

**Syllabus Environmental and Occupational Health Sciences (EOHS)**  
(Modules 114, 115, 116)

EOHS (114-116)	Environmental and Occupational Health Sciences
<b>Coordinator</b>	Bertrand Lefebvre, PhD, Associate Professor of Geography Department of Environmental and Occupational Health and Sanitary Engineering, EHESP School of Public Health, <a href="mailto:bertrand.lefebvre@ehesp.fr">bertrand.lefebvre@ehesp.fr</a>
<b>Dates</b>	March and April 2019
<b>Credits/ECTS</b>	9 ECTS
<b>Duration</b>	84 hours (13 days of 6 hours, 2 half-days of 3 hours)
<b>Description</b>	<p>The impact of some environmental factors on public health is known since the Minamata disaster or Rachel Carlson's book on pesticides (<i>Silent spring</i>). From the early 1960s up to now, the interrelations between environmental or occupational problems, politics and the health status of populations have been increasingly scrutinized. Often complex and unforeseeable, these interrelations have become increasingly central to public health policies and interventions. Interdisciplinary in essence, this track provides a broad perspective on environmental and occupational health, by bridging scientific and policy dimensions and by exploring a wide variety of health related topics (emerging infectious diseases, water systems, urbanization...).</p> <p>The aim of this module is to analyse and understand:</p> <ol style="list-style-type: none"> <li>(1) the interdisciplinary context of public health challenges of environmental or occupational origin,</li> <li>(2) the main environmental or occupational risk factors for public health and the corresponding issues,</li> <li>(3) and the weight of related uncertainty in a changing context (climate change, globalization...)</li> <li>(4) Methodological challenges related to environmental and occupational health sciences</li> </ol> <p>Lead by researchers with a high degree of professional experience, lectures, case studies and group works will be proposed to students over a five-week period. Students will regularly present paper analyses during the course of the modules.</p>
<b>Prerequisites</b>	None
<b>Course learning objectives</b>	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> <li>1- Identify the key public health problems related to environmental and professional exposures</li> <li>2- Describe the methods of measurement of the main environmental and occupational risk factors</li> <li>3- Apply the principles of study design in environmental epidemiology</li> <li>4- Analyse critically the findings of environmental health papers</li> </ol>
<b>Structure (details of sessions title/speaker/date/duration )</b>	<ol style="list-style-type: none"> <li>1- Introduction to Environmental and Occupation Health - week 11 O. Blanchard (<i>tbc</i>), B. Lefebvre, M. Legeas (EHESP), G. Deledalle (SICADAE)</li> <li>2- Water pollution and health - week 12 P. Le Cann, P. Rousseau-Gueutin, M-F Thomas (EHESP)</li> <li>3- Planetary Health - week 13 A. Garchitorena, H. Broutin (IRD)</li> <li>4- Occupational Health - week 14 J. Ballard (At Work Partnership), E. Council (INED)</li> <li>5- Healthy Urban Planning - week 15 A. Roué Le Gall, B. Lefebvre, M-F Thomas, (EHESP)</li> </ol>

	<p>6- Tools and methods   week 11, 13, 15 F. Bodeau-Livinec (<i>tbc</i>), A. Gely-Pernot, B. Lefebvre (EHESP)</p> <p>Full details given hereafter</p>
<b>Course requirement</b>	<p>Students are expected to attend all lectures and seminars. Class attendance will be checked accordingly.</p> <p>A reading list for each course will be provided before the beginning of the track, some papers being required reading, other being supplemental. Some online resources will be also provided on basics concepts of biology, chemistry and physiology. Students are expected to read and analyse required papers before the courses.</p>
<b>Grading and assessment</b>	<p>10% in Water pollution and health (week 12, group work, paper presentation)</p> <p>10% in Environmental epidemiology (week 13-14, individual work, homework)</p> <p>10% on Healthy Urban Planning (week 15, group work, field work presentation)</p> <p>20% Reflection paper/journal (week 11 – 15, individual work, homework)</p> <p>Students record their personal reflections or reactions to materials covered in the track. During and after each week, student will write a brief (not more than one single-spaced page) journal entry in a Word document labelled with your name (e.g. EOHSY1_2019_Lefebvre). Journal entries should be reflective and may address such points as what you learned that surprised you, what you agreed or disagreed with, how you might apply what you've learn to a work situation, how the information may have influenced your view on the topic, and so on. Journal entries should not simply summarize or repeat what the author or lecturer wrote or said.</p> <p>50% for a 2 Hour closed book final sitting exam. The sitting exam is scheduled on April 15 2019 (<i>tbc</i>). It usually consists of short answer, brief essay questions and/or lengthier case questions. The exam covers material from required readings, lectures, guest speakers, and in-class discussions and activities.</p>
<b>Location</b>	EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS

