

Empowering through Educational Activities

Activities	Skills Obtained	Exposure to Careers in Environmental Health	Participant Observation Evaluation
<p>December 6th class:</p> <ul style="list-style-type: none"> * Basic knowledge of Multnomah County Environmental Health Services; dialogue around current EH issues and West Nile virus through powerpoint and small group discussion * Pesticide education: Developing inquiry skills -- made phone calls to National Pesticide Information Center to learn about rodent and ant control products and how to read Material Safety Data Sheets; Metro Parks and Greenspaces to inquiry about how to recycle motor oil and the “life cycle” of the motor oil. * Web-based education on exploring EH Outbreaks in a community. * Project goal setting: exploring student’s curiosity of content areas and finalizing content focus of curriculum. * Homework: Take Healthy Home Checklist and fill it out. 	<ul style="list-style-type: none"> * Observing process of inquiry by mentor * Practicing inquiry and positive consumer education skills * Reflecting on interrelationship of personal social action and environmental health concerns * Exploring questions for EHS PPS * Research skills * Learning to record data by collecting bits of information about objects and events which illustrate a specific situation. * Understanding knowledge, skills and attitudes and learning about behavior change patterns 	<ul style="list-style-type: none"> * Health Educator * Vector Control Specialist * Vector Disease Surveillance Specialist * Environmental Health Specialist 	<ul style="list-style-type: none"> * Awareness of the connection between driving 12 blocks to Wendy’s for lunch to outdoor air quality and the personal social action step to help support better outdoor AQ by walking (and being healthier!!)
<p>December 13th Class</p> <ul style="list-style-type: none"> * Reviewed MCEH <i>Healthy Home Environment Checklist</i>. Students looked for various dangers within their home environment. Focused on the relationship between those living within 	<ul style="list-style-type: none"> *Observatory skills related to environmental hazards within a home. Brainstorm alternatives to current home practices, such as using liquid plumber. *Practice of correct sampling of drinking water including 2 sampling (standing and 	<ul style="list-style-type: none"> *Health Educator -Drinking Water Quality * lead Poisoning 	<ul style="list-style-type: none"> *Students excited to see the oversight and protection provided for Portland’s drinking water supply. *Created motivation as

<p>the home and the environment presented by the structure and surrounding elements. Included a required sampling of drinking water to be tested by the students at Portland Water Bureau.</p> <p>Additional research given to students that focused on environmental concerns within their home possibly contributing to illness or contamination; discussed different illnesses, such as food borne illness and asthma.</p> <p>Visited the Portland Water Bureau complex for: education about water sources, storage, distribution, quality and protection. Students tested their individual water samples from home in the PWB's lab. Testing included ph, turbidity, chlorine content, particulate giving the students an educational experience guided by environmental health professionals. Explored the importance of lead prevention within water and the environment.</p>	<p>flowing).</p> <ul style="list-style-type: none"> *Critical reasoning regarding hazards and guidelines pertaining to storage and protection of the water shed throughout distribution. *Skills within the lab: handling of measurement devices, principles of preventing contamination of sampling, personal safety equipment. *Discovered the effects of environmental hazards upon local resources. I.e. Drinking water *Group approach to learning and critical reasoning. *Understanding of group discussion on the subject of healthy environments. 	<p>Prevention Educator at City of Portland</p> <ul style="list-style-type: none"> *Lab Technician *Water Quality and Fish Habitat Specialist * Water Conservation Educator 	<p>environmental health became more palpable and visible.</p> <ul style="list-style-type: none"> *Involved each student in discovery and learning. *Connection between pharmaceuticals, body and impact on health of the environment. * Connection between career in pediatrics and lead poisoning prevention education. * De-brief on Healthy Homes Assessment resulted in a conversation wherein the students' acknowledged that some environmentally healthy practices, such as using green cleaning products, are not always convenient; thus, perhaps they need to make more time to support a healthier home environment.
<p>January 5th Class</p>		<p>Portland Public Schools</p>	

