Course Syllabus

✎ Edit

ENV H 439/539 | GH 448/548

One Health: Human and Animal Health in a Changing Environment

Winter Quarter 2025

Day/time: TTh 10:30-11:50AM

In-person: HSEB 235 (Tue)/HSEB 125 (Thurs)

INSTRUCTOR

Julianne Meisner, BVM&S MS PhD
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(mailto:peterr7@uw.edu) Office Hours: Thursdays 9:00-9:50am in HRC 766.

GUEST SPEAKERS:

- **Lisa Dabek**, PhD, Program Director and Senior Conservation Scientist, Woodland Park Zoo
- **Heather Fowler,** DVM PhD, National Pork Board
- **Emilia Gordon,** DVM, Haven Veterinary Services, BC
- **Kathryn Kuehl,** DVM, Assistant Professor, Washington State University College of Veterinary Medicine
- **Robert M. Liddell**, MD, Medical Director & Musculoskeletal/Body Radiologist, Center for Diagnostic Imaging, Inc.
- **Navaratnam Partheeban,** BVM&S MRCVS, Director, Oxford Farming Initiative
- **Annie Peters**, President and CEO, Pet Partners
- **Christina Pettan-Brewer,** DVM, Associate Teaching Professor, Department of Comparative Medicine
- **Daniel Promislow**, DPhil, Tufts University
- **Tim Storms**, DVM, Director, Animal Health Programs, Seattle Woodland Park Zoo
- **Anina Terry,** ARNP, Neighborcare Health
- **Eli Wheat,** PhD, UW Program on the Environment

LAND ACKNOWLEDGEMENT

We acknowledge that we live and work on the unceded ancestral lands of the Coast Salish people, the land which touches the shared waters of all tribes and bands within the dxʷdəwʔabš, spuyaləpabš, dxʷsəq̓ʷəb, dxʷlilap and bəqəlšuł nations, and pay our respects to elders past and present. We make this acknowledgment as one part of our commitment to working to create inclusive and respectful partnerships that honor Indigenous cultures, histories, identities,

knowledges, and sociopolitical realities, that dismantle ongoing legacies of settler colonialism, and that recognize the hundreds of Indigenous Nations who continue to resist, live, and uphold their sacred relations across their lands.

For more information on land acknowledgements, we recommend:

- **Native Land Digital: Territory Acknowledgement** ▭ **(https://native-land.ca/resources/territory-acknowledgement/)**
- **Native Governance Center: a Guide to Indigenous Land Acknowledgement** ▭ **(https://nativegov.org/news/a-guide-to-indigenous-land-acknowledgment/)**

COURSE DESCRIPTION

One Health is a field that employs a multi-disciplinary approach to address the inextricable links between human health, animal health, and ecosystem health in order to achieve optimal health for all. One Health incorporates multiple perspectives to assess the underlying causes of complex "wicked" health challenges in order to develop effective and ethical "win-win" solutions. Using a case-based approach, the course will follow the ECOHAB acronym for human-animal-ecosystem health connections: (EXPOSURES to zoonotic infectious diseases and other biological, chemical, and physical hazards, COMPARATIVE clinical similarities between humans and animals, OCCUPATIONAL aspects of working with animals, the HUMAN-ANIMAL-NATURE BOND, AGRICULTURE and food systems, and BIODIVERSITY).

Concepts and approaches presented during classroom sessions will be reinforced through a quarter-long group project which connects these themes to lessons from Fresh Banana Leaves, under an equitable model for One Health research and practice.

LEARNING OBJECTIVES (Joint 439/448 and 539/548)

Upon completion of this course, students will be able to:

1. Explain at least six types of connections between human, animal, and ecosystem health, following the acronym ECOHAB (Exposures, Comparative, Occupational, Human Animal-Nature Bond, Agriculture/food, Biodiversity).
2. Understand why epistemic pluralism is important in One Health
3. Apply a community-driven, place-based approach to a wicked One Health problem
4. For at least 3 different One Health scenarios, characterize the expertise necessary to address the problem, considering human, animal, and environmental health specialists, but also social scientists, policy makers, and non-traditional forms of expertise. Outline the roles of each expert.