<b>Session 1</b>	<b>Introduction to Environmental and Occupation Health</b>
<b>Dates</b>	March 12 <sup>th</sup> , March 13 <sup>th</sup> , March 15 <sup>th</sup> 2019
<b>Session Description</b>	<p>Environmental health addresses all the physical, chemical, and biological factors external to a person. The natural environment presents a rich variety of hazards to human health (chemical, physical and biological) to which human activities have added more hazards (i.e. urbanization, pesticides, toxic waste...). Environmental and occupational health sciences aim at studying the health consequences of human-environment interaction and reducing human health risks.</p> <p>This session serves as a general introduction through which students can learn about the complex and multi-disciplinary field of environmental and occupational health sciences. Looking in particular at the case of hazardous chemicals and air pollution, the course will raise issues of science, regulation and policy and how they interact with one another.</p>
<b>Session Structure</b>	<ol style="list-style-type: none"> <li>1. Introduction to environmental and occupational health, Bertrand Lefebvre, Ehesp</li> <li>2. Environmental determinants of health (group work), Michèle Legeas, Ehesp</li> <li>3. Hazardous chemicals: Health risks and international regulation, Guillaume Deledalle, SICADAE</li> <li>4. Air pollution: Ambient air and indoor air, Olivier Blanchard (<i>tbc</i>), Ehesp</li> </ol>
<b>Duration</b>	12 hours
<b>Training methods</b>	Lecture, case study, group work

<b>Session 1.1</b>	<b>Introduction to environmental and occupational health</b>
<b>Speakers</b>	Bertrand Lefebvre (Ehesp), bertrand.lefebvre@ehesp.fr
<b>Session Outline</b>	<p>Environmental stressors, which encompass (micro)biological, physical and chemical agents, are important health risk factors to which individuals and populations may be exposed through a variety of media (air, water, food, consumer products ...) in their living space. Until the 1980s, environment and health concerns were often focused on the adverse consequences for health of the increasing release of chemical contaminants into local environments, and on exposures related to industrialization and urbanization. Particular concerns arose in relation to outdoor air pollution, contamination of water bodies and the land, and radiation risks (London Smog 1952, Minamata Bay mercury pollution 1956, Bhopal's Union Carbide disaster 1984, Chernobyl nuclear incident 1986). The total burden of disease associated with environmental factors is often difficult to assess, due to scientific uncertainties and gaps in exposure data. The assessment and control of those environmental factors that can potentially affect health require a multidisciplinary effort and increasingly a multi-scalar approach in the face of new global threats (i.e. global warming).</p> <p>While appraising the health stakes of population exposure to these environmental factors in historical and geographic dimensions, this course serves as a general introduction to the track.</p>
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Recognize the historical context of the main environmental health issues</li> <li>- Identify the relationship between population health status and environmental impacts</li> <li>- Analyze some public health policies targeted at environmental health risks</li> </ul>
<b>Duration</b>	3 hours

<b>Session 1.2</b>	<b>Environmental determinants of health</b>
<b>Speakers</b>	Michèle Legeas (Ehesp), michele.legeas@ehesp.fr
<b>Session Outline</b>	<p>In public health, a determinant of health is a factor affecting the health status of a population either in an isolated manner or in combination with other factors. The impact could be positive or negative. Among other factors, such as genetics or income and education level, physical environment contributes to good health and well-being. Safe water, clean air, safe housing and healthy workplaces are now recognized as having considerable impacts on health, even more than access and use of health care services.</p> <p>In this course students will work in group to identify and analyze several environmental determinants of health in a local community and analyze how the risks are distributed in the population.</p>
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Identify the major environmental determinants of health</li> <li>- Identify the relationships between environment, health, risks, and population</li> </ul>
<b>Duration</b>	3 hours

