

**SYLLABUS**  
**PHC 6930-003 / CGN 6933-004**  
**Environmental Research Interdisciplinary Colloquium (ERIC)**  
**University of South Florida**

**Fall 2011**

- Course Description:** Interdisciplinary seminar series through which students are exposed to a variety of environmental topics, through research and practice presentations by scholars and practitioners, with interactive discussion.
- Instructor:** Amy Stuart, Ph.D., COPH 1117, astuart@hsc.usf.edu, 974-6632.  
Student Office Hours: M 4:30 - 5:30 pm (drop-in), W 3:00-4:00 pm (drop-in)
- Meetings:** Wednesdays, 4:10 – 5:15 pm. FAH 101.  
See attached schedule of ERIC speakers (tentative).  
Non-speaker class discussions are planned for Aug 24, Oct. 12, and Nov 30.
- Objectives:**
1. To provide exposure to a variety of environmental research topics and methods.
  2. To excite students to the potential of a career in environmental research.
  3. To provide experience with facilitating a seminar.
- Assessments:**
1. Seminar reporting forms summarizing and discussing each presentation or discussion (see attached). These are ***due before class begins, the week after each lecture.*** Attendance at least 13 class sessions is required. You may substitute up to 3 ERIC sessions with attendance at any other seminar sponsored by USF related to environmental research. Seminars used must be at least 40 minutes in length. Also, you must not be receiving course credit for the seminar through a different mechanism. (i.e. attendance of a seminar/lecture cannot count for two courses at once.)
  2. Session facilitation assignment. Each enrolled graduate student will be assigned to a team in charge of facilitating one seminar session. For speaker sessions, this will include (i) communicating with the speaker(s) before their session, (ii) creating a speaker announcement, and (iii) introducing the speaker(s). For the discussion sessions, this will include (i) preparing a list of discussion questions, and (ii) facilitating the in-class discussion.
  3. Synopsis of a scientific journal manuscript. A 1-page (400 – 500 words) written synopsis of a manuscript that relates to a talk attended is ***due by Friday, Dec. 2 at 5 pm.*** Follow these guidelines:
    - For one of the talks you attend, further investigate the topic area by locating and reading a related research publication (peer-reviewed journal paper).
    - Your synopsis should include the following: title, authorship, and source of publication; date and title of talk it relates to; discussion of the relationship of publication to talk; motivation for the work described in the publication; methodology used to conduct the work; major findings reported; and implications of the findings.
    - The synopsis should be written using coherent paragraphs, complete sentences, and a clear organizational structure.
    - Attach a copy of the abstract and summary pages of the article to your synopsis.
- Grading:** Offered Satisfactory/Unsatisfactory only. 1 unit. All assessments must be completed for a Satisfactory grade.

## Course Policies:

Permission to Use Lectures:

Lectures may not be recorded without prior permission of the instructor. All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.

Materials generated for this class may be copyrighted. You may make single copies for your personal scholastic use in accordance with U.S. copyright law. Any other reproduction or dissemination is not allowed without prior express permission from the copyright holder.

Electronic Equipment Usage:

Electronic equipment, including cell phones, personal digital assistants, computers, etc. must be turned off prior to entering the classroom. This equipment is disruptive to the class and distracting to students and the instructor.

## University Policies:

Policy References:

USF Academic Policies for Students are provided in the USF Tampa Graduate Catalog at [http://www.grad.usf.edu/inc/linked-files/USF\\_Grad\\_Catalog\\_2010\\_2011.pdf](http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2010_2011.pdf) and in the USF Student Planner at <http://www.sa.usf.edu/handbook/>  
Some specifics are discussed below with a few additional references.

Student Conduct

USF Student Rights/Responsibilities:

<http://www.sa.usf.edu/srr/page.asp?id=81>

USF Student Code of Conduct: <http://www.sa.usf.edu/srr/page.asp?id=88>

Disruption of the Academic Process:

Disruption of the academic process will not be tolerated. See Section 7 of the USF Tampa Graduate Catalog.

Academic Dishonesty / Plagiarism:

Academic dishonesty, including plagiarism, will not be tolerated and is grounds for failure. See Section 7 of the USF Tampa Graduate Catalog. SafeAssign and other plagiarism checking methods may also be used.

