

**12th Biennial Meeting
of the
International
Environmental Health
Faculty Forum**



6 July 2014

The Cosmopolitan
Las Vegas, Nevada, USA



International Environmental Health Faculty Forum

12th Biennial Meeting

LAS VEGAS, NEVADA, USA -- 6 JULY 2014
The Cosmopolitan • Condesa 5 & 6

PROGRAMME*

13:00 - 13:10 -- Welcome / Introductions

Chair: Charles D. (Chuck) Treser, University of Washington, Seattle, USA

13:10 - 14:50 -- Paper presentations - EH Curricula

2014-12: Preparing and Advancing EH Practitioners: Balancing Breadth and Depth of Science

2014-03: Training to Environmental Health in the French Faculties of Pharmacy

2014-11: A Joint European Master of Environmental Health Project

2014-08: Development of New Online Courses in Environmental Health

2014-05: Designing a Training Programme for the Wider Public Health Workforce in Wales

14:50 - 15:10 -- BREAK

15:10 - 16:10 -- Paper Presentations - Quality Assurance

2014-10: Applying Threshold Concepts to Undergraduate Environmental Health Curriculum Design

2014-01: Environmental Health Accreditation Guidelines: Building Undergraduate Programs of Academic Excellence

2014-15: Quality Management and Quality Assurance in Higher Education on Environmental Health Studies: Practices and Experiences developed at ESTSP/IPP - Portugal

16:10 - 17:10 -- Paper Presentations - EH Practica

2014-04: Creating a Positive Environmental Health Field Experience with a University Setting

2014-07: Real Life Assessment: An Example of Student Learning with Communities Project within a Health Promotion Module

2014-09: Environmental Health Internships at West Chester University: 20+ years of Success Stories

17:10 - 17:30 -- Wrap-up and Adjourn

*NOTE: Times are approximate and the order of presentations is subject to change



Environmental Health Curricula



IEHFF 2014 BIENNIAL MEETING ABSTRACTS

Date:	2 December 2013	Abstract No.	2014-12
Title:	Preparing and Advancing EH Practitioners: Balancing Breadth and Depth of Science		
Abstract:	<p>Environmental health is a broad field, encompassing all aspects of human health and environmental interactions. Practitioners utilize both natural and social sciences in laboratory and community contexts to varying degrees. The goal of this presentation is to present a conceptual model for how to balance environmental health coursework at the college level based on the required breadth and depth necessary for a particular course or program.</p> <p>Environmental health consists of many often overlapping areas and subspecialties. Because practitioners deal with a wide variety of issues, they need a firm foundation in the natural sciences (such as chemistry, biology, ecology, mathematics, physics, biochemistry and microbiology) but they also need to understand how to apply these foundations by using tools such as epidemiology, toxicology, policy and regulation, communication and education. Therefore, a particular course needs to consider what, if any, prerequisites are required, and how the environmental health course fits into the program curriculum. This factor directly impacts how to balance the breadth of areas (air quality, water quality, toxic chemicals, sanitation, radiation, etc.) with the depth of specialization in a particular area. Both undergraduate and graduate programs should cover the breadth of the field, but the graduate course would be expected to have greater depth. For example, a program specific to environmental health may want a generalized environmental health course early in the sequence to place the specialized laboratory courses in context. Alternatively, an environmental health course might provide additional depth by focusing on applying specific tools in a field, such as air or water quality testing. In the USA and UK, most environmental health undergraduate programs rely on internship and practicum experiences to give students experience hours before entering the workforce. However, the USA and UK have very different professional certifications/licensures that are directly impacted by academic accreditation standards.</p> <p>This conceptual model presents a systematic approach to environmental health education. Academicians need to be responsive to trends in the practice of environmental health, including how the workforce is changing, licensure and accreditation requirements, and being responsive to addressing emerging environmental health threats</p>		
Type:	Lecture	Time Requested:	Not Specified
Objectives:	Not stated		