<b>Session 1.3</b>	<b>Hazardous chemicals: Health risks and international regulation</b>
<b>Speakers</b>	Guillaume Deledalle (SICADAE)
<b>Session Outline</b>	<p>Using REACH as a case study, this course is an introduction to health risks related to chemicals and how international regulations are designed to protect workers, populations and environment. REACH is a regulation of the European Union, enforced since 2007 to improve the protection of human health and the environment from the risks that can be</p>

	posed by chemicals. REACH applies to all chemical substances; not only those used in industrial processes but also in our day-to-day lives (cleaning products, paints, clothes...). The course will give students an overview of the main interfaces between chemicals, health and human activities, and provide them with an understanding of the sometime difficult implementation of environmental health-related regulations and policies.
<b>Learning Objectives</b>	<i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> <li>- Identify the main issues in environmental public health for industrial and agricultural use of chemicals</li> <li>- Identify the principles of international regulations for chemicals (from their authorization of production to their final destruction)</li> </ul>
<b>Duration</b>	3 hours

<b>Session 1.4</b>	<b>Ambient and Indoor Air Quality and Health</b>
<b>Speakers</b>	Olivier Blanchard (Ehesp) ( <i>tbc</i> ), <a href="mailto:olivier.blanchard@ehesp.fr">olivier.blanchard@ehesp.fr</a>
<b>Session Outline</b>	Air pollution is a major environmental risk to health. In 2016, 91% of the world population was living in places where the WHO air quality guidelines levels were not met. Air pollution is the introduction of chemicals, particulate matter, or biological materials that cause harm or discomfort to humans or other living organisms, or that damages the natural environment, into the atmosphere. Ambient (outdoor air pollution) in both cities and rural areas was estimated to cause 4.2 million premature deaths worldwide in 2016. In addition to outdoor air pollution, indoor smoke is a serious health risk for some 3 billion people who cook and heat their homes with biomass, kerosene fuels and coal. This session will provide the students with key topics such as: air pollution history, air pollutants, some regulations related to air pollution, Impact on emissions, Ambient Air Monitoring, Health effects of Air Pollution Indoor Air Expope Study (a case study)
<b>Learning Objectives</b>	<i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> <li>- Describe how ambient &amp; indoor air pollution impact population health</li> <li>- Provide examples of each of the major impacts</li> <li>- Identify national and international regulation, recommendations</li> </ul>
<b>Duration</b>	3 Hours

<b>Session 2</b>	<b>Water Pollution and Health</b>
<b>Dates</b>	March 19 <sup>th</sup> , March 20 <sup>th</sup> , March 22 <sup>th</sup> 2019
<b>Session Description</b>	Water, whether used for drinking, domestic purposes, food production or recreational purposes has an important impact on health. 2 billion people use drinking-water source contaminated with feces. Water quality, safety and its management are fundamental to health and well-being. Providing access to safe water is one of the most effective instruments in promoting health and human development. This course will review the various aspects of water, wastewater and sources of water pollution, how they relate to human health, and how we can monitor and protect water resources for public health. The course will be based on a mix of lectures and case studies as well as some group work.
<b>Session Structure</b>	1- Protecting groundwater for protecting health, P. Rousseau-Gueutin, Ehesp 2- Assessing and monitoring water quality, M-F Thomas, Ehesp 3- Microbial quality of drinking water, P. Le Cann, Ehesp 4- Presentation of paper analysis
<b>Duration</b>	18 hours
<b>Training methods</b>	Lecture, case study, group work
<b>Grading</b>	Group work: papers are assigned to groups at the beginning of the week. Students present and discuss papers on the last day. 10% of final grade.

<b>Session 2.1</b>	<b>Protecting groundwater for protecting health</b>
<b>Speakers</b>	Pauline Rousseau-Gueutin (Ehesp), <a href="mailto:pauline.rousseau-gueutin@ehesp.fr">pauline.rousseau-gueutin@ehesp.fr</a>
<b>Session Outlines</b>	<p>This session will present:</p> <ul style="list-style-type: none"> <li>- Key concepts about water pollution and health</li> <li>- Key concepts about groundwater</li> <li>- Assessment of the vulnerability of groundwater</li> <li>- Importance of groundwater in the hydrological cycle</li> <li>- Impact of groundwater on health</li> <li>- Importance of protecting groundwater to protect health</li> </ul> <p>Through paper analyses and the study of different cases of groundwater degradation (landfill impacts, Arsenic, saline intrusion), the students will be introduced to the various uses of water and the protection and mitigation measures taken to preserve this resource.</p>
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Use different concepts studied about groundwater</li> <li>- Discuss the vulnerability of groundwater</li> <li>- Identify the role of groundwater in the hydrological cycle</li> <li>- Assess the impact of ground water on health</li> </ul>
<b>Duration</b>	6 hours

