

## ENVH 444/544 • Course Syllabus

### *Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health*

**Course Number:** ENVH 444/544 (Fall 2015, 4 credits)

**Course Title:** Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health

**Course Times:** T/Th 1:30 – 3:20

**Course Location:** SOCC 303

**Instructor:**

Marilyn C. Roberts, PhD  
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**TA:**

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**Office Hours:** By arrangement

**Course Website:** <https://canvas.uw.edu/courses/998725>

**Course Description:** Addressing issues of antibiotic resistant bacteria and genes through an interdisciplinary “One Health” approach that integrates human, animal and environmental health. This course explores how the global use and abuse of antibiotics has profound consequences on the health of humans, animals, and the environment.

Prerequisites: Either EPI 320, BIOL 220 or MICROM 301

**Learning Objectives** – Upon completing the course, both undergraduate (444) and graduate (544) students will be able to:

1. Explain what antibiotic resistance genes (ARGs) and antibiotic resistant bacteria (ARBs) are and the origins of ARGs (the resistome).
2. Describe the various mechanisms for resistance and important classes of resistance genes.
3. Compare and analyze diverse viewpoints on controversial issues related to sources of ARGs/ARBs in relationship to humans, animals, and the environment (One Health).
4. Summarize how several different human practices influence the evolution/ecology of ARGs/ARBs.
5. Explain how the evolution of resistance differs between developed and developing countries, how the two are interconnected, and how ARGs/ARBs are transmitted around the world.
6. Discuss the role that agriculture, aquaculture, food animals and food play in the transmission of ARGs/ARBs and give specific examples to illustrate this.

## ENVH 444/544 • Course Syllabus

### *Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health*

7. Describe how various modes of horizontal gene transfer occur and compare/contrast how they impact the evolution of ARGs/ARBs.
8. Communicate effectively with both scientific and non-scientific audiences about the topic of ARGs/ARBs using risk communication
9. Describe the role that sub-therapeutic use of antibiotics for “growth promotion” in agriculture plays in contaminating environments, municipal wastewaters, receiving water streams, recreational waters, etc.

*In addition to the learning objectives above, graduate (544) students will be able to:*

10. Critically evaluate papers in the scientific literature and identify strengths and weaknesses of the science presented.
11. Develop and compose a literature review on a topic related to ARGs/ARBs.

**Course Overview and Format:** This course is designed to combine lectures by the instructor and invited guest lecturers with opportunities for students to engage in active, investigative learning through active learning. Students are expected to do the assigned readings prior to each class session and submit reflections from the reading through the course website. Three quizzes and one final exam will assess learning throughout the course.

### **Course Requirements:**

**Textbook:** There is no textbook for this course. Instead, a list of required readings will be provided on the course website for each class session. In addition, the following general readings for the course will provide good background knowledge on the topics we will be discussing:

- Antibiotic Resistant Threats in the United States, CDC 2013  
<http://www.cdc.gov/drugresistance/threat-report-2013/pdf/ar-threats-2013-508.pdf>
- CDC National Antimicrobial Resistance Monitoring System: Enteric Bacteria (NARMS), 2012 Report  
<http://www.cdc.gov/narms/pdf/2012-annual-report-narms-508c.pdf>
- WHO Antibiotic Resistance global Report of Surveillance 2014  
[http://apps.who.int/iris/bitstream/10665/112642/1/9789241564748\\_eng.pdf?ua=1](http://apps.who.int/iris/bitstream/10665/112642/1/9789241564748_eng.pdf?ua=1)

**Preparing for Class:** Reading and viewing assignments for each class session will be available through the course website. These will include readings, such as scientific articles, reports and articles from the popular press, as well as documentary videos. Students are expected to read/view the materials, then respond to questions on the reading assignments. Responses will be submitted via the course website prior to the applicable class session and will be reviewed and graded (complete/incomplete) by the instructor.

### **Risk Communication Exercise:**

There will be discussion throughout the course on what risk communication is and how it can be used to communicate science to specific stakeholders.

## ENVH 444/544 • Course Syllabus

### *Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health*

1. Each student will prepare a communication document or video which can include, but is not limited to, a fact sheet, an informational pamphlet, poster or a public service announcement.
2. Students need to identify a specific stakeholder and method of communication and submit these to the instructor for approval by Oct 15, 2015.
3. Completed assignments will be turned in online via Canvas website by noon Dec. 15, 2015

Research Paper (Graduate/544 Students Only): Graduate students enrolled in the 544 section of the course will research and write a literature review paper on a topic related to ARGs/ARBs. The paper should be double-spaced, paginated, and no fewer than 6 and no more than 10 pages long, not including references. A minimum of 10 references must be included, up to three of which can be reputable websites (e.g., CDC, WHO, US State Department, etc.). The remaining works referenced should be from relevant, peer-reviewed scientific journals. Paper topics must be submitted to the instructor for approval by Oct 13, 2015 and due by Dec. 8, 2015

Exams: There will be three quizzes and one final exam for this course. The first two quizzes will be in-class and the last quiz and the final will be take-home.