GRADUATE LEVEL LEARNING OBJECTIVES (539/548 only)

Upon completion of the course, graduate students will be able to:

5. Cultivate a groupwork environment grounded in the values of inclusivity, respect, safety, teamwork and accountability. Communicate any problems in your group to the instructor as soon as possible.

6. Prepare and give a presentation on a community-driven approach to tackling a wicked One Health problem

TEXTS and REFERENCES

Course text

Fresh Banana Leaves: Healing Indigenous Landscapes Through Indigenous Science by Jessica Hernandez will be taught as the course text. There will be periodic check-ins on your readings throughout the course so please make sure to get a copy and start reading ASAP! There area a few ways you can get a copy:

- **e-book** ⤷ **(https://orbiscascade-washington.primo.exlibrisgroup.com/permalink/01ALLIANCE_UW/1juclfo/alma99162491000601452)** (free, requires UW login)
- **UW Bookstore** ⤷ **(https://www.ubookstore.com/Fresh-Banana-Leaves)**
- Local bookstores! **Elliott Bay Book Company** ⤷ **(https://www.elliottbaybook.com/book/9781623176051)** has it in stock as of late November 2024
- **Amazon** ⤷ **(https://www.amazon.com/Fresh-Banana-Leaves-Indigenous-Landscapes/dp/1623176050/ref=sr_1_3?crid=2VERT7PRQIU5T&keywords=fresh+banana+leaves&qid=1646771339&sprefix=fresh+banana+l%2Caps%2C685&sr=8-3)**

Other required readings

Additional reading assignments and course materials, such as videos, websites, pdfs of lecture presentations, will be posted as assignments on the Canvas site. Students are responsible to complete assigned readings before class time.

Optional texts

Books

- *Human-Animal Medicine: Clinical Approaches to Zoonoses, Toxicants and Other Shared Health Risks.* Peter M. Rabinowitz and Lisa A. Conti. Saunders: Elsevier Press, New York.
- *Spillover: Animal Infections and the Next Pandemic.* 2012. David Quammen. WW Norton and Company. New York.
- *One Health: Science, Politics, and Zoonotic Disease in Africa.* 2016. Bardosh K (ed.). Routledge: New York.
- *Zoobiquity: The Astonishing Connection Between Human and Animal Health.* 2013. Barbara Natterson- Horowitz, B, Bowers K. Vintage Press.
- *One Health: People, Animals, and the Environment.* 2014. Ron Atlas and Stanley Maloy, Eds. ASM Press
- *Confronting Emerging Zoonoses: The One Health Paradigm.* 2014. Yamada, A., et al. (Eds) Springer, New York, NY
- *One Health: The Human-Animal-Environment Interfaces in Emerging Infectious Diseases.* 2013. Mackenzie, J.S., et al (Eds.) Springer, New York, NY
- *One Health: The Theory and Practice of Integrated Health Approaches (2nd Edition).* 2020. Zinsstag, Z., et al (Eds.). CABI Digital Library.

COURSE FORMAT

The course is divided into the following 8 modules:

1. Introduction to One Health
2. Equitable One Health
3. Exposure connections
4. Comparative health connections
5. Occupational connections
6. Human-Animal-Nature bond
7. Agriculture/Food connections
8. Biodiversity connections

To accommodate the schedules of our guest speakers, these modules will be covered in the following order:

1. Introduction to One Health
2. Equitable One Health
3. Exposure
4. Occupation
5. Comparative

6. Biodiversity
7. Agriculture
8. Human-Animal-Nature Bond

SESSION FORMAT

There are three types of session formats used in this class:

1. Lecture-based (didactic) session. These sessions are a traditional lecture-style format, where either Julianne or a guest lecturer presents for 40-60 minutes, followed by a discussion, facilitated activity, or Q&A session. <u>Technology allowing, these sessions will be recorded.</u>