<b>Session 2.2</b>	<b>Assessing and monitoring water quality</b>
<b>Speakers</b>	Marie-Florence Thomas (Ehesp), <a href="mailto:marie-florence.thomas@ehesp.fr">marie-florence.thomas@ehesp.fr</a>
<b>Session Outline</b>	<p>Metrology is the science of measurement. It includes units of measurement and their standards, measuring instruments and their field of application, and all theoretical and practical aspects relating to measurement. Looking at the environmental metrology applied to the pollution of surface water we will:</p> <ul style="list-style-type: none"> <li>- Describe the environmental context of water pollution</li> <li>- Present the water contamination (sources) and the main pollutants , their fate in the environment, and the human exposure</li> <li>- Present the monitoring objectives and the monitoring tools</li> </ul>
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Identify the main sources of water contamination</li> <li>- Discuss the monitoring objectives</li> <li>- Use the monitoring tools</li> </ul>
<b>Duration</b>	3 hours

<b>Session 2.3</b>	<b>Microbial quality of drinking water</b>
<b>Speakers</b>	Pierre Le Cann (Ehesp), <a href="mailto:pierre.lecann@ehesp.fr">pierre.lecann@ehesp.fr</a>
<b>Session Outline</b>	<p>The most common and widespread health risk associated with drinking-water is microbial contamination, the consequences of which mean that its control must always be of paramount importance (WHO). The microbial and enteric microbial agents will be presented along with the methods to detect them in contaminated waters. Some country regulations will be analyzed. Last, disinfection processes for destroying and preventing microbe growth will be discussed.</p>
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Enumerate the classical agents that have been shown to contaminate waters</li> </ul>

	<ul style="list-style-type: none"> <li>- Identify the methods to detect agents in contaminated waters</li> <li>- Analyze the effectiveness of some national regulations</li> <li>- Implement some prevention interventions in given adverse environment</li> </ul>
<b>Duration</b>	3 hours

<b>Session 3</b>	<b>Planetary Health</b>
<b>Dates</b>	March 26 <sup>th</sup> , March 27 <sup>th</sup> 2019
<b>Session Description</b>	<p>The increased mobility of people, domestic animals and insect vectors or host reservoirs, together with major impacts exerted on ecosystems around the world, have ranked the spread of new emerging infections second only to water crises as a serious global threat the modern human civilization is facing with.</p> <p>In this session, using different cases, we will show that too-narrowly focused vertical programs in medicine and public health cannot address the existing overlap between animal and human health, nor incorporate the necessary social, economic and ecosystem expertise.</p> <p>Adopting more integrated approaches to human health is central in planetary health. There is a need for a major shift to be made in public health to better address the pressing global health challenges and achieve policy implementations by the UN's sustainable development goals.</p>
<b>Session Structure</b>	<p>1- From Global Environmental Changes to Planetary Health: an introduction, Andres Garchitorena, H��l��ne Broutin, IRD</p> <p>2- Recent approaches for sustaining health &amp; development, Andres Garchitorena, H��l��ne Broutin, IRD</p>
<b>Duration</b>	12 hours
<b>Training methods</b>	Lecture, case study, situation game

<b>Session 3.1</b>	<b>From Global Environmental Changes to Planetary Health: an introduction</b>
<b>Speakers</b>	Andres Garchitorena, H��l��ne Broutin (IRD)
<b>Session outline</b>	<ul style="list-style-type: none"> <li>- What are the Global environmental changes?</li> <li>- Some basics concepts in Ecology and Evolution</li> <li>- Impact on Health</li> <li>- Global trends in economic development, health, and environmental systems: welcome to the Anthropocene epoch</li> <li>- The evolution of international development assistance to address the world's most pressing challenges: the transition from the MDGs to the SDGs</li> <li>- The need for new systems of governance and organization of human knowledge: the concept of Planetary Health</li> </ul>
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Define the global environmental changes</li> <li>- Identify the main drivers of global environment changes</li> <li>- Recognize importance of the interactions between drivers</li> <li>- Demonstrate the impact of the global environmental changes on health</li> <li>- Define the matter of spatial and temporal scales</li> <li>- Recognize gaps in evidence and implementation that threaten the success of the SDGs, as well as current steps to fill these gaps</li> </ul>
<b>Duration</b>	6 hours