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IEHFF 2014 BIENNIAL MEETING ABSTRACTS

Date:	10/30/13 5:10 PM	Abstract No.	2014-03
Title:	<i>Training to Environmental Health in the French Faculties of Pharmacy.</i>		
Abstract:	<p>In France, the term "environmental health" officially appeared in 2004 with the enactment of the Law of August 9, 2004, relative to the public health policy. The same year, the first National Health and Environment Plan was published. Among the actions to promote, is included the training of health professionals (doctors, pharmacists, nurses ...), which are considered as major actors to raise awareness of good health behaviors. Although desired and supported by health authorities, training of health professionals (doctors, pharmacists ...) in environmental health is still undeveloped.</p> <p>At the Faculty of Pharmacy (University of Auvergne), a commitment in this direction has been taken for many years, as well in the initial formation of students, as for the continuing formation of pharmacists. After an overview of environmental health training offered by the 24 French faculties of Pharmacy, an example of an interactive training at the University of Auvergne will be described, with the presentation of the University Diploma "Health & Environment", which is proposed as well to pharmacists, as to physicians.</p> <p>The objectives of the University Diploma "Health & Environment" is: (i) training of health professionals in the process of environmental health, (ii) identifying the main sources of information and contacts in environmental health for professional health, (iii) raising awareness of social issues of environmental health and ability to communicate with patients, and (iv) integrating the determinants of environmental origin in the daily health professional practices.</p> <p>The University Diploma "Health & Environment" associated lectures, debates, visits to places of interest, role-playing with staging in the pedagogic pharmacy and medical office located in the University of Auvergne. Moreover, each student must present some topics of environmental health related strictly to his professional practice; each presentation is then discussed with other students and teachers to identify the best "take home messages" related to the environmental health situations.</p>		
Type:	Lecture with Q & A	Time Requested:	20 Minutes
Objectives:	<p>Attendees will be able to</p> <p>Objective #1: improve the skills and competencies of environmental health professionals</p> <p>Objective #2: organize an efficient session of teaching on environmental health for professionals health.</p> <p>Objective #3: better understand the French training of health professionals in environmental health.</p>		

Author(s):	<p>Presenter #1: Full Name: Prof. Marie-Pierre Sauvant-Rochat Credentials: PhD, DrPH Other Credentials: PharmD Job Title: PROFESSOR OF UNIVERSITY Organization: UNIVERSITY OF AUVERGNE - FACULTY OF PHARMACY Address: Street Address: DEPARTMENT OF ENVIRONMENT AND PUBLIC HEALTH - EA4681 PEPRADE Street Address Line 2: 28 PLACE HENRI DUNANT - BP 38 City: CLERMONT-FERRAND Postal / Zip Code: F-63001 Country: France Work Phone: (33) (0)473178056 Mobile Phone: () E-mail m-pierre.sauvant-rochat@udamail.fr</p> <p>Presenter #2 Co-Presenter Information: Full Name: PROF. BRIGITTE VENNAT Job Title: PROFESSOR OF UNIVERSITY Organization: UNIVERSITY OF AUVERGNE Address: Street Address: FACULTY PF PHARMACY Street Address Line 2: 28 PLACE HENRI DUNANT - BP 38 City: CLERMONT-FERRAD Postal / Zip Code: F-63001 Country: France Work Phone: (33) (0)473178040 Mobile Phone: () E-mail brigitte.vennat@udamail.fr</p>
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IEHFF 2014 BIENNIAL MEETING ABSTRACTS

