Course Change Request

Date Submitted: 01/25/18 9:56 am

Viewing: **PHEO 625 : Environmental and Occupational Health Survey Methods**

Last approved: 05/02/17 3:15 am
Last edit: 02/13/18 9:54 am
Changes proposed by: fmtoler

<table>
<thead>
<tr>
<th>Department of Environmental and Occupational Health</th>
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<tbody>
<tr>
<td>PHEO - Public Hlth Enviro Occu</td>
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Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Antonio Rene</td>
<td><a href="mailto:aarene@sph.tamhsc.edu">aarene@sph.tamhsc.edu</a></td>
<td>979-436-9421</td>
</tr>
</tbody>
</table>

Rationale for Course
Edit
Other

**Explain other rationale**

The proposed changes are to meet the requirement for non-traditional delivery requirements.

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>Department</th>
<th>Course number</th>
<th>Effective term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEO</td>
<td>Environmental &amp; Occptnl Hlth</td>
<td>625</td>
<td>2018-2019, 2017-2018</td>
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<table>
<thead>
<tr>
<th>College/School</th>
<th>Academic Level</th>
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<tbody>
<tr>
<td>Public Health</td>
<td>Graduate</td>
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<table>
<thead>
<tr>
<th>Complete Course Title</th>
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<tbody>
<tr>
<td>Environmental and Occupational Health Survey Methods</td>
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</table>

<table>
<thead>
<tr>
<th>Abbreviated Course Title</th>
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<tbody>
<tr>
<td>ENV &amp; OCC HLTH SURVEY METHODS</td>
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Catalog course description

Examination of discipline specific concepts, principles and methodologies that govern environmental and occupational survey methodology.

Prerequisites and Restrictions

PHEO 600.

Should catalog prerequisites / concurrent enrollment be enforced?

No

Crosslistings

No Crosslisted With

Stacked

No Stacked with
Learning Outcomes

Does not meet traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

There is no current traditionally delivered version of the course for valid comparison.

Hours

Does not meet traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Appropriate hours of formalized instruction and homework for 3sch course.

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(MPH-OCSH) Master of Public Health in Occupational Safety and Health</td>
</tr>
<tr>
<td>(MPH-PHEO) Master of Public Health in Environmental Health</td>
</tr>
<tr>
<td>(DRPH-EPIE) Doctor of Public Health in Epidemiology and Environmental Health</td>
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</table>

Course Syllabus

Syllabus: Select one of the following:

- Upload syllabus
- PHCE 625 EOH Survey Methods v2.docx
- PHCE 625.pdf

https://nextcatalog.tamu.edu/courseleaf/approve/
<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td>Bernard Appiah (bappiah1) (02/13/18 9:54 am): Approved by curriculum committee for non-traditional delivery (BA 02/13/2018)</td>
</tr>
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Instructor Information

Course title and number: PHEO 625 Environmental and Occupational Health Survey Methods
Term (e.g., Fall 200X): Summer 2018 (Term 1, Five Weeks)
Meeting times and location: Web-based

Instructor Name(s): Antonio A. René PhD, MPH
Teaching Assistant(s): N/A
Telephone number: (979) 436-9421
Email address: aarene@tamhsc.edu
Office hours: Mondays (1:00 – 3:00), Off-site/in-residence students may use Adobe Connect
Office location: Rm 306, Admin Building

Course Description
Examination of discipline specific concepts, principles and methodologies that govern environmental and occupational survey methodology.

This course is intended to familiarize students with the theory and application of survey research methods and will focus on methodological issues regarding the design, implementation, and analysis in environmental and occupational health research. Design issues will include wording of items and response scales and sampling. Implementation issues will include formatting and layout, methods of administration (paper-and-pencil, interviews, computer-based), interviewer training and participant recruitment. The course will include hands-on development of a survey instrument.