<b>Session 3.2</b>	<b>Sustaining Health and Development: new approaches in Planetary Health</b>
<b>Speakers</b>	Andres Garchitorena, H�el�ene Broutin (IRD)
<b>Session outline</b>	<ul style="list-style-type: none"> <li>- Reducing the burden of disease to achieve economic development: from vertical to horizontal public health programs</li> <li>- Broadening the scope of medical interventions: ecological solutions for disease control</li> <li>- Real world situation game: strategic planning to address environmental, health and socioeconomic challenges in Ifanadiana, rural Madagascar.</li> </ul>
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Assess different types of public health solutions to reduce disease burdens in developing countries: advantages and limitations</li> <li>- Recognize how ecological knowledge on disease transmission can be used to design complementary interventions for disease control</li> <li>- Understand the complexity of real world program implementation, where a multiplicity of challenges and actors interact</li> </ul>
<b>Duration</b>	6 hours

<b>Session 4</b>	<b>Occupational Health</b>
<b>Dates</b>	April 1 <sup>st</sup> , April 2 <sup>nd</sup> , April 3 <sup>rd</sup> 2019
<b>Session Description</b>	The purpose of this session is to present the history, concepts, principles and methods related to occupational health and occupational epidemiology. With workers representing half of the world's population, improving working conditions and limiting the exposure to occupational hazards and risks should be a priority for any public health authority. Despite effective interventions to assess and manage health risks at the workplace, major gaps exist between countries and sectors, with regards to the health status of workers and their exposure to occupational risks. The prevention of occupational hazards, the protection and the promotion of health at work, the management and the organization of occupational health services requires the involvement of workers, employers, medical professionals and public health specialists as it will be exposed through a case-based approach to the students. Epidemiology is also a key discipline once it comes to occupational health as there is a need to assess and measure the health status of workers against various occupational hazards and risks.
<b>Session Structure</b>	1- Occupational Health: an introduction, John Ballard, At Work Partnership 2- Introduction to occupational epidemiology, Emilie Cunil, INED
<b>Duration</b>	15 hours
<b>Training methods</b>	Lecture and case study

<b>Session 4.1</b>	<b>Occupational health: an introduction</b>
<b>Speakers</b>	John Ballard (At Work Partnership), <a href="mailto:john@atworkpartnership.co.uk">john@atworkpartnership.co.uk</a>
<b>Session Outline</b>	This session will provide an overview of occupational health and its relevance to public health. It will explore the impact of work on health and of health on work, the professional disciplines involved, and further analysis of key topics:

	<ul style="list-style-type: none"> <li>- Defining occupational health, Some history, OH service delivery</li> <li>- Functions of an OH service Occupational diseases (work-caused and work-related)</li> </ul> <p>And of some key issues: Confidentiality, Disability at work, Fitness for work, Bloodborne viruses, Sickness absence, Overcoming obstacles to return to work, Cost–benefit of OH interventions</p>
<b>Learning Objective</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Discuss occupational health in relation to public health</li> <li>- Define occupational health, and some occupational diseases</li> <li>- Describe some current issues in occupational health</li> <li>- Interpret some Cost-benefit finding from occupational health interventions</li> </ul>
<b>Duration</b>	9 hours

<b>Session 4.2</b>	<b>Introduction to occupational epidemiology</b>
<b>Speakers</b>	Emilie Council (INED), <a href="mailto:emilie.council@ined.fr">emilie.council@ined.fr</a>
<b>Session Outline</b>	Students will be introduced to the main concepts in occupational epidemiology along with appropriate designs and methods used to investigate occupational health issues.
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Identify key concepts in occupational epidemiology;</li> <li>- Discuss the appropriate design and methods for investigating an occupational health question;</li> </ul> <p>Critically read results of a study in terms of PH decision.</p>
<b>Duration</b>	6 hours

