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Concepts in Climate Change & Public Health Preparedness IPEP 305/IPEP 505

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Concepts in Climate Change & Public Health Preparedness IPEP 305/IPEP 505

Introduction to the course

Introduction to the course:

Hello! and welcome to Concepts in Climate Change and Public Health Preparedness. I am delighted to be here with such a diverse array of students from a myriad of graduate and undergraduate programs at UNM. My colleague, Mary Pat Couig and I were inspired to launch this course in the Spring of 2020 as part of our own commitment to the United Nation's [decade of action](#), the goal of which is to bring awareness to the Global Sustainable Development Goals. We were also inspired out of our own [Eco-Anxiety](#) and [Ecological Grief](#) and the recognition for ourselves that advocacy and action on climate change, as well as mitigating the impacts of climate change on the health of our communities, is our calling as a health professional and an educator. Over the past two years, we have experienced one of the most profound impacts from climate change, a global pandemic with COVID-19. Through this experience, we have seen firsthand the health inequities that climate change related disasters can cause. We have also seen our global, national, and local disaster response frameworks in action. We have seen a variety of public health response strategies across the globe, and we have learned where our ability to respond and adhere to good public health practices has directly impacted infection transmission and disease severity. These are unique and complex times, and we know that each of us is affected in different ways. Hopefully, everyone has what they need to be able to flourish in their academic studies? Do reach out if you need ideas and resources to further support you as you navigate your educational endeavors.

In addition, I want you to know that studying climate change can get overwhelming, this is not our intention. In fact, I would prefer it if you went through this class with a lens of optimism and find the work that you can do to help your communities mitigate climate change and the

related health impacts, and where needed, adapt to a changing climate. One excellent way to navigate this course without getting overwhelmed, is to pace yourself. We recommend you spend an hour a day with the reading and follow it with 15 minutes of sitting with nature, which is a practice that has a lot of benefits! More on that later!

Enjoy the course,

Heidi Honegger Rogers
Alexis Ellsworth-Kopkowski
Mary Pat Couig

Course details:

First, this is a variable credit course, which means that many of you are taking this for three credits and there are a few of you taking this for 1 or 2 credits. The course is divided up into 4 modules, and each module has three components to it, which you will complete depending on how many credits you are taking for the course. All students will engage in reading, lectures, resource exploration and facilitated online discussion and a mini assignment for all 4 modules (1 Credit UG/G, with graduate students expected add discussion summaries). Students who are taking 2 credits will also do the 4 reflective journal assignments (one for each module) that further explore readings as they apply to individual interests with graduate students expected to integrate additional writing, references, and resources. Students who are taking the course for 3 credits will have a writing assignment that will build over the 8 weeks, starting with one critical climate change area of interest and a corresponding patient/population health cohort and will write up program and policy recommendations to address their topic. This writing assignment is due at the end of the class, but it will be submitted in sections in each module so the students can get faculty and student feedback to incorporate.

Please note that the grading rubrics and the paper assignment instructions are all located in the rubrics tab. This course is designed for you to be able to explore your own interests and apply the reading/resources and topics to your own communities and the work you are drawn to. I welcome feedback and questions, so please do not hesitate to reach out to me for this course, by email/cell with questions. You can also use course messages, if you like, but the response time is slower.

Introduction/ Orientation Tasks/Assignments:

- All students: View introduction videos
- All students: Review Course, Syllabus and Schedule and email Dr. Rogers (Heidi) if you have any questions.
- All Students: Post your Introduction! – see Table of Contents for link.
- All Students: Submit Introduction Module Mini-Assignment.

Group Discussion: **Introductions!** Please take a few moments to introduce yourself, I invite you to share the story of where you are from, what program you are in and how many

credits you are taking for this course. We would also like to know what your future looks like in terms of your career, and how climate change is impacting you currently. Also share what has shifted in your life since the COVID-19 pandemic and any other information you'd like us to know about you!

