

Environmental Health 596 / Nursing 580
Current Issues in Occupational and Environmental Medicine
Winter Quarter 2013
Thursday 3:30-5:20 p.m.
4225 Roosevelt Way NE, Room 2228

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Course Description:

This course provides a weekly seminar setting for presentations and discussions covering a wide range of occupational and environmental health topics. It will emphasize current issues and real world situations faced in the practice of environmental and occupational health. The course will feature critical reading of the literature.

The course is designed to meet the needs of occupational medicine, industrial hygiene, occupational health nursing, occupational health services, and toxicology trainees, and meets Autumn, Winter, and Spring quarters. It is open to other students with permission of the instructor. Topics will be organized to achieve a core curriculum that does not repeat over a two-year period, so students may take multiple (up to six) quarters of the course. Format will include didactic presentations with discussion, student-led case/situation presentations followed by topical discussion, and journal club style sessions. Topics will include emerging occupational and environmental health issues and issues in administration of environmental/occupational health programs. An emphasis will be placed on issues which foster multi-disciplinary interaction between occupational/environmental health professionals (if students from multiple disciplines are enrolled). Student presentations will be made in inter-disciplinary teams when possible.

Among other goals, this course is designed to ensure that, upon completion of the occupational medicine training program, fellows have received information regarding a wide variety of topics important to the practice of environmental and occupational health.¹ The course also emphasizes the ability to critically read the current literature. More than half of the sessions will be at least partly student-led. The course will provide an opportunity for students to develop and practice presentation skills, and demonstrate expertise in locating and using relevant information sources.

Students may register for 1-6 quarters for the course in any sequence; up to 12 credits can be earned for taking it. Students may register for the course on a graded or credit/no credit basis, though graded status is often required if you are taking this to fulfill a degree requirement. OEMP fellows are expected to attend and participate in six quarters of the seminar.

Email is used for communication regarding this course, and readings will be distributed *if possible* via a web site. Students are responsible for ensuring that their correct email address is on file, and for informing the instructor if unable to use either electronic medium.

¹. Topics selected for this course include those considered mandatory for Preventive Medicine (Occupational Medicine) Residencies by the Accreditation Council for Graduate Medical Education (see www.acgme.org), selected core competencies in OEM as determined by the American College of Occupational and Environmental Medicine (see www.acoem.org/paprguid/guides/comp.htm), and those considered of high priority by faculty and recently graduated fellows. IH and OHN faculty were also consulted in this process

Learning Objectives for Winter 2013

At the end of this course, the student should be able to:

1. Critically review a scientific paper on a topic of interest, using a structured approach, to determine the validity of the work and to describe how it might affect the practice of occupational and environmental health.
2. Research an assigned topic, working in an interdisciplinary group, and demonstrate his or her expertise on that topic by professionally leading a portion of a class session on that topic.
3. Use electronic resources to research occupational and environmental health issues, and understand the difference between peer-reviewed and non-peer reviewed source materials.
4. Describe the federal regulatory process in occupational health standard-setting, and the relationship between federal and state agencies in this process.
5. Describe the federal regulatory process in air quality and water quality health-driven standard-setting, and the relationship between federal, state, and local agencies in standard-setting and enforcement.
6. Summarize the standard construct regarding ethical professional behavior, and describe key implications regarding the practice of an occupational health professional.
7. Describe the key legal and practical ramifications of workplace labor-management relations on the practice of occupational health.
8. Describe the main provisions of the Americans with Disabilities Act and the Revisions of the ADA in 2008, and the key case law that governs implications for occupational health practice.
9. Summarize the legal, social, and scientific issues governing testing of employees and prospective employees for use of legal and illegal drugs, including the role of the medical review officer and specific programs governing workers whose jobs entail a risk to public safety.

Course format:

The course consists of 10 sessions this quarter (though one has been preempted by a highly relevant regional occupational health conference which I suspect several of you may attend). Sessions will be in one of several formats:

- Lecture/discussion/student presentations. These will consist of a focussed presentation on a subject of general interest in occupational and environmental health, followed by discussion. Some of these will be faculty-led (including guest faculty), and students will lead some. The formal portion of student presentations should generally be no more than 15 minutes per student in length, with discussion to follow.
- Case/situation presentation and discussion. Similar to lecture/discussion, but organized around a case or situation from a practice situation. The case presentation should be completed in 5 minutes or less, followed by 10 minutes of presenter- or instructor-directed discussion of salient points. The remaining time is left for either additional presentations or discussion.
- Journal club (once per month). These will consist of two or three articles. These may either be around a selected theme, or chosen from the most recent literature from selected journals. A student will lead the journal club (see Preparing A Student Presentation, below). The presentation should be limited to 15 minutes in length. Substantial resources on critical reading of journal articles are provided on the course web site, and an outline to follow is provided at the first class session. The student should follow these instructions.