Date:	9 December 2013	Abstract No.	2014-11
Title:	Joint European Master in Environmental Health Project		
Abstract:	<p>In light of the effects from globalisation and the emergent Environmental and Public Health threats worldwide and in particular Europe; it is necessary to change the paradigm of education and science at university level and provide opportunities for environmental health students to develop a global perspective and understanding</p> <p>Following the recent changes in higher education level in Europe by the implementation of the Bologna agreement and building upon successful European teaching and students exchanges programs such as ERASMUS, three different Universities from Europe are working together to create an innovative model of education in the field of Environmental Health.</p> <p>It is proposed to set up a master level course of two years duration, taught in English. Students will complete a common year in one of the three institutions with professors commuting to lecture in all institutions. Students after their first year can select a core area offered at each institution where they will perform their second year studies and their research.</p> <p>The curricula is being prepared by the three universities reflecting the best available knowledge and emergent risks for Environmental Health worldwide..</p> <p>It is believed that this MSc program can provide added value and act as a turning point in the global education of environmental health and will empower the research and best available practices in this field sharing knowledge and bridging the various themes within the concept of sustainable development.</p> <p>In addition Internationalising the curriculum will provide students with global perspectives of their environmental health and giving them a broader knowledge base for their future careers. It will allow course providers to provide students with a set of values and skills to operate in diverse cultural environments; skills often labelled 'intercultural competencies' or 'cross-cultural capabilities'</p>		
Type:	Lecture	Time Requested:	50 Minutes
Objectives:	Not stated		
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IEHFF 2014 BIENNIAL MEETING ABSTRACTS

Date:	30 November 2013	Abstract No.	2014-08
Title:	Development of New Online Courses in Environmental Health		
Abstract:	<p>Boise State University (BSU), along with the majority of the entire higher education system, is seeking to move into the online environment with course offerings. To that end BSU has employed numerous instructional design consultants to assist faculty in the development of new online courses. The purpose is to create a class that goes beyond a “read this”, “watch that” and take a quiz to a more robust, interactive relationship among the students and between the students and their instructor. This paper follows the journey of one faculty member at BSU in transitioning a face to face class to an online course with the lessons learned along the way. The key is developing a consistent repeatable product that leads students to the stated learning objectives for the course. It is the belief of this author that wherever applicable and practical we have an obligation to our future students to provide online courses as an option.</p>		
Type:	Lecture	Time Requested:	Not Specified
Objectives:	Attendees will be able to		
Author(s):	<p>Thomas N. Turco, M.S., REHS*</p> <p>Email: thomasturco@boisestate.edu</p> <p>BS University of Idaho, MS University of California, Berkeley</p> <p>Tom worked for 34 years with the Environmental Health Section of the Central District Health Department in Boise Idaho for the last 25 years he was the Director of the Environmental Health Section.</p> <p>Since Fall 2010 he has been a full time lecturer with Boise State University teaching a variety of courses both in an online format and in a face to face format in Environmental Health, Public Health and University Foundations. Class size in the online courses ranges from 35 to 120 students.</p>		



IEHFF 2014 BIENNIAL MEETING ABSTRACTS

Date:	11/1/13 5:23 AM	Abstract No.	2014-05
Title:	<i>Designing a training programme for the wider public health workforce in Wales</i>		
Abstract:	<p>Over the past decade there have been major advances in public health workforce development in Wales and the UK. The UK's Chief Medical Officer recognised in 2001 that "most people, including managers, have a role in health improvement and reducing inequalities, although they may not have recognised this". The Public Health Skills & Career Framework describes knowledge and competence for core and defined areas of public health, split across nine different career levels, from people with little knowledge of public health who may undertake specific public health activities under direction, through to those whose main role is in public health practice, right up to multidisciplinary public health leaders who set strategic direction and determine priorities across organisations and areas of public health work.</p> <p>Consultant-grade public health posts are now open to those from non-medical backgrounds, including environmental health, and many EHPs have taken up positions of this nature. Formal recognition of the status of public health practitioners has also been achieved through the establishment of a Public Health Practitioner Register. The next stage is to increase recognition of the role of the "wider workforce".</p> <p>This session will consider a recent project in Wales to scope and design a training programme to address core and defined competences for the wider workforce for public health in Wales. The session will discuss the approach taken to identifying what is required, and how existing training opportunities have been reviewed for potential incorporation into a flexible programme. Findings from consultation and engagement with employers and likely participants will be considered and the final programme design presented. Delegates will be invited to consider how they could support the role of the wider workforce in the promotion and protection of public health in their context.</p>		
Type:	Lecture with Q & A	Time Requested:	20 Minutes
Objectives:	<p>Attendees will be able to</p> <p>Objective #1: Evaluate the areas of knowledge and practice considered important for the wider workforce for public health</p> <p>Objective #2: Consider an approach to designing a flexible training programme to deliver core public health knowledge to the wider workforce</p> <p>Objective #3: Reflect on how the role of the wider workforce could be recognised and enhanced in their own context</p>		