Introduction Mini-Assignment

Before you launch into the content for this course, we would like to know how worried you have been about climate change. The questions that you will be asked are from a new Climate Change Anxiety Tool, and I will be curious how it resonates with you. Here's a link to the article about this tool: [Development and Validation of a Measure of Climate Change Anxiety](#)

Module 1: Climate Change Science/Concepts of Mitigation & Adaptation

Welcome to module 1! In this module we are going to do an overview of the current science of climate change and prediction modeling. There is some cool science out there. We are also going to look at Project Drawdown, as we investigate some of the evidence-based ways that we can reduce our greenhouse gas emissions as both individuals and communities. We also have an interview with Sara Pierpont of Recycle New Mexico who teaches us about recycling and why one of the most powerful consumer actions we can take is to reduce or eliminate all our single use plastic consumption. There are other readings/viewings on climate change mitigation strategies as well as a few resources that introduce the concepts of ["One Health"](#) and [Planetary health](#) which is how human and environmental health are integrated into each other, and why, when we care for our environment we are caring for ourselves ☐ Enjoy exploring the evidence based practices to slow greenhouse gas emissions and build resilient community practices in the context of ongoing climate change. Also, don't forget to take care of yourself, pace your reading and spend some time in nature! For ideas and inspiration for taking care of yourself look here: [Nurtured by Nature](#)

Module 1 Objectives:

1. Describe current concepts in climate science and identify the sources of greenhouse gases that impact the climate.
2. Identify evidence-based prediction sources for climate change related to environmental disasters and review the impact that climate change is expected to have locally, regionally, nationally, and globally.
3. Discuss strategies for climate change mitigation on a personal, local, regional & global level.

Resources & Reading – Directions, explore what is interesting/compelling to you:

[Ted Talk – Climate Change the Earth's Giant Game of Tetris – Joss Fong](#)
[Made\(anthropogenic\) greenhouse gases – British Geological Survey \(BGS\)](#)

[Ted Talk – The Science behind a climate headline – Rachel Pike](#)
[Intergovernmental Panel on Climate Change \(IPCC\)](#)
[IPCC Graphic Novel](#)
[Climate Change: Yes, your individual action does make a difference – The Conversation](#)
[Ted Talk – 100 Solutions to Reverse Global Warming – Chad Frischmann](#)
[Project Drawdown](#)
[Climate Opinion Fact Sheets from Yale Program on Climate Communication](#)
[Corona Virus Holds Key Lessons in How to Fight Climate Change](#)

Module 1 Tasks/Assignments:

- All students: View introduction and other Module 1 videos
- All students: Explore the Resources and Reading for this module
- All Students: Respond to the Module 1 Discussion – see Table of Contents for link.
- All Students: Submit Module 1 Mini-Assignment.
- 2 and 3 Credit Students: Respond to Module 1 Reflective Journal Assignment - see Table of Contents for link.
- 3 Credit Students: Submit the first part of your Climate Change and Community Health Paper to your small group for feedback.

Module 1 Discussion:

Discussion topics to consider (respond to at least 2 topics, more is fine):

1. As you read about the concepts of anthropogenic climate change and greenhouse gases, what experience have you had with this, and what information was new to you? How has understanding the Green House Gases (GHGs) and their sources helped you think about the myriad of strategies people are taking to reduce emissions and promote sequestration of GHGs?
2. Discuss your reaction to the Ted Talk on how climate change prediction models are calculated, what experiences have you had with these, and what surprised you most? How has your media experience of climate change coverage been reflected in the information in the IPCC report? Share something you find interesting and/or important in the IPCC reports on the IPCC website.
3. Give an example of a community (on-line or in-person) that is educating people on strategies they can take to reduce their own GHG emissions. What experiences have you had with these ideas/concepts and what was new for you? Read the article in The Conversation and share what does or does not resonate with you. For the sake of optimism, give reasons to support the idea that individual actions matter for reducing GHGs. What have you done as an individual to reduce your own carbon footprint, and has it inspired anyone else in your life?

4. Share with your colleagues one of the strategies from Project Drawdown and discuss your experiences here and share your ideas and thoughts on this strategy. How would you help implement it in your own community?
5. Discuss insights and information that resonated with you from the article, Corona Virus Holds Key Lessons in How to Fight Climate Change. What experiences have you had that reflect the key components in the article, and what was new information for you?

Module 1 Mini Assignment

Share a short story about you and nature, what is your relationship? Do you have a special nature place? How do you feel when you are there? Reflect on your relationship with nature, how does this relationship move you to action around climate change?

Module 1 Reflective Journal

Reflection Questions:

- Discuss the Wikipedia (community-built) page on the [Psychological Impacts of Climate Change](#), what information resonates with you? How have you been able to manage (or not manage) your own worry, anxiety or grief about climate change?
- How has your experience with the COVID-19 Pandemic raised your awareness of how human health is informed by the health of our environment (so far)? For ideas here, you can explore the [Planetary Health Alliance](#).