Prerequisites
PHEO 600 Principles of Environmental and Occupational Health

Course Competencies and Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>D1.3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health</td>
<td>Develop a research question that can be answered with survey data</td>
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<tr>
<td>D1.6. Explain the critical importance of evidence in advancing public health knowledge</td>
<td>- Identify and evaluate the clarity of the problem statement.</td>
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<tr>
<td>OHC.1. Evaluate occupational health risk in multiple industrial and office settings.</td>
<td>- Determine the theoretical or logical rationale of the research problem.</td>
</tr>
<tr>
<td>DRHC.1. Use epidemiologic and environmental health evidence to make inferences about the scope and magnitude of environmental threats to public health.</td>
<td>- Identify the specific research question under investigation.</td>
</tr>
<tr>
<td>D1.7. Explain effects of environmental factors on a population’s health</td>
<td>- Determine whether the question is stated in terms amenable to investigation.</td>
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</tbody>
</table>
D1.8. Explain biological and genetic factors that affect a population’s health
D1.9. Explain behavioral and psychological factors that affect a population’s health
D1.10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities

EHC.4. Apply the current best practices for risk assessment and risk communication.
DRHC.1. Evaluate epidemiologic and environmental health evidence pertaining to the scope and magnitude of environmental threats to public health.
DRHC.2. Plan, implement and evaluate interventions designed to respond to environmental hazards that threaten population health.

<table>
<thead>
<tr>
<th>Textbook and/or Resource Material</th>
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<tbody>
<tr>
<td>There is no required textbook for the class. The optional textbook is Designing and Conducting Health Surveys Jossey-Bass; 3 edition (April 14, 2006). Relevant journal articles, web links and other course materials will be posted on the eCampus course website.</td>
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<table>
<thead>
<tr>
<th>Course Topics, Calendar of Activities, Major Assignment Dates</th>
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<tbody>
<tr>
<td><strong>Week</strong></td>
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<tr>
<td>-----------</td>
</tr>
<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 3</td>
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/environmental exposure behaviors
  • Formulating Questions About Env/Occ Health and Exposure

| Week 4 | • Ethical considerations and the IRB  
  • Analyzing Surveys | See eCampus website |
|--------|-------------------------------------------------|
| Week 5 | • Finalize Survey Instrument  
  • Survey Due | |

**Grading Policies**

This course includes assignments, discussion boards and a final examination. Each learning module will begin on Wednesday and end on Tuesday at 11:59 pm.

**Learning Modules:** Each learning module has a lesson plan which lists the learning objectives and specifies reading assignments, key terms, lesson outline, and study questions. Be sure to review the lesson plan for module details and complete the reading assignments.

**Assignments:** An assignment will be given each week. Weekly assignments are due at the end of the assigned class period for each learning module (i.e., on Tuesdays before midnight and must be submitted electronically through TurnItIn within eCampus. Assignments turned in late without an approved excuse will not receive credit (see Attendance and Make-up Policies section). If you have trouble with the eCampus website, attach your assignment to an email and send it to aarene@sph.tamhsc.edu. Due dates/times still apply. Extenuating circumstances, presented prior to the due date, will be handled on a case-by-case basis.

**Final:** Students must design and submit a survey instrument relevant to environmental or occupational health.

**Other Information.** Timeliness in delivery of all required assignments is expected.

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tr>
<td>90-100 Points</td>
<td>A</td>
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<tr>
<td>80-89 Points</td>
<td>B</td>
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<tr>
<td>70-79 Points</td>
<td>C</td>
</tr>
<tr>
<td>60-69 Points</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60 Points</td>
<td>F</td>
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Completed Survey</td>
<td>50%</td>
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**Attendance and Make-up Policies**

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Make-up Policy:**

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are
expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence: (i.)Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school which cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX, pregnancy and related conditions for a time deemed medically necessary by the student's physician.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

**Other Pertinent Course Information**

All information related to the course will be delivered through the eCampus course website. Handouts, changes in assignments or the schedule of the class modules will be announced on the Bb course website. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware so that other arrangements can be made. You are expected to use the eCampus e-mail system for all official correspondence.