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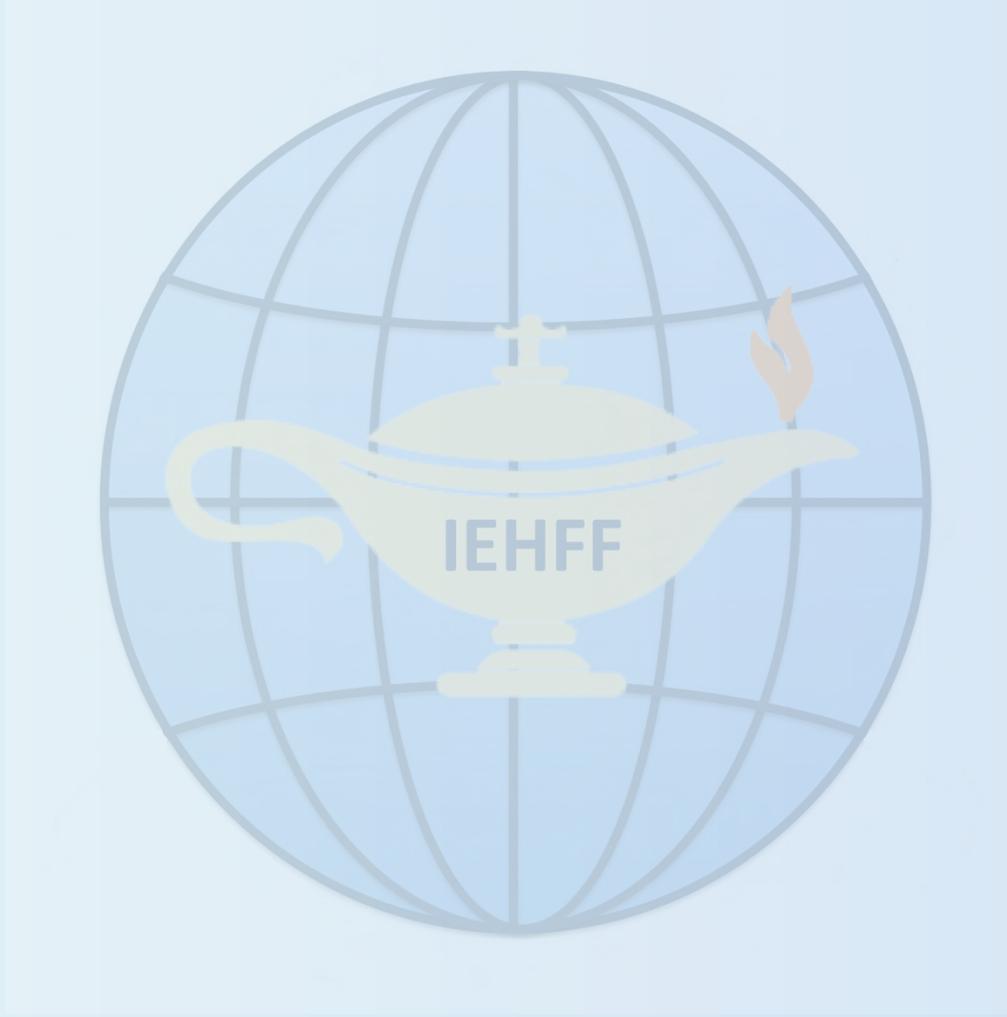
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Quality Assurance



