

**Health Sciences 3240B – Environmental Health Promotion
Winter 2025**

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| Instructor: Denise Grafton Office: Email: dgrafton@uwo.ca Phone: Office Hrs: by appointment TAs: TBD | Lectures: two hours in-person One Asynchronous hour Instruction Mode: In-person |
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NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

Calendar Course Description (including prerequisites/anti-requisites):

This service learning course focuses on the application of concepts and theory in environmental health promotion, in support of healthy individuals and communities. Identification of hazards, assessment of risk, environmental management, and public health program planning and evaluation will be highlighted.

Prerequisites: Health Sciences 2250 A/B

Anti-requisites: The former Health Sciences 3290A/B if taken in 2015, 2016 or 2019

Land Acknowledgement:

The teaching team acknowledges that Western University is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society. We are aware that there is a direct link between previous government policies and the health of Indigenous communities today, and we recognize the importance of health promotion policies in helping to close gaps in health outcomes between Indigenous and non-Indigenous residents. In this course, we commit to ensuring content shared about health promotion includes a purposeful focus on Indigenous peoples. With this commitment we want to acknowledge the detrimental impact colonization has had on the health of Indigenous communities, and to be mindful of the health promotion-related considerations required to contribute to meaningful reconciliation and decolonization in health care policy and care within the Canadian context.

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Statement on Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

My Course Description

Health promotion has an important role to play in addressing the complex array of environmental threats that are affecting human health and the wellbeing of our planet. Starting from this insight, this course looks at the interface between the fields of environmental health and health promotion to explore the theory and practice of environmental health promotion in its current context. Howze et al. define environmental health promotion as “any planned process employing comprehensive health promotion approaches to assess, correct, control, and prevent those factors in the environment that can potentially harm the health and quality of life of present and future generations” (2004: p. 429).

The course introduces students to key concepts and theories used in the practice of environmental health promotion. It explores contemporary strategies to address issues such as air pollution, water quality and scarcity, weak food systems, vector-borne illness, disaster preparedness, environmental injustice and climate change using the tools of health promotion. Given the globalized scope of the topic, cases are drawn from a variety of local, national and international settings. The intervention strategies studied utilize diverse forms of health promotion practice, including health communication and education, community capacity building, advocacy and policy making. The course employs a range of learning tools, including lectures, facilitated discussion and multimedia resources. Students will also have the opportunity to engage directly with expert practitioners in the field through a community-engaged learning project done in collaboration with environmental organizations in London.

Learning Outcomes/Schedule:

At the end of the course, students will be able to:

- a. Understand key concepts and theories relevant to environmental health promotion.
- b. Build knowledge around the use of diverse health promotion strategies (e.g. health education, community capacity building, outreach, knowledge translation, etc.) to address environmental threats.
- c. Learn about how environmental health interventions are designed, implemented and evaluated through participation in a community engaged learning project

Lecture materials, schedules, and topics will be available on the course site in OWL.

Class Schedule and Format:

Classes will be a mixture of lecture, on-line discussion and guest speakers where appropriate. The online hour will consist of a pre-recorded lecture that will be posted to OWL and students can view at a time of their choosing. Students are responsible for assigned readings and should be prepared to discuss them in class. Attendance and participation in class is expected. Students are encouraged to be actively engaged in class discussions and group participation as undergraduates because the “real world” makes these demands on them routinely. Most weeks will have some classes devoted to a lecture and others to CEL project work periods. Students are encouraged to bring a computer/tablet to class because there will be information retrieval exercises during the class time.

Please note This is a Community-Engaged Learning (CEL) class, thus, students enrolled in this course **MUST** participate in a CEL project.

Required Course Material:

There is no required textbook for this course. However, there will be some **mandatory readings/articles** posted on OWL. A draft reading list will be available at the start of the course, and will be updated regularly on OWL. In general, you can expect 2-3 readings, and/or additional website/links to explore each week.