2. Case study sessions. For these sessions, you will be broken into small groups and tasked with addressing an assigned case study. During class, you will each complete a [paper] hand-out linked to the case study, and submit this at the end of class. You are allowed to work together within your group to complete the handout. <u>If you are not able to attend class, you will be required to complete your own handout on Canvas within 24 hours of the class session (extensions can be requested for illness, personal emergencies, etc.).</u>

3. Speaker panel. For these sessions, 2-3 One Health experts will join us as a panel of speakers. They will give short introductory talks, followed by a Q&A session. <u>Technology allowing, these sessions will be recorded.</u>

ATTENDANCE

Many of us fell out the habit of attending meetings, classes, events, etc. in person during the pandemic, and still struggle to adjust back to in-person attendance. While I recognize that some of you may have good reasons why you cannot attend in person every session, there are several reasons that it is important to me that you attend all classes in person unless you are sick or there is a personal emergency:

1. I want to get to know you! I chose to be faculty for a reason: I enjoy teaching you and getting to know you, and it's hard to do that if we rarely meet in person.
2. Related to #1, if I don't get to know you, it's very hard for me to write letters of recommendation for you. These letters can be really helpful for work and scholarly opportunities, graduate school training, etc.
3. Attending class in person, and participating in class discussions, is important for building soft skills and interpersonal skills. You learn to synthesize information quickly, listen actively, and build confidence to speak up and share your perspective or ask a question. **These skills are incredibly important in the workplace.**
4. We have many fantastic guest lecturers joining us this quarter, several of whom will be speaking far outside of their own work hours, and all of whom are extremely busy. Out of respect for their time, and our classroom community, it important that you attend class in person.
5. There are data suggesting that in-class sessions facilitate learning better than remote sessions

It is important to me that our classroom is an inclusive environment for all learners, so I want to emphasize that the above guidance should not be interpreted as a lack of recognition that students have many demands on their lives and may occasionally need to miss class due to caretaking responsibilities, health challenges, or other life crises. If you are struggling to attend class on a regular basis, please reach out to me so we can discuss how I can help you to succeed in this class.

CLASS SCHEDULE

See **[the Modules Page](https://canvas.uw.edu/courses/1786416/modules)** for a session-by-session schedule of lectures and assignments.

GRADING OPPORTUNITIES

This course is offered on a standard graded basis. The instructor will provide evaluation-grading rubrics (based on the course learning objectives) in advance for all major assignments.

The overall grade in the course is comprised of the following components:

1. Reflexivity and access statement: 2% (pass/fail)
2. Case study assignments: 6 @ 5% each (30% total)
3. Class participation: 8%
4. Mid-quarter reflection: 15%
5. Group project: 25%
6. Final reflection: 20%

Reflexivity and access statement (2% of total): In Thursday of week 1 you will submit a reflexivity and access statement for a pass/fail grade.

Case study assignments (30% total): There will be six case study sessions during the quarter (you can view the schedule **here (https://canvas.uw.edu/courses/1786416/modules)**). For each session you will be divided into groups and assigned readings specific to your case study role. When you arrive in class, there will be handouts available at your table, for you to complete together with your group. You will hand in these handouts at the end of class, and they will be graded on a good faith effort. This means that completed handouts, which show thoughtful, engaged responses to each question, will receive 100% even if some of the answers aren't completely correct. Precursory, overly brief answers will NOT be considered a good faith effort. You are allowed to work together within your group to complete the handout. If you are not able to attend class, you will be required to complete your own handout on Canvas within 24 hours of the class session (extensions can be requested for illness, personal emergencies, etc.). In this case, your case study submission should be entirely your own work: it should not look too close to the hand-outs submitted during the class session.

