


Environmental Health Policy & Practice

Lesson 10.
Group Project Assignments
16 April 2012



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Announcements

❖ **DEOHS Seminar:**

- **Title:** *Climate Change and Human Health in the Northwest*
- **Speaker:** Michael Yost, PhD
Professor,
Environmental & Occupational Health Sciences
University of Washington
- **Date:** Thursday, 19 April 2012
- **Time:** 12:30 - 1:20 p.m.
- **Location:** Room T-435, HSC

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Lesson Overview

- ❖ **Assignment to Groups**
- ❖ **Selection of Topics**
- ❖ **Group / Project Organization**

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Class Projects

- ❖ **Group Projects:**
 - Assignments made quasi-randomly
 - Diversity of backgrounds
 - "Real World" model
 - ✓ "The fact that people are thrown together to meet an objective is very real. The fact that they don't always like each other is very real. The fact that they have to comment on each other and in some cases support each other and in some cases not support each other and make tough decisions is very real."
-- Laura Schildkraut (UW Business School)
- ❖ **Limited Choice in Topics**

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Class Projects *Continued*

- ❖ **Requirements:**
 - **Oral Presentations**
 - ✓ Tentative Schedule (subject to change):
 - June 1: Groups A and B
 - June 5: Groups C thru F
 - **Written Report**
 - ✓ Approx. 15 pages
 - **Specific Guidance:**
<http://courses.washington.edu/envh473/Lessons/Projects.html>

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Class Projects *Continued*

- ❖ **Content:**
 - **What is the problem or issue?**
 - ✓ Why is it a problem?
 - ✓ What is/are the health consequence(s)?
 - ✓ What population(s) is/are at risk?
 - ✓ How big is it?
 - **Is it a public health problem?**
 - ✓ Why?
 - **What is the current policy, if any?**
 - ✓ Is the policy set by law?
 - ✓ Who (what agency) made or should make the policy?
 - ✓ Is the current policy sufficient to address the issue?

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Class Projects *Continued*

❖ **Content** *(continued)*:

- **What more needs or should be done, i.e., what should the policy be?**
 - ✓ Why?
 - ✓ Does it require a new law or change in existing law?
 - ✓ Who should make the policy?
 - What level? Federal, state, local?
 - ✓ Who should be responsible for carrying out the new policy?
 - ✓ What will it cost?
 - ✓ Who (what population or group) will bear the cost?
- **How will the new policy be evaluated?**

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Things to Consider

❖ **The Problem:**

- Present a detailed description of the problem, i.e., what is the risk?
 - ✓ Magnitude
 - ✓ Scope
 - ✓ Cause(s)
- Describe the affected community(ies)
 - who’s ox is being gored;
 - ✓ Geographically
 - ✓ Politically
 - ✓ Ethnically/Culturally
- Identify the “stakeholders”
 - ✓ Responsible government agency or agencies
 - ✓ Industry and/or User (consumers) groups
 - ✓ Citizens / Citizen groups
 - ✓ Others

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Things to Consider *Continued*

❖ **Existing Policy:**

- Discuss the statutory basis for government regulation or intervention in this area
 - ✓ government mandated or sponsored programs,
 - ✓ any legal issues involved
- Describe the “official” response to the problem
 - ✓ Describe the goals/objectives, activities, procedures, etc. which were used to respond to the problem;
 - ✓ Explain how it (or did not) embody the 10 essential services and core functions of environmental health,
 - ✓ or could have been improved by employing these principles.

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Class Projects *Continued*

- ❖ **Approach / Focus = The Problem**
- ❖ **Literature review**
 - Periodic literature
 - World Wide Web
 - Agency Reports
- ❖ **Oral Presentation**
 - 20 minutes
 - Rehearsed
- ❖ **Paper**
 - ~ 15 pages / double spaced
 - Cover page, standard formatting, Bibliography

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Class Projects *Continued*

- ❖ **Evaluation**
 - Project = 100 points
 - Single grade for the oral presentation & paper
 - Peer evaluation

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Peer Evaluation

ENV H 473: ENVIRONMENTAL HEALTH POLICY & PRACTICE Group

CLASS PROJECT EVALUATION SHEET
Spring Quarter 2012

Name: _____ ID No.: _____

Please rate each of the members in your group (*including yourself*) with regard to their contribution to your course project on a scale of from 0 to 4 using the following criteria matrix.

Ability to Work with the Group	Amount of Effort	Dependability	Intellectual Contribution	Overall Contribution to Project
0 Never showed up or was disruptive to the group process.	None	Won't never turned in any thing.	Never said anything.	None
1 Participated, but wanted to go in a different direction than the group.		Got things done, but usually late.		Minimum
2 Okay.	About what was expected.	Usually got things done on time.	Was helpful.	Average
3 Always participated, made sure everyone had a chance to participate.		Always got things done on time.		Above Average
4 Helped get the group moving with out dominating it.	Wouldn't have happened without him/her.	Could be counted on to pick up the slack.	Provided thoughtful, meaning suggestions.	Wouldn't have been possible with out him/her.

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Topic Selection

- Bisphenol A: Washington ban justified?
- CAFOs (Factory Farming)
- Chinese Sheet Rock / Wall Board
- Disposal of outdated medicines
- Electronic recycling
- Equal access to grocery stores
- Fluoridation of public drinking water
- Privatization of water supplies
- Raw milk regulation in Washington
- Safe Paths to School
- Sterile Home Environment

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Group A

- ❖ Balarezo, Maria Rose
- ❖ Elston, Leslie Danielle
- ❖ Luong, Heide Samantha
- ❖ Zelkanovic, Dalila

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Group B

- ❖ Estira, Martin Ilog
- ❖ Gautom, Abhay Kumar
- ❖ Huh, Michelle Soyeon

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Group C

- ❖ **Frenkel, Hannah Libby**
- ❖ **Jo, Ara**
- ❖ **Nebil, Simon**

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Group D

- ❖ **Nakamura, Momoka**
- ❖ **Prescott, Victoria Maria**
- ❖ **Saikaly, Phillip W**

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Group E

- ❖ **Larkin, Elizabeth Haley**
- ❖ **Shakibaei, Nazila**
- ❖ **Ward, Matthew Robert**

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Group F

- ❖ Peterson, Angela Grace
- ❖ Turk, John Nicholas
- ❖ Wang, Belinda

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Groups

- ❖ Get into your groups and select your topic
 - Only one group per topic
 - First come first serve

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Group Projects

- ❖ Getting Started:
 - Find out sufficient information about the background of the case so that you can identify the problem
 - Reach agreement on the problem
 - Develop a one sentence statement of the problem
 - ✓ Did you ask "why" at least 3 times?
 - Meet with one of the instructors to discuss your problem statement

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Next Lesson

**Legal Tools:
Inspections &
Investigations**

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