<p>* De-briefed homework assignment, which was to try to implement one behavior change at home to support a healthier environment, such as replacing liquid plumber with apple cider vinegar and baking soda. Several students learned that their parents were currently using some green products and some implemented changes, such as buying a screen to keep hair from falling down drain and not using liquid plumber.</p> <p>* Portland Public Schools Environmental Health Specialist did a presentation on the Health and Safety Handbook, and demonstrated several air quality testing instruments, such as a carbon monoxide meter reader.</p>	<ul style="list-style-type: none"> • Challenges of behavior change models in the home environment • Behavior change models • Health Education theories • Practical skills is reading and interpreting data of carbon meter readers • Understanding Indoor Air Quality Committee at PPS and challenges of existing complaint/concern system. • Understanding relationship between budgetary constraints on maintenance of the school building and health effects of employees/students 	<p>Environmental Health Education Specialist</p>	
<p>January 24th Class With a continued focus on drinking water quality at Benson H.S., the students surveyed the larger student population pertaining to water consumption. The survey focused on perceptions of drinking water quality within the school, how much bottled water is consumed and hindrances to drinking water from the school fountains. 93 students were surveyed,</p>	<ul style="list-style-type: none"> * Learning to develop surveys and identifying purpose, objectives and outcomes * Public Relations *Investigative Research *Principles of Epidemiologic surveillance *Application of statistical evaluation *Team work * Self-confidence and pro-active inquiry with student population 	<ul style="list-style-type: none"> *Meeting Facilitator *Health Educator *Portland Public School Officials * Portland State University Community Health intern 	<ul style="list-style-type: none"> *Understanding of ability of individual action on health issues – “We can make a difference” *The environment has an effect on everyone all of the time -- expanded understanding of the

<p>as well as 2 teachers. The results were tallied and will be included in a presentation to the teachers of Benson H.S.</p> <p>The group began to put together their presentation to the Benson High School teachers at the next all staff meeting. Each student will present a portion of the overall presentation that will include observations, analysis, conclusions and recommendations pertaining to water quality and consumption at Benson.</p> <p>To better ascertain preconceived notions regarding water quality, the group evaluated every drinking fountain in the school to determine the quality and appearance of each fountain as a water distribution point. Items that were evaluated were: whether the fountain was functional or not, how clean was its appearance and if there were any items in the drain. Each of these items were determined, by the student survey, to encourage or discourage students from drinking from the fountains.</p> <p>The students evaluated the project and how it had informed and equipped</p>	<ul style="list-style-type: none"> *Organization *Speech Writing *Program Evaluation *Information Dissemination *Meeting Facilitation *Positive Advocacy * Public Speaking Skills <ul style="list-style-type: none"> *Critical Reasoning pertaining to Environmental Health 		<p>relationship between living organisms and their environment</p> <p>*Connection between discovery and application. Knowledge regarding health carries an inherent responsibility to protect those at risk.</p> <p>*A value to debunk untruths regarding environmental health by educating with the truth.</p> <p>*Research to Practice</p> <p>* “Environmental Health is all those little things that are around us, that don’t become aware to us until they are big things, like Superfund sites, Love Canal or pollution of our water system.”</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>them to further their interests in health occupations. <i>The students conveyed an increase of academic/professional skills, an increased knowledge of community and global health, the responsibility of each individual pertaining to health of the public as well as expanded interest in Environmental health.</i></p>			
<p>January 31st Class</p> <p>Students visited MCEHS offices and practiced presenting their Powerpoint presentation</p>	<ul style="list-style-type: none"> • Public Speaking • Preparing productive powerpoint presentations • Teamwork 		
<p>Feb. 5th Class</p> <p>Staff/School Administration Presentation</p> <p>Students presented an informative 4 minute powerpoint on the project's goals, objectives, activities, learnings and successes. The students offered recommendations for improved air and water quality, and an overall healthier school for students. Several teachers demonstrated concerns of the EH of the building and themselves and applauded the students advocacy and interest in the EH content.</p>	<ul style="list-style-type: none"> • Public Speaking • Teamwork • Effective advocacy • Building partnerships • Sustainability and Project Retention 		

<p>Feb. 21st Class</p> <p>Water quality education campaign in the school setting, students launched a poster campaign. Students advocated with principal to keep students engaged in the school Health and Safety Committee, marketed the next steps to 11th graders of their Health Occupation class, and created a survey for the administration and staff on their perceptions and concerns around IAQ and water quality.</p>			
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--