Course Requirements:

1. Class presentations. Each student will play a principal role in class presentations once or twice each quarter. The type of presentation will depend on the subject matter, and the number of presentations depends on enrollment. More detail on these presentations is provided below. If class registration is of sufficient magnitude, student groups will conduct these presentations.
2. Class attendance and participation. Students should come to the seminar prepared, and participate in the discussion. If readings are assigned for a session, these assignments should be read in advance and students should be able to discuss the material.
3. Examination. There will be no examination.

All students are expected to be able to access class materials via email and the course web-site. If this presents a problem for you let the instructor know immediately.

Basis for Grading:

Class Presentations

70%

Judged on quality of: student preparation; presentation materials; presentation style; quality of resource list or other handouts; and evidence of professionalism and interdisciplinary cooperation, if relevant.

Class Participation

30%

Judged on class attendance and participation in discussions.

This course is offered on both a graded (A section) and credit/no credit (B section) basis. The expected student contribution to the course is identical whichever grading status is chosen.

Preparing a student presentation

Choose a topic. We will balance between topics that need to get covered and topics of special interest to the class (because they are timely or related to a student's own interest or background). Because we have a long list of topics that must be covered in a two-year cycle, we need to cover several prescribed topics this quarter, as seen in the course schedule. A few of the topics may be changed, with instructor permission.

Meet with the instructor. The student or student group must meet with the instructor at least two, and preferable three or more weeks, prior to the presentation. At this meeting, the topic will be clarified, resource material and faculty identified, and a presentation format chosen. The student and instructor will agree on the scope of the presentation and best approach to preparation and presentation. If the session will be a journal club or other session requiring advance preparation by the other students in the seminar, these materials will be selected at this meeting.

Distribute materials in advance (if necessary). Materials for other students should be distributed two weeks in advance. This is especially important for journal club formats. Reading material will be distributed electronically via the web when possible.

<p>IMPORTANT: For all student presentations covering a topic area (i.e., other than just discussing a brand new article), students should prepare a <i>resource list</i> that provides a list of excellent sources of information on the topic (e.g., high quality web-sites, recent review articles, seminal research articles, or book chapters). This should be distributed as a one-page sheet to the class or jprovided to classmates via the Canvas site. If a group presentation, one resource list can be prepared for the student group.</p>
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ENVH 596 / NURS 580
Course Schedule
Winter 2013

	<u>Date</u>	<u>Topic</u>	<u>Student or Guest Speaker</u>	<u>Reading Assignment</u>
1	1/17	Course Introduction / Introduction to the Term's Topics; Critical Reading of the Literature		
2	1/24	<i>Presentation and Journal Club</i> Legal and Regulatory Framework in Occupational Health		
3	1/31	<i>Student Presentations</i> Environmental Health Regulations and Standard-Setting: a quick tour and a recent example.	Students: Kimball, Linnett	
4	2/7	<i>Guest Speaker / Discussion</i> Occupational Health Regulations from Science to Politics to Policy: Hazardous Drugs	Students: Hart, Halverson	
		2/7: Puget Sound Occupational and Environmental Medicine Grand Rounds <i>Chromosome 5 and 7 Abnormalities in Oncology Personnel Handling Anti-cancer Drugs"</i> Melissa McDiarmid, MD, MPH, DABT, University of Maryland School of Medicine		
5	2/14	<i>Student Presentations / Journal Club</i> Science to Policy: Arsenic in Water	Guest: Daniell	
6	2/21	<i>Student Presentations</i> Labor-management relations and occupational health.	Students: Miller, Shapleigh	
7	2/28	<i>Student Presentations / Case Studies</i> Ethics and the Occupational Health Professional	Students: Miklos, Gardner	
8	3/7	<i>Student Presentations</i> Drug Testing in the Workplace: Policy, Practice, and Science	Students: Robinson, Shuva	
		3/7: Puget Sound Occupational and Environmental Medicine Grand Rounds <i>Health in the Green Economy: Advocating for Health Indicators of Sustainable Development, Susan Wilburn, BSN, MPH, RN, Technical Officer, Occupational and Environmental Health, Department of Public Health and Environment, World Health Organization Headquarters</i>		
9	3/14	<i>Student Presentations</i> The Americans with Disabilities Act: Occupational Health implications	Students: LInnett, Sikka	TBA
	3/24	No class Finals Week		

OEM Grand Rounds notices are provided for your information only. Neither is required for ENVH 596 / NURS 580, though attendance is strongly encouraged.

To request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz (206) 543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating that you have a disability that requires academic accommodations, please present the letter to the instructor in order to discuss the accommodations you might need in this class.