SYLLABUS

**Emory University**

**Nell Hodgson Woodruff School of Nursing**

Spring/Summer 2019

**TITLE:** The age of the anthropocene: What nurses need to know about environmental sustainability and climate change

**SEMESTER:**  Spring/Summer 2019

**CREDIT ALLOCATION** 3 credit hours: 45 contact hours

**PLACEMENT:**  Master’s and PhD nursing students

**CLASS DATES:**  TBD, 2019

**PREREQUISITES:** None

**FACULTY:** **Lisa M. Thompson**, PhD, MSN, RN, FNP-BC, FAAN

Associate Professor, Nell Hodgson Woodruff School of Nursing

Office: Suite 226

Phone: 404-727-2481

Email: [lisa.thompson@emory.edu](mailto:lisa.thompson@emory.edu)

Faculty: student ratio: 1:10

**TIME/LOCATION**: TBD

**COURSE DESCRIPTION:** Nursing students will learn about how humans impact ecosystems and how they, in turn, are impacted by disrupted ecosystems. The focus will be both “local and global”, contrasting the inequities that exist as populations try to adapt to environmental change. Each topic will be complemented with “what nurses can do to effect change”. Positive examples of resource sustainability or adaptation responses will be highlighted as case studies. Students will conduct reflective exercises on one sustainability practice that they engage in during the course.

**OBJECTIVES:**

Upon completion of this course students will be able to:

1. Describe governing agencies and current policies that might mitigate climate change
2. Describe two environmental crises and how they impact poor communities, both in the US and globally.
3. Compare and contrast different approaches to create sustainability practices in their everyday life.
4. Differentiate between interventions that work and don't work in improving sustainability, and list factors that lead to success

**EVALUATION AND GRADING:**

**Student Expectations:** This intensive class requires regular participation and attendance. Students should always come to class well prepared. This class is also structured in a manner that requires students to work independently. Reading assignments should be completed before class meetings. Although not all reading material will be covered in class, you will be responsible for the content on assessments.

1. Prepare for class by completing the assigned readings prior to class.
2. Submit at least 2 questions per week on the readings by 5pm the day before class; these will guide the discussion.
3. Attend class weekly. Please notify faculty if you are unable to attend.
4. Provide evaluation feedback for lectures and complete course evaluation form at the end of the quarter.

**Assignments** are due electronically via Canvas on or before midnight on the due date listed, unless date change has been discussed and approved ahead of time. Only major extraneous circumstances will be considered for an extended submission date. Assignments submitted after midnight, but on the due date, will have 2.5 points (based on a 100 point scale) automatically deducted from grade. Five (5) points will be deducted for each day late.

**Grading Scale:** The following grading scale will be used for this course:

|  |  |
| --- | --- |
| **Grade** | **Percentage** |
| **A** | 95-100 |
| **A-** | 90-94 |
| **B+** | 85-89 |
| **B** | 80-84 |
| **B-** | 75-79 |
| **C** | 70-74 |
| **F** | Below 70 |

**Verbal and Written Skills:** Verbal and written expression are of utmost importance in this course. Assignments in this class provide students with an opportunity to obtain feedback concerning student’s ability to digest, synthesize and present information. Criteria for evaluation of written work include organization, creativity, clarity, and coherence.

**ASSIGNMENTS**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Percent of Grade** |
| **Assignment 1,** Reflections on Readings (weekly) |  | 20% |
| **Assignment 2,** Journaling (weekly) |  | 20% |
| **Assignment 3,** Letter to the editor on a sustainability concern |  | 20% |
| **Assignment 4,** In class assignments |  | 20% |
| **Assignment 5,** Student presentations on new sustainability practice |  | 20% |

**Student Honor and Conduct Code:** I will conduct this class in a manner consistent with the Emory RSPH Student Honor and Conduct Code regarding academic integrity. All students are expected to strictly adhere to the RSPH Student Honor and Conduct Code. All students should review the code prior to the beginning of class. The code is provided at the following website: <http://www.sph.emory.edu/cms/current_students/enrollment_services/honor_code.html>

# Recognition and Accommodations for Students with Disabilities: Emory University is committed to providing all students, faculty, and staff the opportunity to succeed within the Emory community. The Office of Disability Services (ODS) assists qualified students in obtaining a variety of services (i.e., alternative testing, notetaking, interpreting, advocacy, mobility/transportation, etc.) and ensures that all matters of equal access, reasonable accommodation, and compliance are properly addressed. If you may need any of the services provided by the Office of Disability Services, please complete the registration process outlined here.