Climate Change and Community Health Paper:

Part 1

Description of a Critical Climate Change Issue

General Guidance: This section should be more than 525 words and should cite at least three references

Here you will write a brief introduction on one environmental impact of climate change that has or will have health and/or socio-economic impacts for a specific region nationally or globally. You can choose an issue for NM and the southwest, like drought or wildfire – or you can choose an issue that is regional to the US, like increased severe hurricanes and flooding along the US Gulf Coast. You can also look at something globally, like retreating ice in arctic communities, or extreme heat in central Europe. For this section pick just one environmental impact from climate change and pick just one specific region where it is or will make a significant impact. Then you will describe the extent to which it will occur (using your climate change impact prediction resources from module 1). Cite at least 3 resources to describe the extent to which this environmental impact from climate change will worsen over the next 10-20-50 years.

Module 2: Health Impacts of Climate Change/Concepts of Public Health Preparedness

In Module 2 we will be exploring the impacts of climate change on human and ecological health and the work of community and health professionals in preparing for, mitigating, and adapting to these.

In July, 2019 several health care organizations and communities issued a [“Call to Action”](#) on Climate Change, as health care providers have been specifically worried about [worsening air pollution](#) as well as access to and supplies of clean water for communities around the world. Health care organizations also expressed concern over “rollbacks” that occurred between 2017 and 2020 in environmental protection regulations that monitor and limit a wide variety of environmental contaminants that can impact water, air and soil quality as well as impacting nature, animal and human health, many of these rollbacks – were again rolled back in the 2021 presidential administration (current EPA monitoring information: [here](#)). Several alliances have been formed for health and public health professionals to build communities for work on these issues. Please do explore these organizations and consider joining their efforts!

Here’s some resources to explore:

[The Medical Society Consortium on Climate and Health](#)

[American Lung Association health Professionals for Climate Health](#)

[The Center for Climate Change and Health](#)

[C-CHANGE Center for Climate, Health and the Global Environment](#)

[Alliance of Nurses for Healthy Environments](#)
[Climate Adaptation Knowledge Exchange](#)
[Intergovernmental Panel on Climate Change](#)
[Centers for Disease Control Climate Change and Health](#)
[World Health Organization Climate Change and Health](#)
[FEMA National Disaster Recovery Framework](#)
[NIEHS Climate Change and Human Health Literature Database](#)
[APHA Center for Climate, Health and Equity](#)

Module 2 Objectives:

1. Analyze the long-term impacts of climate change on the health of communities and populations.
2. Illustrate the impacts that climate change can have on health and the role of public health preparedness for these.

Resources & Reading:

Interviews with Matthew Campen and Yan Lin

[Centers for Disease Control and Prevention \(CDC\) – Climate Effects on Health](#)

[US Global Change Report](#)

[NCA4 Summary Findings](#)

[NCA4 Chapter on Human Health](#)

[The 2021 Report of The Lancet Countdown on Health and Climate Change](#)

[Lancet Countdown US Policy Brief](#)

[The Climate Crisis Health and Care Delivery Interactive Educational Tool](#)

[Climate Change is Having Widespread Health Impacts](#)

Module 2 Tasks/Assignments:

- All students: View introduction and other Module 2 videos
- All students: Explore the Resources and Reading for this module
- All Students: Respond to the Module 2 Discussion – see Table of Contents for link.
- All Students: Submit Module 2 Mini-Assignment.
- 2 and 3 Credit Students: Respond to Module 2 Reflective Journal Assignment - see Table of Contents for link.
- 3 Credit Students: Submit the revised first part of your Climate Change and Community Health Paper as well as a draft of part 2 to your small group for feedback.

Discussion:

Discussion topics to consider (Respond to 3 or more topics):

1. The CDC Climate Effects on Health is an interesting resource. It has many layers and embedded tools and videos that could be explored for days. Spend at least an hour

on this website, and share with your colleagues, what you found interesting or useful for you as you continue to think about the intersection of climate change and human health.