Class participation (8%): Assessment of class participation will be broken into three parts:

1. 2% posting questions for panelists on Canvas the night before each panel session. These should be thoughtful, and reflect the assigned readings. *If you often ask questions in-person, you do not need to complete Canvas discussions (that is, either Canvas questions or live questions are required, but not both).*
2. 3% mid-quarter self grade. You will be asked to complete a brief survey on Canvas in week 5, where you will assess your own participation in the class. Criteria will include completing the readings, participation in your small group discussions and case studies, and participation in whole-class discussions *or* the Canvas discussion. Your instructor will ultimately decide whether to accept the grade you have given yourself, or increase or decrease it. Usually, I find you are too hard on yourselves, and I wind up increasing your self-grade.
3. 3% final self grade. The same as the mid-quarter self-grade, but conducted in week 10.

Mid-quarter reflection (15%): You will respond to a prompt by integrating what you have learned from lectures, in-class activities, Fresh Banana Leaves and other readings, and your group project. We expect this assignment will take one hour to complete; it will be open for one week.

Final reflection (20%): You will respond to two prompts by integrating what you have learned from lectures, in-class activities, Fresh Banana Leaves and other readings, and your group project. We expect this assignment will take two hours to complete; it will be open for one week.

Group Project (25%): This is a three-part project centered around a wicked One Health problem. There is **LOTS more information here (https://canvas.uw.edu/courses/1786416/assignments/9750624)** .

Late assignment policy:

I understand that sometimes life gets in the way of school work. If you are struggling to submit assignments, please come talk to me as soon as possible (before the delayed item is due) and we will work out a plan together. NOTE this addendum does not require you to disclose personal or medical information that you are not comfortable disclosing. Also NOTE that "not knowing" is not an excuse for a delayed assignment-- you are expected to be familiar with the syllabus and stay up-to-date with assignments on Canvas.

Case study assignment Your lowest case study grade will be dropped, whether it is a 0 or a 95. Please think carefully before using this "free" assignment early in the quarter-- you might get stuck if you really need it later!

Mid-quarter and final reflection: These times are not flexible-- please make sure you can complete each prompt before it is due.

Canvas discussions (panelist sessions): Canvas discussion boards close at 9am the day of class.

Group project assignments: Late submissions will be penalized by 10% per day

COVID-RELATED EXPECTATIONS

Per UW policy, this class will be conducted in person. You should only register for this class if you can attend in person, or if you meet the criteria for an accommodation from Disability Resources for Students (DRS) or a special arrangement approved by the SPH Office of the Dean that allows you to take the course remotely.

- Please **contact UW Disability Resources for Students (DRS)** ⤓ **(https://depts.washington.edu/uwdrs/)** directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.
- If you are a student enrolled in a program in SPH, and you are either living with an individual who is immunocompromised, OR you are unable to obtain a visa to travel to the US, you may be eligible for a "special arrangement" that will allow you to take this course remotely. To further clarify, immunocompromised refers to individuals with no/critically weakened immune response to the vaccines. Immune compromised is not the same as underlying health concerns which may lead to a more severe response to COVID. Requests for special arrangements to take the class remotely should have been submitted to and approved by the Students and Academic Services team in the Office of the Dean before the beginning of the quarter.

All UW students are expected to follow **state** ⤓ **(https://doh.wa.gov/emergencies/covid-19)** , **local** ⤓ **(https://kingcounty.gov/depts/health/covid-19.aspx)** , and **UW COVID-19 policies and recommendations** ⤓ **(https://www.washington.edu/coronavirus/)** .

Please be extra conscientious about masking during the first few weeks of the quarter, because we will have a lot of members of the community traveling and can reasonably expect to see a surge in COVID cases.

If you feel ill or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and **campus policy** ⤓ **(https://www.ehs.washington.edu/covid-19-prevention-and-response/covid-19-isolation-guidance)** , you are responsible for notifying your instructors as soon as possible by email.

Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is complying with UW policies and unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction. Please also keep an eye out for email communications from the University or the School of Public Health that will inform you of any future changes to policies or guidelines.

