I. INTRODUCTION:

A. This course provides a survey of ecological principles and their application to the health and safety of physical and social environments, occupational settings, and human beings.
B. Site visits to specific living quarters or occupational settings and measurement of environmental safety factors addressed.

II. LEARNING OUTCOMES:

A. Identify environmental factors which affect health status to include housing, family, domestic issues, and neighborhood needs;
B. Differentiate social service systems in order to assist clients through processes; inform clients of legal rights regarding state agencies;
C. Inform clients of legal rights regarding state agencies; and
D. Demonstrate ability to inform families of home safety and environmental factors.

III. INSTRUCTIONAL MATERIALS:

PREREQUISITES, CO-REQUISITES and OTHER REQUIREMENTS: None.

Required textbook:


A student of this institution is not under any obligation to purchase a textbook from a college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.
IV. COURSE CONTENT:

This course provides the student with an overview of the interrelationship between people and their environment. The physical environment can adversely affect a community’s health more strongly than biological factors, medical care, or lifestyle. Emphasis is placed on the relationship between a community’s health status, their current delivery systems, and the social and political aspects that impact a community’s environmental health issues. Strategies the Community Health Worker (CHW) can implement will be discussed, to include providing information and education on environmental health matters, engaging community members in understanding, addressing, and resolving environmental problems, supporting the use of protective interventions within the community, and educating community members on guidelines, policies, laws, and regulations concerning environmental health. Students will also learn how the CHW can take an active role in designing and setting up a healthy community.

V. COURSE SPECIFIC STUDENT LEARNING OUTCOMES:

- Identify the social, environmental, and economic factors that are important determinants of human health in the local community.
- Describe how CHW’s can encourage health promotion, to include creating supportive environments, strengthening community action, and developing community member skills in order to address environmental health issues.
- Identify potential environmental hazards within the local community and build strategies to address these hazards.
- Discuss how living in a high drug use area presents unique factors to environmental health issues.
- Develop a community-wide strategy to address environmental issues and maintain a healthy community.

VI. PERFORMANCE OBJECTIVES:

Each student will complete eight discussion questions posed by the instructor pertaining to that week’s learning objectives in Blackboard. The student will then participate within Blackboard, and in the classroom. The student will complete a project, selecting a targeted environmental issue (i.e. drug/alcohol use/abuse, the manufacturing of drugs, low-income status, etc.) and describe the specific objectives to address the issue. The student will describe problems associated with not addressing the specific issue, and resources available to assist those needing help. The student will complete a comprehensive final exam consisting of multiple choice questions.

Methods of measurement (grade requirements):
The final semester grade will be calculated as follows’’

- Discussion questions 400 points
- Project 300 points
- Final Exam 300 points
• Total Point 1000 points

Grades will be converted to a letter grade as follows:

A 900-1000
B 800-899
C 700-799
D 600-699
F 599 or below

VII. COLLEGE POLICIES:

All of the Central Texas College campus is tobacco free.

CTC’s Emergency Phone Numbers:
Campus Police (non-emergency) 254-526-1427 or extension 1427 from any CTC phone
Campus Police Alert Extension 777
CTC Inclement Weather Hotline 254-501-3100
To view the CTC Safety Manual, go to www.ctcd.edu.

VIII. STUDENT RESPONSIBILITIES:

A. Attendance

Student absences will be recorded from the first day the class meets. Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence. Additionally, it is the student’s responsibility to drop a course for nonattendance. Students who have not attended class by the 6th day of an 8-week course may be administratively dropped by the instructor. Students may be administratively withdrawn from any class when their absences reach a total equal to 12.5% of the class hours for the course; and in the opinion of the instructor, the student cannot satisfactorily complete the course. In a distance learning (online) course the last date of attendance is the last activity by the student in the course. Students enrolled in online classes are responsible for completing the class academic activities by the due dates assigned by the instructor or risk being administratively withdrawn from the class. Students who stop attending class for any reason should contact the instructor and the college registrar to officially withdraw from the class. Students may be required to consult with an advisor or designee before dropping. Failure to officially withdraw may result in a failing grade for the course. It is the student’s responsibility to withdraw officially from a class by submitting a completed Withdrawal Form to the Admissions and Records Office.

B. Other information such as Student Code of Conduct, Children on Campus Policy, Computer Usage, Grievance Policies, Emergency Student Contact Policy, College Counseling Services, Equal Opportunity, and Plagiarism/Scholastic Dishonesty for which students are responsible can be located in the most recent “Course Catalog” and online at www.cted.edu.
IX. ADDITIONAL INSTRUCTOR REQUIREMENTS:

Late Work. All work is due on the day assigned for turn-in. Any work turned in late will receive a 10% reduction in points for every day the work is late.

Class Schedule. This class is taught on an eight weeks long schedule. Students will meet in the classroom and complete all work within Blackboard. Online sections will be completed within Blackboard.

Disability Access Statement – It is the student’s responsibility to self-identify with the appropriate office to receive an evaluation of accommodations and services in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services (DSS) office. The DSS office will also forward a copy of the letter of accommodation to the student's instructor(s). Instructors are required to follow only those accommodations outlined in the letter of accommodation. For further information, please contact the Disability Support Services office at 254-526-1195. If you have specific needs, please discuss them with your instructor.

GENERAL DESCRIPTION OF THE SUBJECT MATTER OF EACH LECTURE OR DISCUSSION:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Provide an overview of community based environmental health and its effects on human health and lifestyle, social and economic factors, and the built environment within the local community. Special emphasis will be given to how drug use/abuse/manufacturing/selling affects the local community.</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Identify and discuss the local environmental hazards present in the community, what is being done to control or eradicate these, and how to maintain safety around these hazards.</td>
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<tr>
<td>Week 3</td>
<td>Identify the qualities of a healthy community, to include physical environment, adequate access to basic needs (food, water, shelter), work and recreation opportunities, and health care services.</td>
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<td>Week 4</td>
<td>Discuss how a community can identify and use the local cultural and spiritual heritage to enhance environmental health.</td>
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<td>Week 5</td>
<td>Discuss how the CHW can bring a community together to begin the process of equitable community engagement. This engagement should include community partnerships, political and social commitments, healthy public policies, and asset-based community development.</td>
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<tr>
<td>Week 6</td>
<td>Identify steps the CHW can take to make a positive impact on their local environment, to include providing information and education on environmental health issues, support the use of protective interventions within the community, and identify and utilize informal leaders within the community.</td>
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<td>Week 7</td>
<td>Identify successful frameworks being utilized in other communities that promote and maintain healthy environments, i.e. Healthy Cities/Healthy Communities.</td>
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<td>Week 8</td>
<td>Tie it all together. Turn in Final Projects, and discuss three methods that the student can use now to make an impact on their local community.</td>
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