2. In the same CDC Climate Effects on Health site, explore the climate change predictions by state <https://ephtracking.cdc.gov> pick a state you are familiar with (other than New Mexico) and share with your colleagues some of the data/information you found that will be important to understand for the people in that community, particularly as it relates to environmental changes.
3. Read the summary findings for the fourth national climate assessment and chose one area (There are 12 total – from “communities” to “tourism”). Pick one of the 12 areas and read the corresponding chapter in the report. Share with your colleagues the information you found to be important and/or interesting.
4. Read through the NCA4 Chapter on Human Health and discuss the concept of vulnerability to health impacts of climate change and priorities you see for community adaptation efforts in one or more areas that you are interested in.
5. Explore the health impacts from the various environmental events that are increasing because of climate change. You will do this by exploring the Climate Crisis and Health Care Delivery Interactive Educational tool. Share the health impacts that you anticipate will be experienced by people in your home communities.
6. Explore the Lancet Countdown 2020 US policy brief Appendix of Case Studies, share any information you found interesting and/or new. Discussion Directions:

Module 2 Mini-Assignment

Watch the Interview with Kineo Sage Memmer from UNM Leaf to hear more about one of your fellow students and her work with UNM Leaf.

Join the [UNM Eco Challenge Team](#) and choose the actions and activities that you can commit to as a part of the UNM community, in order to collectively reduce our UNM carbon footprint. Submit a summary of what you are committing to do here. Thanks for joining us, we are slowly building capacity at UNM to reduce our own GHG emissions footprints as faculty, staff and students. If you are also interested in Joining [UNM Leaf](#), a group of students working on UNM sustainability and resiliency initiatives, please click on the link and sign up to receive their emails. For this assignment choose 3 actions from the UNM Eco Challenge that you are committed to taking this year, share your reflections on why these are important to you.

Module 2 Reflective Journal

Reflection Questions:

- In this reflective journal assignment, you will be exploring the concepts of [mitigation](#) and [adaptation](#) to reduce the health impacts of climate change in the US. Pick 2 or 3 different health impacts and discuss the work of health, public health, building and

planning, policy, program, educational or community interventions that can be implemented. Discuss your own role in your chosen field and how you can be useful in this work to mitigate the health impacts of climate change in your own community. You may find some good resources in the [Lancet Countdown US Policy Brief](#).

Climate Change and Community Health Application Paper:

Part 2

Health or socio-economic impacts from the climate change issue you chose in section 1.

General Guidance: This section should be more than 525 words and should cite at least three references (okay to use references from module 2)

Following up on part one, please choose one health or well-being impact that has or will continue to occur because of the environmental/climate change impact you discussed in part one. Here you are taking the broader implications of climate change and discussing how it will continue to disrupt human health or socio-economic well-being of a specific community of people in a specific geographic region. In this section you can explore a broad array of mental, physical, social and/or financial health or well-being impacts, you can choose cardiovascular disease, food insecurity, depression, infectious disease, migration, etc. Please just choose one issue – this is an opportunity for you to focus on a population health impact from climate change that you are interested in. For this section, you will describe in detail the health issue you choose and how it is expected to occur because of the climate change/environmental impact from part 1 in the region you have identified in part 1 (use at least 3 references for part 2).

Module 3: Response to Climate Change Disasters/Concepts in Public Health Response

In this module we will be exploring the framework for public health and thinking about the responsibilities of public health entities, and health professionals in addressing climate change. We will also look at disaster response specifically, and be introduced to local, regional and

national disaster response structures that are activated in public health emergencies, using the COVID-19 pandemic as a current example.

Objectives:

1. Discuss current issues of climate change in New Mexico
2. Identify the core components of the public health framework and consider how these apply to climate change.
3. Integrate the ethical framework for public health into primary, secondary, and tertiary prevention responsibilities of local, regional and national public health programs.
4. Evaluate the support needed for national, regional, and local public health agencies to reducing the adverse impacts on human health from climate change and related environmental disasters.
5. Analyze policies and community programs/practices that support the mitigation, preparedness, response, and recovery of/from the long-term health impacts of climate change.
6. Discuss the importance of local, national, and global agency cooperation to promote human health in the context of COVID-19.

Resources & Reading:

Video: Laura Paskus (In Module)

[At the Precipice, New Mexico's Changing Climate](#)

[Climate Change: The Public Health Response](#)

[CDC COVID-19 website](#)

[Johns Hopkins Coronavirus Resource Center](#)

[Emergency Support Function Annexes, 1-15](#)

[The Trust for America's Health](#)

[The Impact of Chronic Underfunding of America's Public Health System: Trends, Risks, and Recommendations, 2019](#)

[Integrating Public Health into Climate Change Policy and Planning: State of Practice Update](#)

[The Critical Roles of Health Professionals in Climate Change Prevention and Preparedness](#)

[CDC One Health](#)

[Climate change hits the poor hardest. Here's how to protect them](#)

Module 3 Tasks/Assignments:

- All students: View introduction and other Module 3 videos
- All students: Explore the Resources and Reading for this module
- All Students: Respond to the Module 3 Discussion – see Table of Contents for link.
- All Students: Submit Module 3 Mini-Assignment.