The University of South Florida has an account with an automated plagiarism detection service (*SafeAssign*), which allows instructors and students to submit student assignments to be checked for plagiarism. I (the instructor) reserve the right to 1) request that assignments be submitted as electronic files and 2) submit students' assignments to *SafeAssign*, or 3) request students to submit their assignments to *SafeAssign* through myUSF. Assignments are compared automatically with a database of journal articles, web articles, the internet and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

For more information about Plagiarism and *SafeAssign*, visit:

Plagiarism tutorial: <http://www.cte.usf.edu/plagiarism/plag.html>

*SafeAssign*: [http://media.c21te.usf.edu/pdf/student/bbstud\\_subsafassgn.pdf](http://media.c21te.usf.edu/pdf/student/bbstud_subsafassgn.pdf)

Special Accommodations:	The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. If you have a disability requiring an accommodation, you should contact the USF Office of Services for Students with Disabilities to apply for services. Services offered are discussed at <a href="http://www.asasd.usf.edu/index.htm">http://www.asasd.usf.edu/index.htm</a>
Emergency closure procedures:	In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.
Student Grievance Procedure:	Review USF Academic Grievance Policy in Section 7 of the USF Graduate Catalog.  Student assistance is provided by Division of Student Affairs, Office of the Student Ombudsman.  <a href="http://www.sa.usf.edu/ombudsman">http://www.sa.usf.edu/ombudsman</a>
<b>Resources for Students:</b>	
Library Resources:	USF Library Resources and Services: <a href="http://www.lib.usf.edu/">http://www.lib.usf.edu/</a>  Shimberg Health Sciences Library: <a href="http://health.usf.edu/library/">http://health.usf.edu/library/</a> Shimberg Health Sciences Library Tutorials: <a href="http://library.hsc.usf.edu/">http://library.hsc.usf.edu/</a> (follow links under 'Instructional Services' section)
Creating Citations & Using Refworks:	<a href="http://guides.lib.usf.edu/CitingSources">http://guides.lib.usf.edu/CitingSources</a>
Plagiarism & Safe Assign:	See Academic Dishonesty/Plagiarism Section
USF Email Accounts:	<a href="http://health.usf.edu/publichealth/eta/pdf/MyUSF_Email.pdf">http://health.usf.edu/publichealth/eta/pdf/MyUSF_Email.pdf</a>
Blackboard Tutorials:	<a href="http://media.c21te.usf.edu/bbstudents.html">http://media.c21te.usf.edu/bbstudents.html</a>

**ERIC: Seminar Attendance Reporting Form**

Student Name: \_\_\_\_\_

Speaker Name: \_\_\_\_\_ Date / Time: \_\_\_\_\_

Speaker Affiliation: \_\_\_\_\_ Talk Length: \_\_\_\_\_

Talk Title: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Sponsoring Group: ERIC \_\_\_\_\_ Other (specify): \_\_\_\_\_

Short synopsis of talk: (2-3 sentences. Discuss the motivation, approach, and main findings.)

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One Question: (List one question related to the research presentation content)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(You may substitute your own form for this one, but the content should be the same.)

**Public Health Competencies** developed through the ERIC seminar course.

Competency	Objectives	Assessments
<b>Overall MPH Competencies</b>		
Demonstrate effective written and oral skills for communicating with different stakeholders.	3	1-3
Demonstrate leadership and professionalism in public health practice.	2	2
<b>Overall MSPH Competencies</b>		
Critically evaluate scholarly research in public health in terms of scientific rigor, appropriate use of methods and measures, and contribution to science.	1	1,3
Demonstrate research and evaluation skills pertaining to public health issues.	1	1,3
<b>Overall PhD Competencies</b>		
Critically evaluate and use scientific theories and frameworks relevant to public health.	1	1,3
Synthesize knowledge from a broad range of disciplines in public health.	1	1,3
Critically analyze research literature.	1	3
Demonstrate communication skills that facilitate learning by others in formal and informal settings.	1,3	2,3
<b>Environmental Health MPH Competencies</b>		
Describe natural and engineered environmental systems and their interrelationships with human activities and human health	1	1
Relate the history of environmental health issues to current practices and policies	1	1
Communicate orally and in writing relevant information concerning environmental health issues	1,3	1-3
Identify scientific, cultural, political and ethical practices and decisions that may have adverse effects on at-risk human populations or the sensitive ecosystems on each geographical scale	1	1,3
Decide between alternatives, or strategies, to minimize or alleviate adverse environmental impacts	1	1
Interpret published environmental health research findings	1	3
<b>Environmental Health MSPH Competencies</b>		
Define an environmental health research hypothesis in the context of the interrelationship of human activities and environmental and public health;	1	1
Describe through quality assurance/quality control techniques and statistical methods the validity and significance of research results	1	1,3
Interpret published environmental health research findings	1	3
Demonstrate the appropriate research ethics in laboratory practice, data management, and publication of result.	1,3	1,3
<b>Environmental Health PhD Competencies</b>		
Demonstrate general knowledge of public health in the context of environmental factors, occupational exposures, and individual susceptibilities, and related health outcomes	1	1,3
Interpret literature regarding environmental health and understand the limitations and strengths of the research presented	1	1,3
Collaborate with researchers in other disciplines	1,3	1,2
Convey broad knowledge of environmental health in an educational setting	1,3	1