**Respect for diversity and the potential for discomfort in the classroom:** (Developed by University of California, San Francisco School of Nursing): A key component of student and faculty scholarship is the respectful exchange of ideas. At times issues or comments may cause offense or be hurtful to others. They may be made by either students or faculty, or sometimes raised in reading assignments. Such comments need to be discussed. It is important that we all commit to addressing issues as they arise. Please let faculty know if you are concerned about anything said in class or in the readings. One process to facilitate discussions is ***HEALS***:

***Halt*** *– Halt the discussion. Options include:*

* *Pause to consider the comment. Ask for clarification.*
* *Express appreciation for raising the issue.*
* *Focus on the idea. Deconstruct the comment without placing the individual on the defensive.*

***Engage*** *with the issue.*

* *Self-check, check the room, look for body language.*
* *Go there. Discuss the issue.*

***Allow*** *exchange of opinions, stories, perspective, and reactions.*

* *Let others express their thoughts, beliefs, feelings, and opinions.*

***Learn*** *– Listen to one another.*

* *Can we learn from one another’s experiences or observations?*

***Synthesis*** *– Why does this discussion matter?*

* *What is the relation to health care quality and disparities?*
* *How did the discussion itself work?*

**COURSE CONTENT AND SCHEDULE: Each module is 2 weeks long**

**Class format:**

1 hour lecture by course faculty or guest lecture

30 minutes reading discussion or small-group discussion and how students can effect change

30 minutes student presentations

**Module 1:**

* Bird’s eye view: how governing bodies address climate change—Paris Accord and International Panel on Climate Change

***Readings:***

* + View before class this video on Kanopy: [A Burning Question](https://emory.kanopy.com/video/burning-question-propaganda-denial-climate-change)
  + Climate Change 2014 Synthesis Report Summary for Policymakers: <http://www.ipcc.ch/report/ar5/syr/>
  + Review NASA, Global Climate Change webpage: <https://climate.nasa.gov/evidence/>
  + Review UNCC Paris Agreement webpage: <https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>

**Module 2:**

* On the ground: environmental justice, racism and poverty
  + Assignment: Research one environmental crisis that reflects an environmental injustice, come prepared to discuss

***Readings:***

* Review GreenAction webpage: <http://greenaction.org/?page_id=420>
* View before class this video on Kanopy: [Crude, The Real Price of Oil](https://emory.kanopy.com/video/crude) or this one: [Bag It: Is your Life too Plastic?](https://emory.kanopy.com/video/bag-it)
* White RG. Mental wellbeing in the Anthropocene: Socio-ecological approaches to

capability enhancement. Transcult Psychiatry. 2018 Aug 3. doi:

10.1177/1363461518786559.

* Redwood Y, Schulz AJ, Israel BA, Yoshihama M, Wang CC, Kreuter M. Social,

economic, and political processes that create built environment inequities:

perspectives from urban African Americans in Atlanta. Fam Community Health. 2010

Jan-Mar;33(1):53-67. doi: 10.1097/FCH.0b013e3181c4e2d4.

* Review Emory’s commitment to social justice: <https://sustainability.emory.edu/initiatives/social-justice/>

**Module 3:**

* Ecological footprints: Green hospitals reducing carbon footprint and Food production and consumption: Carnivore, herbivore, vegan
  + Assignment: Students pitch their new sustainability practice to the class

***Readings:***

* View before class this video on Kanopy: [Make Food, Not Waste](https://emory.kanopy.com/video/make-food-not-waste)
* Notter DA, Meyer R, Althaus HJ. The Western lifestyle and its long way to

sustainability. Environ Sci Technol. 2013 May 7;47(9):4014-21. doi: 10.1021/es3037548.

* Harris N, Pisa L, Talioaga S, Vezeau T. Hospitals going green: a holistic view

of the issue and the critical role of the nurse leader. Holist Nurs Pract. 2009

Mar-Apr;23(2):101-11. Review. PubMed PMID: 19258852.

* Review the Summary: Sustainability and Emory Healthcare—goals and accomplishments. Pdf at this link (paste in browser): sustainability.emory.edu/resources/state-of-sustainability-in-emory-healthcare/

**Module 4:**

* Air pollution and heat stress in the US and household air pollution globally: health impacts on sensitive populations (e.g. pregnant women, elderly and young children)
  + Assignment: Effective communication with US patients about air pollution

***Readings:***

* Read about Emory’s climate initiatives: <https://sustainability.emory.edu/initiatives/air-climate/>
* Castner and Povlika, Nursing Practice and Particulate Matter Exposure AJN, August 2018, Vol. 118, No. 8
* Mac VVT, McCauley LA. Farmworker Vulnerability to Heat Hazards: A Conceptual

Framework. J Nurs Scholarsh. 2017 Nov;49(6):617-624. doi: 10.1111/jnu.12327.

**Module 5:**

* Water, water everywhere (and nowhere too): Mitigating coastal flooding (Miami and Bangladesh). Responding to flooding from Hurricane Harvey and Irma. Water shortages in South Asia
  + Assignment: Find NGOs responding to these crises. Discuss short-term or long-term responses

***Readings:***

* The Unfolding Tragedy of Climate Change in Bangladesh in The Scientific American by Robert Glennon on April 21, 2017
* View before class this video on Kanopy [I’m Carolyn Parker](https://emory.kanopy.com/video/point-view-im-carolyn-parker)

**Module 6:**

* Emerging infectious diseases: mosquito-borne (Zika, Dengue, Malaria and Chikungunya)
  + Mapping disease
  + Eradication efforts

***Readings:***

* + View before class this video on Kanopy [Spillover: Zika, Dengue and beyond](https://emory.kanopy.com/video/spillover-zika-ebola-beyond)

**Module 7:**

* Population instability and relief: Haitian relief aid and climate change migrants in Sub-Saharan Africa, Case studies

***Readings:***

**Module 8: Final Assignment:**

Student presentations on new sustainability practice