IEHFF 2014 BIENNIAL MEETING ABSTRACTS

Date:	1 December 2013	Abstract No.	2014-10
Title:	Applying threshold concepts to undergraduate environmental health curriculum design		
Abstract:	<p>Over recent years increasing pedagogical attention has been paid towards the notion of threshold concepts. Threshold concepts are 'the concepts that bind a subject together, being fundamental to ways of thinking and practising in that discipline'. They are seen to be transformative and irreversible – once grasped, the concept becomes part of who you are, unlikely to be forgotten.</p> <p>In 2011 the Chartered Institute of Environmental Health published a new curriculum framework for the accreditation of degrees leading to qualification as environmental health practitioners. This curriculum included explicit definition of threshold concepts for environmental health practice, as follows:</p> <ul style="list-style-type: none"> • Dahlgren and Whitehead's 1992 conceptualisation of the determinants of health and well-being • Assessment, management and communication of risk • Earth and health-based sciences • Knowledge acquisition and transfer, including research, development and innovation. • Evidence-based practice • Reflective practice • Dissemination <p>This session will briefly review the pedagogical literature around threshold concepts and their impact on student learning, and discuss the approach taken by Cardiff Metropolitan University to the integration of these threshold concepts into the undergraduate environmental health curriculum. The session will also aim to instigate debate and discussion around the potential for identification of threshold concepts for environmental health practice at a 'global' level, and the approaches we can take as educators to support and assist students and professionals through the 'troublesome knowledge' and 'liminal states' of threshold concepts.</p>		
Type:	Lecture	Time Requested:	Not Specified
Objectives:	None stated		
Author(s):	<p>Alastair Tomlinson</p> <p>Alastair's background is in local government where he dealt with noise pollution, communicable disease control, health improvement and environmental health policy and strategy. During his career Alastair led a local authority group successfully implementing smoke free public places in Wales, developed an organisational development package to build capacity for health improvement in</p>		

	<p>local authorities, and since becoming a lecturer in 2008, has designed and led the MSc Applied Public Health programme at Cardiff Met. Alastair holds a Postgraduate Certificate in Teaching for Higher Education and is a Fellow of the UK Higher Education Academy</p>
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IEHFF 2014 BIENNIAL MEETING ABSTRACTS

Date:	10/11/13	Abstract No.	2014-01
Title:	<i>Environmental Health Accreditation Council Guidelines: Building Undergraduate Programs of Academic Excellence</i>		
Abstract:	<p>Those attending this session will be provided ideas, strategies, methods and tools to achieve increased capacity and excellence in Environmental Health undergraduate education. The application and success of the Environmental Health Accreditation Council Guidelines will be presented using the model of excellence achieved at Colorado State University. This session will outline the history and key factors in the program's development and successes over the past four decades and provide a comprehensive overview of the requirements of the Environmental Health Accreditation Council guidelines. Colorado State is celebrating its 40 years of accreditation with the National Environmental Health Science and Protection and Accreditation Council in 2014 and has been recognized as one of our nation's top programs in undergraduate preparation for a career on environmental health. Those who wish to increase capacity of an existing program or develop a new undergraduate program in environmental health should attend. Come learn how a model program was developed, implemented, maintained and evaluated. Colorado State University has made strategic choices, identified priorities, and executed effective planning to achieve a 200% increase in program growth in the past decade. Learn about defining your program philosophy of education, develop program goals, articulate objectives and operationalize for excellence. This session will include user friendly tools for program development, implementation, evaluation, and Accreditation Application with the Environmental Health Accreditation Council. Don't miss this dynamic presentation aimed at preparing you for success using the Environmental Health Accreditation Council guidelines.</p>		
Type:	Lecture	Time Requested:	50 Minutes
Objectives:	<p>Attendees will be able to</p> <ol style="list-style-type: none">1) identify and describe Environmental Health Accreditation Council guidelines for undergraduate education programs,2) use the guidelines to develop,3) implement, and4) maintain their academic program and to5) evaluate undergraduate academic program performance and compliance to the guidelines, and lastly6) build capacity and excellence into their undergraduate environmental health program.		