<b>Session 5</b>	<b>Healthy Urban Planning</b>
<b>Dates</b>	April 10 <sup>th</sup> , April 12 <sup>th</sup> 2019
<b>Session Description</b>	<p>Nowadays, in poor and rich countries alike, obesity, asthma, health inequalities, mental health problems, social isolation and exposure to different types of pollution are strong public health challenges. They are conditioned by the quality of our living environments, themselves a product of the urban planning and development policies implemented by municipalities and local stakeholders. As the majority of the world's population lives presently in cities, there is a need to rethink urban planning principles and to reinforce the links between planning and health.</p> <p>In this session, students will be presented with concepts and principles of Healthy Urban Planning (HUP) and how they can positively impact urban dwellers health. Through field visits in Saint-Denis neighborhoods and group work, students will gain a better understanding of ways to reinforce healthy urban planning and how to put HUP concepts into practice.</p>
<b>Session Structure</b>	<ol style="list-style-type: none"> <li>1. Healthy Urban Planning: Concepts and principles, A. Roué-Le Gall, Ehesp</li> <li>2. Healthy Urban Planning: Case study, A. Roué-Le Gall, B. Lefebvre, M-F Thomas, Ehesp</li> </ol>
<b>Duration</b>	12 hours
<b>Training methods</b>	Lecture, case study, group work
<b>Assignments</b>	Group work: each group will be assigned a case and a neighborhood and will analyze the impact of each individual's living environment on its health and well-being. On the last day students will share and discuss their results. 10% of final grade.



<b>Session 5.1</b>	<b>Healthy Urban Planning: Concepts and principles</b>
<b>Speakers</b>	Anne Roué Le Gall (Ehesp), <a href="mailto:anne.roue-legall@ehesp.fr">anne.roue-legall@ehesp.fr</a>
<b>Session Outline</b>	Cities are complex systems and a variety of characteristics affect urban dwellers health. Environmental issues can combine with social issues and lead to strong health inequalities in cities. At the same level of exposure, deprived population faces a higher health risk (differential of vulnerability) or they can be exposed to higher level or wider range of environmental risks (differential of exposure). Urban planning and design, because they transform dwellers' living space, are an important determinant of health and well-being in cities. Healthy Urban Planning (HUP) concepts and principles can therefore be a strong lever to improve population health and well-being and has been supported variously by international organizations (WHO, EU) and local stakeholders.
<b>Learning Objectives</b>	<i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> <li>- Clarify the definition of determinants of health in cities</li> <li>- Appropriately the concept of Healthy Urban Planning (HUP)</li> <li>- Identify levers to promote HUP</li> </ul>
<b>Duration</b>	2 hours

<b>Session 5.2</b>	<b>Healthy Urban Planning: Case study</b>
<b>Speakers</b>	Anne Roué Le Gall (Ehesp), <a href="mailto:anne.roue-legall@ehesp.fr">anne.roue-legall@ehesp.fr</a> Bertrand Lefebvre (Ehesp), <a href="mailto:bertrand.lefebvre@ehesp.fr">bertrand.lefebvre@ehesp.fr</a> Marie-Florence Thomas (Ehesp), <a href="mailto:marie-florence.thomas@ehesp.fr">marie-florence.thomas@ehesp.fr</a>
<b>Session Outline</b>	In this session, students will visit in separate groups various sites in Saint Denis area and analyze the impact of living environment on the health and well-being of different sections of the population (elders, children, family...). Students will document these field visits (pictures, webmapping tools...). Using HUP concepts and principles as reference framework, they will make proposals aimed at reducing health risks and maximizing health benefits. Groups will share and discuss their findings during a presentation session.
	<i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> <li>- Become familiar with analytical reference tools for urban development projects</li> <li>- Gain a better understanding of a holistic approach to health determinants</li> </ul>
<b>Duration</b>	10 hours

<b>Session 6</b>	<b>Measuring and assessing environmental exposure</b>
<b>Dates</b>	March 15 <sup>th</sup> , March 29 <sup>th</sup> , April 9 <sup>th</sup> 2019
<b>Session Description</b>	The purpose of this session is to introduce students to important methodological aspects of environmental health looking at three disciplines (Toxicology, Geography and Epidemiology). Single or multiple environmental exposures throughout the lifespan can influence the prevalence and severity of diseases. Exposure to environmental factors remains a complex phenomenon those analyses and assessments raise several methodological issues. In the fast-evolving field of toxicology, High-throughput screening (HTS) assays that measure the <i>in vitro</i> toxicity of environmental compounds have generated large datasets (i.e. BPA, Dioxin), but more research is required to demonstrate their applicability for predicting <i>in vivo</i> hazard. While using GPS and Geographic Information System offers new opportunities in the measurement of environmental exposures, it also presents a series of potential biases in the assessment of causal environmental effects. Quantifying the impact of pollutant on health, demonstrating an association, improving the power of an epidemiological study are still major challenges in environmental epidemiology.
<b>Session Structure</b>	1- From the Basics concepts of Physiology to the basics concepts of Toxicology, A. Gely-Pernot, Ehesp 2- The Spatial Turn in Environmental Health, B. Lefebvre, Ehesp