Please update your email settings so that Canvas announcements are not filter. Canvas announcements are an important communication tool that I will use frequently!

Masks in our classroom. The University is no longer requiring masks, and I likely will not wear one on a regular basis. If it is your preference that others in your classroom community wear a mask, please let me know and I can wear a mask and share this preference with others (without disclosing your identity). You are also welcome to share this in the reflexivity and access statement in week 1.

ADDITIONAL COURSE GUIDELINES

Adapted from the **Eberly Center for Teaching Excellence** ⏏ **(https://www.cmu.edu/teaching/solveproblem/strat-dontparticipate/groundrules.pdf)** and **Anti-Oppressive Facilitation for Democratic Process** ⏏ **(https://arts-campout-2015.sites.olt.ubc.ca/files/2019/02/AORTA_Facilitation-Resource-Sheet-JUNE2017.pdf)** by AORTA

Lectures/overall classroom environment:

1. Listen actively and attentively
2. Ask for clarification if you are confused.
3. Always have your book/readings in front of you or open on your computer.
4. Arrive on time. Let your instructor or TA know in advance if you can't join
5. Put your phone on silent
6. Use laptops only for legitimate class activities (note-taking, assigned tasks).
7. Avoid leaving early, and if you need to, do so discreetly
8. Try not to distract or annoy your classmates.

In-class discussions:

1. Take responsibility for the quality of the discussion.
2. One Diva, one mic: one person speaks at a time. When the discussion is moving quickly, the instructor will also periodically request pauses in the discussion so that people who need a little more time to process their thoughts have an opportunity to speak
3. No one knows everything; together we know a lot: each person is coming to the conversation with different levels of lived experience and embodied expertise. We also believe that each person has something to contribute to the conversation. We ask all of you to practice being humble, and look for what we have to learn from each person in the room (we will do the same—we have a lot to learn from you!). Share what you know, as well as your questions, so that others may learn from you. Build on one another's comments, working toward shared understanding.
4. Move up, move up: If you're someone who tends to not speak a lot, please move up into a role of speaking more. If you tend to speak a lot, please move up into a role of listening more.
5. We can't be articulate all of the time: We want everyone to feel comfortable participating, even if you don't feel you have the perfect words to express your thoughts.
6. Embrace curiosity
7. Acknowledge the difference between intent and impact: it is your instructor's responsibility to recognize and address microaggressions in the classroom, however if something is said that offends you and the instructor misses it, we invite you to address it immediately if you are comfortable. If you are not comfortable, please speak to your instructor or TA and they will address it.

The above guidelines are in addition to the Classroom Climate guidelines listed below.

CLASS PARTICIPATION

Students are encouraged and expected to attend all class sessions. Class sessions will include lectures and group discussions/activities focused around One Health challenges. Successful participation in this course will require completion of required readings ahead of class, and class participation that includes sharing experiences, and asking and/or answering questions in class.

While we strive to create a classroom climate in which everyone has a space to speak and feels that their contributions are valued, we know that some people may struggle to speak up in this type of environment, or just need more time to process their thoughts. In light of this, class participation will be graded on participation in **either** small group discussions or whole-class discussions, in addition to the Canvas discussion page and completion of readings (according to your self-attestation).

That is, **if speaking up in front of the whole class makes you really nervous**, you can still earn full participation points by speaking up in your small group discussions, participating in the Canvas discussion page, and completing the readings. I also strongly encourage you to do things that make you just a bit uncomfortable: the classroom is a really important place to build your confidence.

ACADEMIC INTEGRITY

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington **Student Conduct Code (WAC 478-121)** ⊟ **(https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121)** . We expect you to know and follow the university's policies on cheating and plagiarism, and the **SPH Academic Integrity Policy** ⊟ **(https://sph.washington.edu/students/academic-integrity-policy)** . Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington **Community Standards and Student Conduct** ⊟ **(https://www.washington.edu/cssc/)** .

