Exercises:**

**Research Exercise:** The purpose of this exercise is exposing class participants to finding and using juried, refereed, peer-reviewed research articles for supporting the development of written assignments. A variety of databases will be explored for identifying suitable literature. Participants will find a minimum of 12 juried, peer reviewed refereed journal articles supporting the environment, health or technology topic selected for the purposes of debates & developing written course work. Students will produce a bibliographic listing of this content for submission. These resources will also be used for the written Synthesis exercise.

**Synthesis Exercise:** A series of writing exercises developing a technical, evidence based & scientifically supported (from the research exercise) will be completed. As future professionals in any field, the ability being able to demonstrate the ability to synthesize concepts is necessary. These in class activities will allow for preparation of the Pros/Cons work on a group selected environmental topic. Writing exercises from the Purdue Owl may also be used to assist you by illustrating various writing points.

**2. Papers:**

- **Reflection Papers** (3): Students will reflect upon and write about their observations of evidence presented and what they learned from 1) classroom pros & cons discussions, 2) environmental challenges & 3) sustainability brochures. These are to be reflective of the information as presented in class, class discussions, evidence provided, and further evidence researched to support/refute the ideas presented. Written presentation style of these papers must follow style guidelines as per your discipline area (APA, ACA, AMA, MLA, etc.), including a bibliography, and reflect professionalism. These essays should demonstrate synthesis of ideas while incorporating current news/events and concepts. Reflective essays require recognizing and taking various viewpoints (Interdisciplinary perspectives) and incorporate global public policies into content development. These papers are to be no longer than TWO pages in length (double spaced or 1 page single spaced). A final NON GRADED reflection will also be developed addressing the Performance Learning Outcomes (PLOs) associated with Environmental Responsibility (ER) & Interdisciplinary Studies (IS). All written papers must be completed & submitted to pass the course.
- **Sustainability Brochure:** An environmental sustainability brochure will be developed as a member of a team on select topics. Topics must be approved by course facilitator to prevent duplication prior to beginning. Brochures will be “presented” in class in an open forum. Brochures should be aesthetically pleasing, contain bulleted, simple information including both local/global application; cost/benefit analysis, and a minimum of 4 credible, appropriate references. Examples of prior work will be available for review in class.

**3. Participation:**

- **Oral Presentations:**
  - **Interdisciplinary “Pros/Cons” Presentations** - Details will be outlined for the course. Pros/Cons discussions about Environmental, Health & Technology topics will be conducted and will maintain an evidence based (research) and interdisciplinary framework for presentation.
  - **Sustainability Brochure** – see above “Papers” section;
  - **Sustainability Presentations** – Groups will be given time to prepare a brief, informational presentation on various topics relating to the impact of humans on the environment. Groups will provide case studies illustrating a problem and suggest possible solutions based upon research.
  - **Environmental Challenges** – Students will be given information regarding various environmental issues/topics. Students will then be challenged to discover their own impact on the environment based upon personal lifestyle choices. Written reflections will be developed assessing individual progress in becoming responsible global citizens, discovering personal accountability, awareness of social equities, and becoming more environmentally sustainable. Evaluation guidelines will be provided.
  - **Newsflashes & Attendance:** Each F2F class period will begin with a discussion of current news items concerning “Environment, Health, and Technology.” Actively participating in course discussions is expected and requires your attendance at all course sessions. Physical absence from class is only excused with written documentation (doctor’s excuse, printed obituaries). Please respect your classmates & faculty by letting them know if you are unable to attend class.

**4. Attendance & participation scoring:**

0 abs = 100 points 1 abs = 60 2 abs = 30 3 abs = 0

**Grading Scale:**

Total point value places participants into grading categories listed below. Grades are based on actual achievement, and are **NOT rounded:** Percentages provided are of total possible course points earned.

Proficient:	A 94-100%	A- 92-93%	
Emerging:	B+ 89-91%	B 86-88%	B- 83-85%
Basic:	C+ 81-82%	C 75-80%	C- 70-74%
Undeveloped:	D 65-70%	F below 64%	

**Guidelines for Course Success**

Course Requirements: Always consider the detail of course requirements provided in both the learning plan and evaluation rubrics.

**Discussion / Participation Guidelines & Evaluation**

ALL discussions & ALL assignments are required to achieve a final grade in this course. This includes active engagement in classroom discussions each class.

Your grade for class participation will be based on the frequency and quality of your contributions. Quality participation are considered thoughtful contributions that demonstrate critical thinking related to the course material. Low quality contributions (long-winded excerpts from course materials, comments such as "I agree" or "Yes/No") will not contribute toward the frequency of your participation. Contributions could pose questions to promote critical thinking. Time during class can be used to discuss issues related to the course material, case studies, research articles or other relevant topics.

**Cellular Phones**

As a courtesy to others, cellular phones are to be shut off and stored during class periods after use for environmental "newsflashes".

**Performance Based - It's about learning!**

Your success is the main goal of any learning experience. In performance-based adult learning coursework, we carefully identify what you need to be able to do as a result of learning. Next we determine how you can show that you have learned these skills. Finally, we plan learning activities to develop the skills, knowledge, and attitudes required in society. Benefits for you:

- \*\* You will learn skills and knowledge that you can & will apply, rather than outlines of information.
- \*\* You are actively involved in the learning. We design learning activities and assignments that teach you to solve problems and to learn on your own.
- \*\* When a learning experience is completed, the results are documentation of the skills and knowledge you have learned. You can use this information when you seek employment, admission to further education, advanced standing or transfer of credit.

**Academic Honesty & Misconduct**

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

**Plagiarism** - presenting someone else's words, ideas, or data as your own work.

**Fabrication** - using invented information or the falsifying research or other findings.

**Cheating** - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

1. Copying from another learner's work
2. Allowing another learner to copy from your work
3. Using resource materials or information to complete an assessment without permission from your instructor
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor
6. Taking a test for someone else or permitting someone else to take a test for you

**Academic Misconduct** - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes **is NOT ACCEPTABLE**. UWSP

subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit [http://www.uwsp.edu/accreditation/docs/SA\\_PU\\_250.04.pdf](http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf) for more information.

This course uses the plagiarism detection software, **TurnItIn™**.

### **Accreditation**

UWSP is nationally accredited. As part of accreditation processes, your work is routinely used to illustrate achievement of performance and learning outcomes. If you do not want your course materials used for this process, please inform your course facilitator at the beginning of the semester. All information is used in aggregate, and not segregated. Work may be used as examples illustrating achievement for accreditation requirements.

### **UWSP Policies**

Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current college catalog, student handbook, or by contacting the Dean of Students office.

### **ADA Statement**

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability Services for assistance with accommodations. Please let me know if you require additional online "classroom" or test accommodations for a disability or functional limitations within two weeks from the first day of class. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Disabilities Services is located on campus at 103 Student Services Center, 1108 Fremont Street, UW-Stevens Point, Stevens Point, WI 54481.

*Course facilitators reserve the right to make changes to syllabi, or course content at their discretion anytime during the semester. Any in class announcements (either verbal or written) are considered an official addendum to the syllabus. It is students' responsibility to know what changes have been made. It is also the students' responsibility to check official UWSP email, and/or D2L frequently for course announcements.*