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IEHFF 2014 BIENNIAL MEETING ABSTRACTS

Date:	12 November 2013	Abstract No.	2014-15
Title:	Quality Management and Quality Assurance in Higher Education on Environmental Health Studies: Practices and Experiences developed at ESTSP/IPP - Portugal based on NP EN ISO 9001:2008		
Abstract:	<p>In the last decades, several factors have contributed to raising public concern over higher education institutions quality, leading to the emergence of quality measurement and improvement devices such as performance indicators, accreditation, programme and institutional assessment and quality audits, and there have been attempts to import models from the private sector into higher education systems and institutions (Sarrico, Rosa, Teixeira and Cardoso, 2010). This has led to the emergence on the applicability of quality management principles, methodologies and tools to the higher education. Apparently the way these systems should be organized and function is not that specified, apart from the need to comply with the seven standards established in the European Standards and Guidelines (ESG), being up to each institution to define and implement its own quality assurance system in accordance with mission, goals and institutional culture (Santos, 2011). The quality management principles, tools and frameworks, can be some helps to the development of these quality assurance or quality management systems.</p> <p>This study approaches the implementation and certification of a quality management system in a higher education institution, namely Allied Health Science School of Polytechnic of Porto (Escola Superior de Tecnologia da Saúde do Porto, ESTSP/IPP), according to the standard NP EN ISO 9001:2008, certification concluded at 2011. The study was developed in ESTSP/IPP –actually the health institution in its scientific and technical field certified by Société Générale de Surveillance S.A. (SGS) for Environmental Health Degree (and also, for all Curricular Plan on ESTSP/IPP).</p> <p>Methodology: The implementation and evolution of Quality Management System (QMS) of ESTSP/IPP and the focus on strategies to implement the Quality Assurance on Environmental Health Curricular Plan is showed in this study. Some indicators at ‘income of students’ and ‘outcome of students’, teaching-learning methodologies (PBL methodology, practices on laboratory, cases studies and practices in loco and in conjunction with practices in work context in different domains - Environment and Healthy Life, Public Health and Occupational Hygiene and Safety - and the inclusion of the students on research, between others are presented.</p> <p>Results and Conclusions: The internal organization of ESTSP defined in QMS of ESTSP, was structured on processes, identifying procedures, actors and responsibilities. The Quality assurance in teaching-learning is achieved through the implementation of a set of procedures, structured in different levels of expertise, established and documented in QMS of ESTSP. Through the Deming Cycle (PDCA cycle) applied as a tool in QMS, particularly on Teaching-Learning</p>		

	<p>Process, set up a management structure focused on continuous improvement . In general, we conclude that the implementation of quality management systems and the certification based on the international standard NP EN ISO 9001:2008 had a positive impact and gave a huge contribution, not only to the continuous improvement of the quality of the School internal organization, in its various aspects, but also, based on a 'client – the students and community in general' - focused method, it helped in the improvement of the quality of the delivery of their service.</p> <p>References:</p> <p>ENQA (2007). Standards and Guidelines for Quality Assurance in the European Higher Education Area. Helsinki: ENQA – European Association for Quality Assurance in Higher Education.</p> <p>Maria J. Rosa, Cláudia S. Sarrico & Alberto Amaral (2012). Implement Quality management Systems in Higher Education Institutions. Pag. 129- 146 – www.intechopen.com.</p> <p>Santos, S.M.D. (2011). Análise Comparativa dos processos europeus para avaliação e acreditação de sistemas internos de garantia da qualidade. A3ES – Agency of Evaluation of Higher Education, Lisboa, Portugal. Readings.</p> <p>Sarrico, C.S., Rosa, M.J., Teixeira, P.N., & Cardoso, M.F. (2010). Assessing quality and evaluating performance in higher education: works apart or complementary views? <i>Minerva</i>, 48, 35-54.</p>		
Type:	Lecture	Time Requested:	20 Minutes
Objectives:	Not stated		
Author(s):	<p>Manuela Vieira da Silva & Ana Xavier Allied Health Science School of Polytechnic of Porto, Portugal Contact: m.silva@eu.ipp.pt</p>		