- 2 and 3 Credit Students: Respond to Module 3 Reflective Journal Assignment - see Table of Contents for link.
- 3 Credit Students: Submit your revised for 2 parts of your Climate Change and Community Health Paper along with a draft of part 3 and 4 to your small group for feedback.

Module 3 Discussion:

Discussion Topics to Consider (Respond to 3 or more topics):

1. Read through the book, *At the Precipice* and watch the class with Laura Paskus, how does storytelling and journalism help us make connections to Climate Change?
2. Read the article, *Climate Change: The Public Health Response* and discuss 2 or 3 core components of the public health framework from this article. Make connections to this framework with what have you seen (or not seen) these in action in the response to the COVID-19 pandemic?
3. Consider the article on public health infrastructure and chronic underfunding from the Trust for America's Health and share your insights into reasons to support sustained funding or increased funding in NM to address the health issues related to climate change. How should we connect the problems of underfunding with policy improvements?
4. Explore the COVID-19 information presented and discuss the various emergency preparation plans and how those impacted the spread of the disease in different countries, states and communities. Did the social distancing messaging work? Did the 14-day self-quarantine reduce the spread of the disease? What about closing schools and other public gathering places? Make connections between the public health framework and the policies that were (or were not) implemented during the COVID-19 pandemic.
5. The Emergency Support Function Annexes (1-15) describe various partners and how support is provided through collaboration of federal agencies, NGOs and the private sector. Select one of the Emergency Support Functions, provide a brief overview and describe ways you would harness this Support Function Annex to addressing problems from climate change in New Mexico.
6. Read through the CDC One Health Page (which follows the World Health Organizations lead) and give examples of how we need to work across disciplines to ensure human, animal and environmental health and prevent/reduce global pandemics like the COVID-19.

Module 3 Mini-Assignment

This assignment takes the concepts of environmental justice and turns these into "conversation prompts" to explore these concepts. This is a process called, PhotoVoice and you can read more about it [here](#). To help with this project, please

submit a high-resolution picture and a caption (less than 200 characters) to our Climate Leadership PhotoVoice Website: <https://www.unmclimatephotoproject.org> You will be submitting a visual representation answering the question, "What Does Climate Justice and/or Climate Injustice mean to you"? Post a photo and a less than 200character statement that goes with your photo in this assignment tab, along with permission to post to this website, if it's okay to do so.

Reflective Journal Assignment:

1. If you are a health professional or pre-health professional student, please explore the article on the critical roles of health professionals in climate change prevention and preparedness and write an essay on this topic from your own perspective. Where do you see health professionals in this work, what is your experience in your own community with people working on prevention and preparedness and what else can people in the health field do to support their communities? If you identify as a professional in a different field, please look for information and resources on how your profession plays a role in reducing the impacts of climate change on community/ecological health and/or well-being and discuss this.
2. Explore the resources on the international COVID-19 response and give your ideas/thoughts/insights into the essential functions of government funded public health responders in preventing, mitigating, and organizing health systems responses to events like this in the future.

Climate Change and Community Health Application Paper: Paper Rubric Part 3

Part 3 Recommendations using the public health framework to address the problems you have identified (525 + words) and conclusion (200 + words)

In this section you will apply the concepts from the article, Climate Change: The Public Health Response to the health or well-being issue you identified in part 2. Basically, you will describe what is/or will be needed to be prepared for the adverse impacts of your critical climate issue, what is/or will be needed to mitigate or reduce the adverse consequences of the issue, and your ideas on how the community needs to be respond when the issue occurs. Please integrate the concepts of environmental justice and the ethical frameworks for public health into this section. Include at least 3 references for this section. Write a conclusion that ties your paper together (200 + words).

In this module we will be exploring the concepts in climate change resilience, and recovery tactics for community and population health. Exploration of Bendell's, "Deep Adaptation" framework for moving communities toward the future. This is an interesting framework and helps put all the pieces together for the course! The fourth tenet of the public health preparedness framework is "recovery" and this can look very differently in the context of climate change, where the "disaster" continues to unfold daily.