Course Evaluation:

Further details will be available on the course site in OWL:

Mid-term Examination: **Monday, October – 20%**

Final Exam: 20%. Date & time will be determined by the Registrar's office.

CEL group project (5-6 students per group depending on interest): **Sunday, April @ 11:55PM - 60%**

- 20% project report
- 20% deliverables
- 10% presentation
- 5% supervisor evaluation
- 5% mid-term reflection

The purpose of CEL is to provide students with the opportunity to partner directly with London-based organizations in order to apply their learning related to environmental health promotion. Students will work in teams and will be linked directly to partners to produce one agreed upon deliverable (e.g. a Public Service Announcement, a grant application, etc.). Teams will be expected to share their experience and learning with the rest of the class through a group presentation near the end of the term. Some time for groups to meet and work on their projects will be provided in class throughout the semester. The 60% portion of the grade assessment assigned for this part of the course will be further broken down into smaller sub-

components. A more detailed description will be explained in class and will also be available in the Assignments folder on OWL in early January.

Participation in a CEL project is a mandatory component of the course.

***Further details & information about CEL project requirements can be found in OWL – there is also a detailed course schedule available!**

Important Dates:

No lectures/classes will be held:

- On scheduled CEL project class days – please see the OWL calendar
- Winter Reading week: **February 20-28, 2022**

At least 15% of the final grade will be returned to students by March 7, 2025

First day of class: **January 8, 2024**

Mid-term exam: **February 12, 2024**

Mid-term Reflection due (CEL): **March 3, 2024**

CEL final project due date for all students and all components (CEL or non-CEL) is **April 7, 2024** - **presentations, where applicable, will take place virtually, and will take place during the last two-three weeks of the course, depending on the number of projects (i.e. **March 26th and April 4th, 2024**).**

Common Concerns Guidelines

| Concern | How to address concern |
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| Course administrative matters | Review Course outline and relevant pages in OWL. |
| Course content questions | All questions related to content should be posted to the OWL discussion board. If your response is not satisfactory, email your instructor as necessary. |
| Grade disputes and requests for appeals | A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters. Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs//policies/appeals.html |

Course/University Policies

1. Late assignments

This class is evaluated primarily through a large community-engaged learning project, and examinations, the latter must not be missed unless in the case of a medical condition, family emergency, or other unforeseen circumstances. A note from your Physician indicating the nature of your condition must be submitted to the School of Health Studies Main Office, and only upon receipt of such a letter will a new examination be scheduled. Visit Western’s Policy on Accommodation for Medical Illness at: <https://studentservices.uwo.ca/secure/index.cfm> for further details. With respect to the

written assignments, late assignments will not be accepted past the due dates without a Doctor's note. If the student presents a Doctor's note the extended deadline will be 1 week after original due date. Late assignments without documentation will be accepted, however a late penalty will be applied, There will be a THREE-DAY grace period for all students where no late penalty is applied. After three days, work will be penalized @ 5% for the first day and 10% for every subsequent day; assignments will not be accepted one week after the grace period date.

2. The website for Registrar Services is <http://www.registrar.uwo.ca> .

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

3. **Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the Academic Calendar (westerncalendar.uwo.ca).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

4. **Use of Electronic Devices**

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use

any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Personal Response Systems (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

5. **Academic Considerations and Absences from Lectures and Assessments**

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute

episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to Accessible Education for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

6. *Contingency Plan for an In-Person Class Pivoting to 100% Online Learning*

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course

instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

7. **Online Proctoring**

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

8. **Grades**

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2024 (for first term half-courses)

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| A+ | 90-100 | <i>One could scarcely expect better from a student at this level</i> |
| A | 80-89 | <i>Superior work that is clearly above average</i> |
| B | 70-79 | <i>Good work, meeting all requirements and eminently satisfactory</i> |
| C | 60-69 | <i>Competent work, meeting requirements</i> |
| D | 50-59 | <i>Fair work, minimally acceptable.</i> |
| F | below 50 | <i>Fail</i> |

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating

medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses)

9. Support Services

Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:
Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

10. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>