Environmental Health Practica



IEHFF 2014 BIENNIAL MEETING ABSTRACTS

Date:	10/31/13 1:58 PM	Abstract No.	2014-04
Title:	<i>Creating a Positive Environmental Health Field Experience Within a University Setting</i>		
Abstract:	<p>The Field Experience as offered within many master's level public health programs involves placement of individuals within professional environments for an "in the trenches" encounter designed to introduce them to possible career options they may not have considered previously. An experience at an agriculturally based Land-Grant institution offers a wide range of environmental scenarios involving prevention,, promotion and identification of environmental safety issues within the institution. The Office of Environmental Health and Safety at Fort Valley State University offers selected students of the MPH program the opportunity to complete a 6-credit hour Field Experience within their department. Students are involved with mentor supervision in all 4 phases of the Environmental Management System, a system that is mandated through an agreement between the Board of Regents of the University System of Georgia and the U.S. Environmental Protection Agency. These phases include: Policy Development and Management Commitment, Planning and Information Management, Manual Preparation, Training and Implementation and the Implementation of Continual Improvement of the Existing EMS. Students aid in the implementation of strategies which are designed to control and minimize exposure by faculty, staff and students to environmental hazards which may be commonplace on an agriculturally driven college campus as well as to promote meeting all environmental health and safety regulations and requirements as set forth by the EPA. This is a prime opportunity for student assimilation of the theory and practical applications of such EPA regulated programs as Clean Air Act (CAA), Clean Water Act (CWA)and the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA).</p>		
Type:	Lecture with Q & A	Time Requested:	50 Minutes
Objectives:	<p>Attendees will be able to</p> <p>Objective #1: Illustrate methods in which public health students may acheive understanding of environmental health issues through internal field experiences.</p> <p>Objective #2: Understanding of the development of a field experience site within the university structure of Land-Grant Institution.</p> <p>Objective #3: Establish & implement a positive field experience for MPH students in the area of environmental health promotion, identification and prevention within a Land-Grant Institution.</p>		

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IEHFF 2014 BIENNIAL MEETING ABSTRACTS

Date:	11/1/13 9:15 AM	Abstract No.	2014-07
Title:	<i>Real Life Assessment ; An example of a Students Learning with Communities Project within a Health Promotion Module of a BSc Honours Degree Programme in Ireland.</i>		
Abstract:	<p>A Students Learning with Communities project (SLWC) has been running for the past five years in a fully integrated and credited Health Promotion module on a level 8 BSc Environmental Health honours degree programme. To date 2,500 second level pupils and 200 BSc Environmental Health students have participated in the programme. The aim of the project is to allow students develop key professional skills while having an additional benefit to the community in increasing health literacy amongst an important sub group of the population. The project precedes both a seven month placement period which students complete in a private or public professional setting and a time when students must select and submit a thesis title. Students are set various work packages in line with the learning outcomes of the module including the development of a paradigm on the environmental determinants of health. A needs assessment is then completed within pupils of an upper second level school to assess what area of the paradigm they would like students to research and present a lesson plan on within the school setting. Students work in groups to contact a school, research and present a 40 minute presentation with a period for reflective activity among the school pupils. To date areas such as Alcohol, Tobacco, Drugs, Body Image including recent trends in Obesity, Cosmetics, School Life Balance and Cyber Safety have been presented. Students engage with technology and have used packages such as précis, and recently clickers have been an addition to the project.</p> <p>A multi-layeral evaluation technique has been undertaken and includes pupil evaluation, student evaluations and transition year co-ordinator evaluations, All evaluations to date demonstrate a high level of interest in the project particularly among second level teachers and students have indicated that a wide range of skills have been learnt during the project which are essential for their professional practice period that directly follows this project.</p> <p>Session Description/Teaser: This session will describe a dynamic Health Promotion Programme aimed at tackling key health issues amongst teenagers in Ireland including smoking, alcohol, body image, cyber safety, climate change and many more ! Third Level students work with community schools in developing programmes that address key health issues in Ireland.</p>		
Type:	Lecture with Q & A	Time Requested:	20 Minutes
Objectives:	<p>Attendees will be able to</p> <p>Objective #1: implement a students learning with communities project within their local community</p>		

