

ENV_H 576
Clinical Occupational & Environmental Medicine
Summer 2014

Course times: Tuesdays / Thursdays 3:00-4:50 p.m.

Course location: 4225 Roosevelt Way NE, Suite 2228 (and online)

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Course website: <https://canvas.uw.edu/courses/903116>

Course description:

This course serves as an introduction to key topics needed for the practice of clinical occupational and environmental health (OEH). Classes will generally be organized using a topic-based approach, and there will be opportunities for multi-disciplinary case-based discussions and practical exercises for nearly all topics.

This course is designed to ensure that, upon completion of the class, OEH providers can effectively begin to engage in the evidence-based practice of environmental and occupational health, using the most current information available. Emphasis will also be placed on beginning to attain the basic, critical knowledge required for successful completion of the Occupational Medicine board examination and the Certified Occupational Health Nursing examination. High-yield readings from OEH texts, various online resources, and other sources are combined with periodic quizzes to test students' abilities to demonstrate application of knowledge. The course also emphasizes the ability to critically read the current literature, so that students learn to effectively apply the scientific literature to their future practice. While the course does focus on clinical occupational and environmental health, it may meet the objectives of students in other programs. The course is open to other students with permission of the instructor.

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

All sessions will be available live remotely using Microsoft Lync. If you plan to attend remotely please ensure that your computer meets the minimum system requirements (including a webcam)

and that you have a stable internet connection and telephone access at your location. Please see below for more information about Lync.

Course Learning Objectives:*

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

- Obtain problem-focused patient histories that identify relevant exposure patterns and symptom complexes (*PC2, PC8*)
- Identify potential relationships between patient symptoms and occupational / environmental exposures (*PC8*)
- Communicate effectively with the Department of Labor and Industries or self-insurers, employers, and patients to assist patients in filing and managing workers' compensation claims and achieving early, safe, return to work (*PC13, SBP 1, ICS1*)
- Incorporate appropriate job accommodations and work restrictions and relevant physical and psychological workplace factors in the management of injured and ill workers (*PC10, PC11*)
- Describe how to conduct impairment ratings in accordance with the Washington workers' compensation system and using the American Medical Association *Guides to the Evaluation of Permanent Impairment* (*PC10*)
- Effectively communicate information about health risks from occupational and environmental exposures and hazards (*PC2, PC5*)
- Describe the elements of medical surveillance examinations and their role in occupational health (*PC12*)
- Critically review the scientific literature to address specific occupational and environmental health questions, determine the validity of the work, and describe how it might affect the practice of occupational health (*PC1*)
- Recognize barriers to the delivery of effective occupational health care, and apply healthcare quality improvement principles to address these barriers (*PC7, PC13, SBP3, PBL1*)

* Objectives are mapped to relevant Accreditation Council for Graduate Medical Education (ACGME) milestones (<https://www.acgme.org/acgmeweb/Portals/0/PDFs/Milestones/PreventiveMedicineMilestones-OccupationalMedicine.pdf>), shown in parentheses after each objective.

Course format:

The course consists of 12 sessions. Eleven sessions will consist of presentations by / discussions with / practical exercises involving the instructor and guest experts in OEH. One session will consist of student-led presentations and discussions.

Course Requirements:

Evaluation methods

Quizzes – open-book, open-note: Quizzes will consist of fixed-option and short-answer questions. Quizzes will be completed in class, per the course schedule. Remote participants will complete and submit quizzes during the scheduled times using Catalyst WebQ.

Quizzes will cover the material pertaining to the preceding class sessions. There will be a discussion of quiz questions and answers directly after each quiz.

Presentations: Each student will lead an approximately 15 minute discussion. Topic selection is from <https://www.theabpm.org/public/studyguide.pdf>, page 7-8, Specialty Outline, II Clinical Patient Care. The first half of the presentation should describe a representative case(s) of an occupational disease and an overview of a potential exposure/disease relationship. The second half of should include a concise assessment of the recent scientific literature addressing the potential exposure/disease relationship that could aid in an assessment of causation. Students are required to e-mail presentation materials (a rough one half to one page outline of the planned presentation) to the instructor for feedback by the specified date.

Final examination: There is no final examination.

Course textbooks:

Rosenstock, L. Textbook of Clinical Occupational and Environmental Medicine, 2nd edition (2005).

Rom, W. Environmental and Occupational Medicine, 4th edition (2007). *Available as an e-book via the UW library system.*

Required readings and supplemental resources

All readings, lecture slides, and supplemental materials will be posted on the class website. All students are expected to be able to access class materials via email and the course website. If this presents a problem, students are expected to let the instructor know immediately.