POLICY ON USE OF AI

All assignments are expected to be your original work. Canvas discussion posts, your reflexivity and access statement, and the mid-quarter and final reflections, **should not involve the use of AI at all.**

For the quarter-long Wicked Problem group project, uses of AI that do not undermine the originality of your work are permitted. Some allowed examples are below (these are not exhaustive):

- Formatting citations (other options are reference management systems such as Zotero, Mendeley, or EndNote)
- Looking for additional citations you might have missed (n.b., you should always start your searches using an established database such as PubMed, as learning how to search in these databases is an important skill)
- Catching spelling errors WITHOUT significant text edits

For each submission, you will be required to attest in Canvas as to whether or not you used AI to complete the assignment. If you answer yes, you will be required to write a brief statement which:

- Describes how you used generative AI in the assignment or project.
- Describes how you verified outputs were correct or valid.
- Provides a reflection on how using generative AI tools befitted you or potentially harmed the learning goals of the assignment.

- Attests that you did not put any protected data into an AI tool during your completion of the assignment; including copyrighted materials, the intellectual property of others (including papers written by others), research or study data, interview transcripts, or personal information of others

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at **disability.uw.edu** ⤷ **(https://uwnetid-my.sharepoint.com/personal/brittama_uw_edu/Documents/disability.uw.edu)** .

Outside of established accommodations with DRS, in week 1 you will be asked to submit a reflexivity and access statement. The latter half of this activity acknowledges that we all have needs and obligations outside of the classroom that may impact how we engage with learning.

RELIGIOUS ACCOMMODATIONS

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at **Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)** ⤷ **(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)** . Accommodations must be requested within the first two weeks of this course using the **Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/)** ⤷ **(https://registrar.washington.edu/students/religious-accommodations-request/)** .

CLASSROOM CLIMATE

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:

- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.
- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.

[Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly, 1 & 2, 126-134*.]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each member of our group and class.
- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Beware of either-or thinking.
- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.
- Be authentic in my engagement with all members of our class.

Counseling

While we have language in this syllabus that details your responsibility to this class, no class (or job) is more important than your mental health. If you are struggling, **here is some information on counseling services at the school and university-level. (https://canvas.uw.edu/courses/1786416/pages/counseling-services)**

INCLUSION & DIVERSITY

Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of university education, including at the heart of One Health. Therefore, we expect you to follow the UW Student Conduct Code in your interactions with your colleagues and me in this course by respecting the many social and cultural differences among us. In SPH, we are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Bias Concerns

We acknowledge from the beginning that all of us, including your instructor, TA and guest lecturers, have a lot to learn about combatting racism, sexism, ableism, classism, and other forms of discrimination and bias, and that this learning process will continue throughout our careers. We are committed to supporting and ensuring a respectful, open, positive, inclusive classroom climate. Please reach out to talk with the instructor immediately if you experience disrespect in this class, and I will work to promptly address it in a constructive, educational manner, while assuring privacy.

The Office of the Dean has a **student concern policy (https://sph.washington.edu/students/student-concern-policy)**, a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people

in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email **dcinfo@uw.edu (mailto:dcinfo@uw.edu)** for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link **https://sph.washington.edu/about/diversity/bias-concerns** ⤳ **(https://sph.washington.edu/about/diversity/bias-concerns)** . Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training. DCinfo@uw.edu is another resource for students with classroom climate concerns, and within the department, options for communicating concerns would be to contact the Graduate Program Coordinator (Dr.Scott Meschke, **jmeschke@uw.edu (mailto:jmeschke@uw.edu)**) or Trina Sterry, the Graduate Program Advisor (**tsterry@uw.edu (mailto:tsterry@uw.edu)**).