**eCampus (Blackboard)**

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to http://ecampus.tamu.edu Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. **Your eCampus login is the same as your Howdy login (NetID).**
Computer Requirements for Online Courses
For this and all online courses we recommend the minimum technical requirements outlined on our “SPH Computer Requirements for Online Courses” web page, located at http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html

All computing problems or other technical issues not related to eCampus, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course
Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under “Content.” In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

Course Evaluation
Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

SPH Mission
The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity
Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School
policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhs.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

Remember: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhs.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change. These changes will be discussed in class and subsequently communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger, Executive Director, Payroll and HR Services
The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

APPENDIX A: CEPH COMPETENCIES

D1. MPH & DrPH Foundational Public Health Knowledge

Profession & Science of Public Health
D1.1. Explain public health history, philosophy and values
D1.2. Identify the core functions of public health and the 10 Essential Services
D1.3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
D1.4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
D1.5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
D1.6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health
D1.7. Explain effects of environmental factors on a population’s health
D1.8. Explain biological and genetic factors that affect a population’s health
D1.9. Explain behavioral and psychological factors that affect a population’s health
D1.10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
D1.11. Explain how globalization affects global burdens of disease
D1.12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

D2. MPH Foundational Competencies

Evidence-based Approaches to Public Health
D2.1. Apply epidemiological methods to the breadth of settings and situations in public health practice
D2.2. Select quantitative and qualitative data collection methods appropriate for a given public health context
D2.3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
D2.4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems
D2.5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
D2.6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health
D2.7. Assess population needs, assets and capacities that affect communities’ health
D2.8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
D2.9. Design a population-based policy, program, project or intervention
D2.10. Explain basic principles and tools of budget and resource management
D2.11. Select methods to evaluate public health programs

**Policy in Public Health**
D2.12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
D2.13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
D2.14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
D2.15. Evaluate policies for their impact on public health and health equity

**Leadership**
D2.16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
D2.17. Apply negotiation and mediation skills to address organizational or community challenges

**Communication**
D2.18. Select communication strategies for different audiences and sectors
D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation
D2.20. Describe the importance of cultural competence in communicating public health content

**Interprofessional Practice**
D2.21. Perform effectively on interprofessional teams

**Systems Thinking**
D2.22. Apply systems thinking tools to a public health issue

**EHC. MPH/DrPH in Environmental Health Concentration Competencies**
EHC.1. Develop and implement strategies for mitigating environmental health hazards
EHC.2. Explain the synergistic and multiplicative factors that influence solutions for environmental health hazards.
EHC.3. Explain how policies are developed to reduce environmental health risks and hazards.
EHC.4. Apply the current best practice for risk assessment and risk communication.
EHC.5. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.

**OHC. MPH in Occupational Health Concentration Competencies**
OHC.1. Evaluate occupational health risk in multiple industrial and office settings.
OHC.2. Implement theoretical and conceptual models relevant to Occupational Health.
OHC.3. Appraise experimental designs to appropriately address specific research questions in the field of Occupational Health.
OHC.4. Apply appropriate analytical techniques to evaluate research questions.
OHC.5. Practice delivering audience appropriate research methods and findings.

**Dr.PH in Epidemiology and Environmental Health Competencies**
DRHC.1. Evaluate epidemiologic and environmental health evidence pertaining to the scope and magnitude of environmental threats to public health.
DRHC.2. Plan, implement, and evaluate interventions designed to respond to environmental hazards that threaten individual, community and population health.
DRHC.3. Explain the theoretical foundations and change strategies for addressing critical public health issues.
DRHC.4. Translate epidemiology and environmental health issues to interdisciplinary research.
DRHC.5. Influence relevant state-of-the-art practice and prepare reports and scholarly presentations and participate in conference presentations.