Please be advised that to use the electronic material on the course website, you must agree to the following statement: *The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be used for any purpose other than private study, scholarship, or research. If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of fair use that user may be liable for copyright infringement.*

Student Evaluation

Course grades will be determined on the basis of:

Individual products 60%

Total of two quizzes 25%

Student presentation 35%

Other 40%

Participation & Professionalism

Assignment of numeric grades will use UW Department of Health Services grading guidelines for graduate students: <http://depts.washington.edu/hserv/grading>

- 3.9-4.0 Excellent and exceptional work ...for a graduate student
- 3.7-3.8 Strong work
- 3.4-3.6 Competent and sound work (*default category*)
- 3.2-3.3 Adequate work, although some weaknesses are evident
- 2.9-3.1 Borderline work
- 2.7-2.8 Deficient but acceptable work
- <2.7 Unacceptable work

Disability Resources

Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu

**Course Schedule: ENV_H 576
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Date	Topic	Discussant	Readings	Other Requirements
7/8	Course Introduction / The Occupational History	Spector	Rosenstock Chapter 1	--
	Occupational History Role Playing/Intro to mini-CEX	Spector/ Cherry	Rosenstock Chapter 3	Familiarize with mini-CEX: http://www.abim.org/program-directors-administrators/assessment-tools/mini-cex.aspx
7/10	Intro to IH	Beaudet	Rosenstock Chapter 4.1	--
	Respirators lab	Beaudet	NIOSH Medical Aspects of Wearing Respirators (http://www.cdc.gov/niosh/pdfs/91-119k.pdf)	View OSHA Respiratory Protection videos: <ul style="list-style-type: none"> • Respirator types (https://www.youtube.com/watch?v=u_Dovk_khLw&context=C31d413fADOEgsToPDskLztZbwGbpsnFUb_VIPiCzg) • Respirator fit testing (https://www.youtube.com/watch?v=D38BjgUdL5U&context=C3b699ffADOEgsToPDskKPkZEHASCZs4BC6yQpRtNc) • Respirator medical evaluations (https://www.youtube.com/watch?v=0PAuHfdVimk&context=C35daa84ADOEgsToPDskJ46kW8tZ9GIXp15BfsmbAO) <p>Browse OSHA resp protect standard (med eval): https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=12716#1910.134(e)</p> <p>Choose preferred presentation topics</p>
7/15	Causation	Spector	AMA Guide to the Eval of Disease and Inj Causation,	--

Chapters 2&3				
	Causation case examples	Spector	--	--
7/17	Medical surveillance & risk communication	Spector	Rom Chapter 2 (Through Occupational Health Sentinel Events) Silverstein. AJIM 1990 Ahmed. BMJ 2012 Browse ATSDR Risk Communication primer	Browse OSHA website: https://www.osha.gov/SLTC/medicalsurveillance/ Draft presentation materials (rough outline) due
	Quiz 1	--	--	--
7/22	Introduction to Hanford activities	Spector	--	--
	History of Hanford	TBD	TBD	--
7/24	Student presentations	Students	--	--
7/29	Hanford medical surveillance & risk communication case examples	TBD	TBD	--
7/31	Pediatric Env't. Health	Karr	--	Complete ATSDR case studies: <ul style="list-style-type: none"> Principles of pediatric environmental health (http://www.atsdr.cdc.gov/csem/csem.asp?csem=27&po=0) Taking a pediatric exposure history (http://www.atsdr.cdc.gov/csem/csem.asp?csem=26&po=0)
	Ped EH lab/discussion	Karr	TBD	--
8/5	Workers' compensation, impairment, disability	Brodkin	Rosenstock Chapters 8 and 57.1	Browse WA L&I Attending Doctor's Handbook Browse WA L&I's Medical Examiner's Handbook Complete L&I's lumbar &

				cervical spine impairment ratings courses: http://www.lni.wa.gov/Claims/Providers/WorkshopTraining/Courses/default.asp - 2
8/7	Return to work	Spector	--	Browse WA L&I RTW Desk Reference
	RTW scenario	Spector	--	--
8/12	Healthcare Quality Improvement	Spector	HRSA QI manual	--
	COHE discussion	Reynolds/ Spector	--	Browse L&I COHE website: http://www.lni.wa.gov/Claims/Providers/ProjResearchComm/OHS/default.asp - 1
				View L&I COHE video: https://www.youtube.com/watch?feature=player_embedded&v=C12B1tRqAGs
8/14	Quiz 2		--	--
	Wrap-up/Introduction to Spring Quarter Occupational Disease Course	Spector	--	--

DISTANCE PARTICIPATION

Students and guests can participate in this class via the Microsoft Lync platform.

Procedure for participation in the online meeting:

1. Check your e-mail just before or at the beginning of class for a link to the meeting.
2. Click on the link to join the meeting using a web browser. You may need to download and install a Lync plug-in. Lync will provide video and desktop sharing, as needed. Use a webcam in a well-lighted room. Try to position room lighting in front of your face / directed towards your face rather than behind you. Close blinds behind you if backlighting appears to be a problem.

For more information about Lync, see: <http://www.washington.edu/itconnect/connect/conferencing/lync-online/#who>

3. It is recommended that you mute yourself on Lync and use the telephone bridge for audio. To use the telephone bridge, call in to 206-315-1785 (USA/Canada toll free 1-800-379-6841), passcode 745910. If

you have difficulty entering the call, please call 1-888-254-3533 (Back up trouble #'s: 1-888-569-3848 or 1-719-457-6904).

Please place your telephone on mute unless you are speaking to avoid background noise. Use speaker functionality or headphones for hands-free audio.

4. Please make a point of contributing to each class session. It helps us (and the speakers) feel less disheartened about things to know that you are really out there and not just playing solitaire. If you lose audio or video, send us a text comment.