This module is designed so that you can explore what your own resilience and recovery work will look like. We invite you to read and view several resources and dive into the interesting theoretical work by Jem Bendell, who is an economist and theorist in sustainability leadership. Dr. Bendell shares his ideas around something he calls "Deep Adaptation" and we have linked to several talks and his original paper that walks through this work. His theoretical framework is for starting community conversations, and he poses four questions for us to wrestle with:

- What is it that is good in the world that we care about and want to preserve (Resilience)?
- What is it that is resource intensive and destructive that we can/need to let go of (Relinquishment)?
- What practices did we used to have that we could bring back (Restoration)?
- Finally, how can we find peace in the context of change so that we let go of anger and embrace each other and our difficult work ahead without "othering" (Reconciliation)?

We also look at the UNDP supported work in communities around the globe that highlight innovations for adaptation for agriculture, energy, and clean water access. We also link to the European Union's report on health impacts of climate change that is already occurring, to identify the health issues that need to be addressed now in communities around the world. In a nod to Bendell's restoration question, we also provide some reading and resources on indigenous peoples and their work around climate adaptation, which can serve as a light for us as we move forward. There are a lot of resources to review, and you may find your own for this section, feel free to explore what feels relevant and useful for your own learning here.

Objectives:

1. Evaluate solutions to reduce the impact of climate change on human health and integrate this knowledge into policies and practices that can be implemented individually and locally.
2. Identify a personal "community of action" to link to as you move forward from this course.
3. Reflect on the four questions of recovery and resilience as presented in the "Deep Adaptation" framework.

Resources & Reading:

[UNDP Community Based Adaptation](#)

[EU- Health- Climate Adapt](#)

[Values of Indigenous Peoples Can Be a Key Component of Climate Resilience](#)

[Saving the planet means listening to Indigenous peoples: Wade Davis](#)

[Science Friday: How Native American Communities Are Addressing Climate](#)

[Change US Climate Resilience Toolkit](#)

[The State of Climate Adaptation in Public Health: An Assessment of 16 U.S. States](#)

Explore the Deep Adaption work by Jem Bendell:

[Leading in a Climate Changed World](#)

[Talk – Deep Adaptation](#)

[Deep Adaptation Paper](#)

[Deep Adaptation & Solidarity - Jem Bendell](#)

Explore the work of Joanna Macy

[Mobilizing Action for Climate, Health and Equity](#)

[What an Ecological Civilization Looks Like](#)

Module 4 Tasks/Assignments:

- All students: View introduction and other Module 4 videos
- All students: Explore the Resources and Reading for this module
- All Students: Respond to the Module 4 Discussion – see Table of Contents for link.
- All Students: Submit Module 4 Mini-Assignment.
- 2 and 3 Credit Students: Respond to Module 4 Reflective Journal Assignment - see Table of Contents for link.
- 3 Credit Students: Submit your final version of all four parts of your Climate Change and Community Health Paper in the Final Paper assignment tab. Also Email your Paper along with permission to publish it in the UNM digital repository to Dr. Rogers Hrogers1@salud.unm.edu.

Module 4 discussion:

Discussion Topics to consider (Respond to 3 or more topics):

1. There is a whole world of people who are thinking about how we can live together in community in reciprocal relationship with nature, where we change our dynamic of pulling out more natural resources than the earth can replenish. In this discussion, share your own environmental values and ethics and discuss how these connect to community innovations that are currently underway that support the long-term health and well-being of the humans in that community as well as the nature.
2. Explore the idea of “relinquishment” and share ideas for what we could give up in the context of adapting to and mitigating the harm from climate change. Once you pick one idea, find a story about a community that has already done this work.

- Share what you can find about their process. What insights and lessons can we take from these stories?
3. Look at your own industry and professional groups and share the work they are already doing, (or should be doing) in response to societal or environmental changes. What are your ideas on how your own industry can move into “recovery” in the context of climate change?
 4. Share your recommendations on what “recovery” is in the context of climate change could look like for the UNM community. How can UNM become more resilient over time? How do these actions resonate with your identity as a “Lobo”?