Pronouns

According to the UW First Year Programs, being an ally is not just about intention, it's also about behavior. We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

Sexual harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

- Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
- Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
- Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
- Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the **bias concerns link** ⤳ **(https://sph.washington.edu/about/diversity/bias-concerns)** . The University also has designated offices to help you: **SafeCampus** ⤳ **(https://www.washington.edu/safecampus/)** ; **Office of the Ombud** ⤳ **(https://www.washington.edu/ombud/)** ; **Title IX Investigation Office** ⤳ **(https://www.washington.edu/titleix/report/)** ; and **University Complaint Investigation and Resolution Office** ⤳ **(https://www.washington.edu/compliance/uciro/)** .

Collapse All   **View Progress**   ✅ Publish All ⌄   + Module   ⋮

⋮⋮ ▾ **Instructors: START HERE**   ⊘ ▾
                                                                           + ⋮

   📄 **About Your Course**   ⊘ ⋮

   📄 **Getting Started with Your Canvas Course**   ⊘ ⋮

   📄 **Improving Accessibility**   ⊘ ⋮

   📄 **Canvas Help and Resources**   ⊘ ⋮

   📄 **Technology Support and Resources (SHARE WITH STUDENTS)**   ⊘ ⋮

⋮⋮ ▾ **General Class Information**   ✅ ▾
                                                                           + ⋮

   📄 **Zoom Class Session Information**   ⊘ ⋮

   📄 **Vocabulary/Definition of Terms**   ⊘ ⋮

⋮⋮ ▾ **Module 1: Background**   ✅ ▾
                                                                           + ⋮

Session 1 (Tuesday, January 7th): Welcome and course overview/logistics (Meisner)

📝 **Preparation for Session 1**
Jan 7 | 0 pts

🔗 **Session #1 Slides**

🔗 **Session #1 Recording (audio only)**

Session 2 (Thursday, January 9th): One Health: what it is and why we need it (didactic; Meisner)

📝 **Preparation for Session 2**
Jan 9 | 0 pts

🔗 **Session #2 Slides**

🔗 **Session #2 Recording**

🗨 **Session #2 (1/09) Discussion Prompt**

Assignments

📝 **Reflexivity and Access Statement**
Jan 13 | 2 pts

🚀 **Wicked Problem preferences (optional)**
Jan 13 | 1 pts

▼ **Module 2: Equitable One Health**

Session 3 (Tuesday, January 14th): One Health and Coloniality (didactic; Meisner)

Preparation for Session 3
Jan 14 | 0 pts

Session #3 Slides

Session #3: Recording

Session 4 (Thursday, January 16th): One Health and the Social Sciences (didactic; Meisner)

Preparation for Session 4
Jan 16 | 0 pts

Session #4: Slides

Session #4: Recording

Week 2 Assignments

Fresh Banana Leaves: Introduction and Chapter 1

Session 5 (Tuesday, January 21st): Community-Based Participatory Research (didactic; Meisner)

Preparation for Session 5
Jan 21 | 0 pts

    📎   **Session #5: Slides**   ✅   ⋮

    📎   **Session #5: Recording**   ✅   ⋮

Session 6 (Thursday, January 23rd): One Health in Latin America (didactic; Pettan-Brewer)
✅   ⋮

    📝   **Preparation for Session 6**
          Jan 23 | 0 pts   ✅   ⋮

    💬   **Session #6 (1/23) Discussion prompt**   ✅   ⋮

    📎   **Session #6: Slides (Pettan-Brewer)**   ✅   ⋮

    📎   **Session #6: Slides (Meisner)**   ✅   ⋮

    📎   **Session #6: Recording**   ✅   ⋮

Week 3 Assignments
✅   ⋮

    🚀   **Week 3: Stop-Start-Continue (optional)**   ✅   ⋮

    Fresh Banana Leaves: Chapter 2   ✅   ⋮

⠿   ▾ **Module 3: Exposure**   ✅ ▾

                               +   ⋮

Session 7 (Tuesday, January 28th): Zoonotic Infectious Exposures (didactic; Meisner)