	3- Environmental Epidemiology, F. Bodeau-Livinec, Ehesp
<b>Duration</b>	15 hours
<b>Training methods</b>	Lecture, case study, lab work

<b>Session 6.1</b>	<b>From the Basics concepts of Physiology to the basics concepts of Toxicology</b>
<b>Speakers</b>	Aurore Gely-Pernot (Ehesp), <a href="mailto:aurore.gely-pernot@ehesp.fr">aurore.gely-pernot@ehesp.fr</a>
<b>Session Outline</b>	<p>The aims of this course are to give some basic concepts of biology systems, physiology and organ functions, both at a cellular level (cell biology) and at a molecular level (proteins functions, receptors, signaling pathways...).</p> <p>The first part will be necessary for students to understand the second part of the course about some basic knowledge in toxicology as it applies to environmental health ("Is Human fertility affected by environmental contaminants?").</p> <p>The second part will be an example of the impact of environment on one physiological process, the biology of reproduction.</p>
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Mobilize basic concepts studied from biology, physiology and organ functions</li> <li>- Identify some key process from biology to toxicology associated to environmental contaminants</li> <li>- Describe the impact of environment on reproduction system and fertility</li> <li>- Assess some of these impacts</li> </ul>
<b>Duration</b>	6 hours

<b>Session 6.2</b>	<b>Introduction to environmental epidemiology</b>
<b>Speakers</b>	Florence Bodeau-Livinec (Ehesp), (tbc), <a href="mailto:florence.bodeau-livinec@ehesp.fr">florence.bodeau-livinec@ehesp.fr</a>
<b>Session Outline</b>	<p>In this course students will apply concepts taught in Environment (i.e. exposure), Epidemiology and Biostatistics. A first lecture will remind students of the importance of exposure in environmental epidemiology and review epidemiological concepts applied to the environmental field. Through a mix of readings and lab work on epidemiological data about lead in children and child psychomotor development, we will present different types of study design in environmental epidemiology and discuss issues related to exposure in environmental epidemiology and how to analyze results from an epidemiological and environmental point of view.</p>
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Identify epidemiological concepts used in the environmental field</li> <li>- Identify the basic principles of exposure assessment in environmental epidemiology</li> <li>- Apply epidemiological and biostatistical methods to children lead exposures and their impact on neurodevelopment</li> <li>- Analyze main findings</li> <li>- Discuss major methodological issues related to environmental epidemiology</li> </ul>
<b>Duration</b>	6 hours

<b>Session 6.3</b>	<b>The Spatial Turn in Environmental Health</b>
<b>Speakers</b>	Bertrand Lefebvre (Ehesp), <a href="mailto:bertrand.lefebvre@ehesp.fr">bertrand.lefebvre@ehesp.fr</a>
<b>Session Outline</b>	<p>Geographic Information Systems have been absolutely fundamental in revealing patterns of inequalities in environmental exposures and mapping them. Many advances (GPS, remote sensing, open geographic data...) that have occurred in the past 20 years have helped us to better understand the spatial and temporal dimensions of exposures that are either harmful or beneficial for people's health. We will present state-of-the-art methods, assessing environmental exposure and analyzing data on population, health events, and risk factors. We will address several methodological issues related to the use of geographic information and spatial analysis and modelling in environmental health (privacy, MAUP, ecological fallacy, homogeneity/heterogeneity...). Finally, students will be introduced to webmapping tools (EPA, GoogleMaps) and how they can help to map the exposure to various environmental health risks.</p>
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- Describe the spatial and temporal dimensions of environmental exposures</li> <li>- Summarize the state of the art GIS methods assessing environmental exposures</li> <li>- Discuss major methodological issues while using GIS analysis for environmental health</li> </ul>
<b>Duration</b>	3 hours