Module 4 Mini-Assignment

One of the goals of this course was to help students who are worried about climate change, feel "better" by inspiring them to "find a way to take action". Please fill out the Climate Anxiety tool again and share any changes you have seen in your experience with eco-anxiety or eco-grief. In addition to the Climate Anxiety questions, we would like you to consider how gaining knowledge of and connection to this work has helped support your own intentions for your personal and professional work in this arena. There are four short-answer questions at the end of the mini-assignment “quiz” (this is not really a quiz – we are just using that tool to present the questions more easily.) We suggest you think about the below questions and write your answers out in Word (or similar app), and then begin the “quiz” and copy and paste your answers in the short-answer text boxes.

Mini-Assignment Questions:

1. Describe your knowledge of action possibilities that you can take to help improve human health in the context of climate change.
2. Describe your own confidence in taking these actions as you develop professionally.
3. Share the reasons you are willing to do this work for yourself, you family and friends and your community.
4. Are you leaving the course with a commitment to act towards a sustainable future?

Reflective Journal Assignment:

Explore the work by Jem Bendell and respond to the 4 questions of the Deep Adaptation Framework for yourself:

- Resilience: what do we most value that we want to keep and how?
- Relinquishment: what do we need to let go of so as not to make matters worse?

- Restoration: what could we bring back to help us with these difficult times?
- Reconciliation: with what and whom shall we make peace as we awaken to our mutual mortality?

If you are looking for ideas, here is a [link](#) to the notes of a group workshop where people asked themselves these questions.

Climate Change Preparedness Application Paper:

Climate Change and Community Health Paper Rubric

<p>Part 1</p> <p>Description of a Critical Climate Change Issue</p>	<p>25</p>
<p>General Guidance: This section should be more than 525 words and should cite at least three references</p> <p>Here you will write a brief introduction on one environmental impact of climate change that has or will have health and/or socio-economic impacts for a specific region nationally or globally. You can choose an issue for NM and the southwest, like drought or wildfire – or you can choose an issue that is regional to the US, like increased severe hurricanes and flooding along the US Gulf Coast. You can also look at something globally, like retreating ice in arctic communities, or extreme heat in central Europe. For this section pick just one environmental impact from climate change and pick just one specific region where it is or will make a significant impact. Then you will describe the extent to which it will occur (using your climate change impact prediction resources from module 1). Cite at least 3 resources to describe the extent to which this environmental impact from climate change will worsen over the next 10-20-50 years.</p>	
<p>Part 2</p> <p>Health or socio-economic impacts from the climate change issue you chose in section 1.</p>	<p>25</p>

<p>General Guidance: This section should be more than 525 words and should cite at least three references (okay to use references from module 2)</p> <p>Following up on part one, please choose one health or well-being impact that has or will continue to occur because of the environmental/climate change impact you discussed in part one. Here you are taking the broader implications of climate change and discussing how it will continue to disrupt human health or socio-economic well-being of a specific community of people in a specific geographic region. In this section you can explore a broad array of mental, physical, social and/or financial health or well-being impacts, you can choose cardiovascular disease, food insecurity, depression, infectious disease, migration, etc. Please just choose one issue – this is an opportunity for you to focus on a population health impact from climate change that you are interested in. For this section, you will describe in detail the health issue you choose and how it is expected to occur because of the climate change/environmental impact from part 1 in the region you have identified in part 1 (use at least 3 references for part 2).</p>	
<p>Part 3: Recommendations using the public health framework to address the problems you have identified (525 + words) and Conclusion (200 + words)</p>	30
<p>In this section you will apply the concepts from the article, Climate Change: The Public Health Response to the health or well-being issue you identified in part 2. Basically, you will describe what is/or will be needed to be <u>prepared</u> for the adverse impacts of your critical climate issue, what is/or will be needed to <u>mitigate</u> or reduce the adverse consequences of the issue, and your ideas on how the community needs to be <u>respond</u> when the issue occurs. Please integrate the concepts of environmental justice and the ethical frameworks for public health into this section. Include at least 3 references for this section. Write a conclusion that ties your paper together (200 + words).</p>	
<p>Writing style (5) & Draft/community participation (15)</p>	20

<p>Use professional writing style – focus on writing style, clarity and organization of the paper, proper use of APA style, good editing, spelling, grammar, and syntax. Points in this section will also be awarded for submitting drafts in modules 1-3 on time and giving your peers some feedback on their papers. The expectation is that you will respond to three papers that peers are writing. Please make sure that everyone gets feedback and that no-one is left out of this process, thank you!!</p>	
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