	<p>Objective #2: identify a local problem through the needs assessment theoretical framework</p> <p>Objective #3: create a dynamic educational package relevant to a specific age group within their community</p>
Author(s):	<p>Full Name: Ms. Kathryn Young</p> <p>Credentials: MA</p> <p>Other Credentials: MSc</p> <p>Job Title: Lecturer in Environmental Health</p> <p>Organization: Dublin Institute of Technology</p> <p>Address: Street Address: Cathal Brugha Street</p> <p>Street Address Line 2: Dublin</p> <p>City: Dublin 1</p> <p>State / Province: Dublin</p> <p>Postal / Zip Code: D 1</p> <p>Country: Ireland</p> <p>Work Phone: +353 (01) 4027572</p> <p>Mobile Phone: +353 (086) 8390023</p> <p>E-mail kathy.young@dit.ie</p>



IEHFF 2014 BIENNIAL MEETING ABSTRACTS

Date:	30 November 2013	Abstract No.	2014-09
Title:	Environmental Health Internships at West Chester University: 30-Plus Years of Success Stories		
Abstract:	<p>West Chester University's Environmental Health Internship program began 32 years ago with its first graduate in 1981. Since then almost 200 students have been placed in semester-long internships in private industry, consulting firms, hospitals, universities, research institutions, local health departments and departments of emergency services, the Environmental Protection Agency, the Pennsylvania Department of Environmental Protection and many other agencies. Describing internships to prospective students is a strong recruiting tool and current students begin planning and interviewing for their internships up to a year in advance. Some completed internships have led to full-time employment positions that have lasted for many years. In other cases, WCU Environmental Health interns have moved up within their companies and have found themselves in positions to sponsor new interns themselves. This paper details evidence of success from (1) internship site visit interviews with current interns and internship site supervisors; (2) graduation exit interviews with students and (3) alumni interviews. While current students and site supervisors routinely report satisfaction with the internship experience, additional anecdotal input from program alumni a few years post graduation to mid-career also reflects a positive outlook on internships. Evidence suggests that these internships set students on successful career paths and that this experience propels them to make positive impacts on the Environmental Health profession</p>		
Type:	Lecture	Time Requested:	Not Specified
Objectives:	Not stated		
Author(s):	<p>Charles V. Shorten, Ph.D., P.E. and Maura J. Sheehan, Sc.D., CIH, Department of Health, Environmental Health Program, West Chester University, West Chester, PA 19383 Office: 209 Sturzebecker; Phone: +1 610-436-2360; / Email: cshorten@wcupa.edu;Email:</p> <p>Charles V. Shorten, Ph.D., P.E., is Professor and Director of Environmental Health Programs at WCU. He has been a faculty member since 1989. He earned his Ph.D. in Environmental Systems Engineering from Clemson University. Dr. Shorten teaches courses in risk assessment, water quality, environmental regulations, emergency preparedness and research methods; he has taught in India as a Fulbright Scholar and has led study abroad courses in Costa Rica and China. His research interests include modeling the fate of organic contaminants in sediments and aquatic systems, metal transport in the urban environment and hazardous materials management.</p>		