Preparation for Session 7
Jan 28 | 0 pts

Session #7: Slides

Session #7: Recording

Session 8 (Thursday, January 30th): Case Study 1: Animal Sentinels

Session #8: Slides

Case Study 1: Animal sentinels
Jan 31 | 5 pts

Assignments

Fresh Banana Leaves: Chapter 3

▼ **Module 4: Occupation**

+

Session 9 (Tuesday, February 4): Case Study 2: Occupation

Case Study 2: Occupation
Feb 5 | 5 pts

Session 10 (Thursday, February 6th): Occupational One Health (didactic; Fowler)

Preparation for Session 10
Feb 6 | 0 pts

Session #10 (2/6) Discussion Prompt

Assignments

Mid-quarter participation self-grade
Feb 8 | 3 pts

Mid-quarter reflection
Feb 8 | 15 pts

Mid-quarter reflection questions (Discussion board)

Fresh Banana Leaves: Chapter 4

▾ Module 5: Comparative

Session 11 (Tuesday, February 11th): Comparative Medicine panel (Liddell, Storms, Promislow)

Preparation for Session 11
Feb 11 | 0 pts

Session #11 (2/11) Discussion Prompt

Session 12 (Thursday, February 13th): Case Study 3: Comparative

Case Study 3: Comparative
Feb 14 | 5 pts

Assignments

Week 6: Stop-Start-Continue (Optional)

Group project part 1: Literature and Place (Individual)
Feb 14 | 5 pts

Fresh Banana Leaves: Chapter 5

Module 6: Biodiversity

Session 13 (Tuesday, February 18th): Case Study 4: Biodiversity

Case Study 4: Biodiversity
Feb 19 | 5 pts

Session 14 (Thursday, February 20th): Biodiversity and One Health (didactic; Dabek)

Preparation for Session 9
Feb 4 | 0 pts

💬   **Session #14 (2/20) Discussion Prompt**   ✅   ⋮

Assignments   ✅   ⋮

🚀   **Group work check-in (optional/non-graded)**
Feb 21   ✅   ⋮

Fresh Banana Leaves: Chapter 6   ✅   ⋮

⋮⋮

▼ **Module 7: Agriculture**   ✅ ▼

          +   ⋮

Session 15 (Tuesday, February 25th): Case Study 5: Agriculture   ✅   ⋮

📝   **Case Study 5: Agriculture**
Feb 26 | 5 pts   ✅   ⋮

Session 16 (Thursday, February 27th): One Health and

Agriculture panel (Wheat, Navaratnam)   ✅   ⋮

📝   **Preparation for Session 16**
Feb 27 | 0 pts   ✅   ⋮

💬   **Session #16 (2/27) Discussion Prompt**   ✅   ⋮

Assignments   ✅   ⋮

📝   **Group project part 2: Essay**
Feb 28 | 10 pts   ✅   ⋮

Fresh Banana Leaves: Chapter 7 ✓ ⋮

▾ Module 8: Human-animal bond ✓ ▾

+ ⋮

Session 17 (Tuesday, March 4th): Case Study 6: Human-Animal Bond ✓ ⋮

📝 **Case study 6: Human-Animal Bond**
Mar 5 | 5 pts ⊘ ⋮

Session 18 (Thursday, March 6th): Human-Animal Bond panel (Kuehl, Terry, Peters) ✓ ⋮

📝 **Preparation for Session 18**
Mar 6 | 0 pts ✓ ⋮

💬 **Session #18 (3/6) Discussion Prompt** ✓ ⋮

Assignments ✓ ⋮

🚀 **Week 9: Stop-Start-Continue (Optional)** ✓ ⋮

Fresh Banana Leaves: Chapter 8 ✓ ⋮

▾ Wrap-up ✓ ▾

Session 19 (Tuesday, March 11th): Group Presentations Part I

Session 20 (Thursday, March 13th): Group Presentations Part II

Preparation for Session 20
Mar 13 | 0 pts

Assignments

Group project part 3: Presentation (Graduate students only)
5 pts

▼ **Finals Week**

Final reflection
Mar 19 | 20 pts

Final reflection questions (Discussion board)