For undergraduate (444) students, grades will be based on the following:

- 20% Reflections on reading (will include questions about reading assignments each week on Canvas)
- 20% Risk Communication Exercise (each student will create a risk communication brochure, fact sheet, or poster) for specific stakeholders
- 25% Quizzes
- 35% Final Exam

For graduate (544) students, grades will be based on the following:

- 10% Reflections on reading (will include questions about reading assignments each week on Canvas)
- 25% Risk Communication Exercise (each student will create a risk communication brochure, fact sheet, or poster) for specific stakeholders
- 15% Quizzes
- 25% Final Exam
- 25% Research Paper

## ENVH 444/544 • Course Syllabus

### *Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health*

**Course Outline** (number of sessions will be adjusted as needed based on holidays):

<b>Week 1: Course Overview, Introduction to ARGs/ARBs</b>	
<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• PBS Frontline episode, <i>Hunting the Nightmare Bacteria</i>. <a href="http://www.pbs.org/wgbh/pages/frontline/hunting-the-nightmare-bacteria/">http://www.pbs.org/wgbh/pages/frontline/hunting-the-nightmare-bacteria/</a></li> <li>• Davies J, Davies D. 2010. Origins and evolution of antibiotic resistance. <i>Microbiol. Mole Biol. Rev.</i> 74:417-433 <a href="http://mmlbr.asm.org/content/74/3/417.full.pdf+html">http://mmlbr.asm.org/content/74/3/417.full.pdf+html</a></li> <li>• Levy SB, Marshall B. 2004. Antibacterial resistance worldwide: causes, challenges and responses. <i>Nature Med.</i> 10:S122-S139. <a href="http://www.nature.com/nm/journal/v10/n12s/pdf/nm1145.pdf">http://www.nature.com/nm/journal/v10/n12s/pdf/nm1145.pdf</a></li> <li>• FACT SHEET: Obama Administration Takes Actions to Combat Antibiotic-Resistant Bacteria <a href="http://www.whitehouse.gov/the-press-office/2014/09/18/fact-sheet-obama-administration-takes-actions-combat-antibiotic-resistan">http://www.whitehouse.gov/the-press-office/2014/09/18/fact-sheet-obama-administration-takes-actions-combat-antibiotic-resistan</a></li> </ul> <p><u>Reflections on PBS Frontline and readings:</u></p> <ul style="list-style-type: none"> <li>• <b>Due by 1 pm on Monday October 5<sup>th</sup></b></li> </ul>	
Oct 1, 2015	<ul style="list-style-type: none"> <li>• Introductions and overview of student responsibilities and instructor expectations</li> <li>• Small group warm-up activity and in-class discussion</li> </ul>
<b>Week 2: Overview of Antibiotic Resistance</b>	
<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Marinez JK, Baquero F. 2014. Emergence and spread of antibiotic resistance: setting parameter space. <i>Upsala J Med Sciences.</i> 119:68-77. <a href="http://informahealthcare.com/doi/pdf/10.3109/03009734.2014.901444">http://informahealthcare.com/doi/pdf/10.3109/03009734.2014.901444</a></li> <li>• Heuer H., Smalla K. 2007. Horizontal gene transfer between bacteria. <i>Environ Biosafety Res.</i> 6:3-13. <a href="http://dx.doi.org/10.1051/ebr:2007034">http://dx.doi.org/10.1051/ebr:2007034</a></li> <li>• Antimicrobial Resistance: Tackling a crisis for the health and wealth of nations <a href="http://amr-review.org/sites/default/files/AMR%20Review%20Paper%20-%20Tackling%20a%20crisis%20for%20the%20health%20and%20wealth%20of%20nations_1.pdf">http://amr-review.org/sites/default/files/AMR%20Review%20Paper%20-%20Tackling%20a%20crisis%20for%20the%20health%20and%20wealth%20of%20nations_1.pdf</a></li> </ul>	
Oct 6, 2015	<ul style="list-style-type: none"> <li>• History of antibiotic use since 1945</li> <li>• Mobile elements [plasmids, transposons, integrons]</li> <li>• Bacterial gene exchange [conjugation, transformation, transduction]</li> </ul>
Oct 8, 2015	<ul style="list-style-type: none"> <li>• Basic overview of antibiotic resistance, differences between bacteria, viruses, fungi, parasites</li> </ul>

## ENVH 444/544 • Course Syllabus

### *Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health*

<b>Week 3: Antibiotic Classes and Mechanisms of Resistance</b>	
<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Roberts MC, Schwarz S, Aarts H 2012. Acquired antibiotic resistance genes: an overview. <i>Frontier in Microbiol: Antimicrobials Resistance &amp; Chemotherapy</i> 2012 <a href="http://www.frontiersin.org/Antimicrobials_Resistance_and_Chemotherapy/10.3389/fmicb.2012.00384/full">http://www.frontiersin.org/Antimicrobials_Resistance_and_Chemotherapy/10.3389/fmicb.2012.00384/full</a></li> <li>Farias P et al., 2015. Natural hot spots for gain of multiple resistance: <a href="http://aem.asm.org/content/81/7/2534.full.pdf+html">http://aem.asm.org/content/81/7/2534.full.pdf+html</a></li> </ul> <p><u>Reflections on Reading:</u></p> <ul style="list-style-type: none"> <li>Due by 1 pm on Tuesday October 13<sup>th</sup></li> </ul>	
Oct 13, 2015	<ul style="list-style-type: none"> <li>Linkage between antibiotic/heavy metal resistance genes and virulence</li> <li><b>Paper topics approved by instructor (544 students only) by 1 PM</b></li> </ul>
Oct 15, 2015 Karen out	<ul style="list-style-type: none"> <li>Antibiotic classes and how they are targeted specifically for bacterial pathways</li> <li>Mechanism of antibiotic resistance genes [ARGs] and antibiotics resistant bacteria [ARBs]</li> <li><b>In-class quiz on content covered during the first 2 weeks of class</b></li> <li><b>Risk Communication identification of stakeholder and type of document to be produced (all students) by 1 PM</b></li> </ul>

<b>Week 4: Antibiotic Resistome</b>	
<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Dantas G, Sommer MOA. 2014. How to fight back against antibiotic resistance. <i>American Scientist</i> 102:42-51. <a href="http://www.americanscientist.org/issues/id.16136/issue.aspx">http://www.americanscientist.org/issues/id.16136/issue.aspx</a></li> <li>Mao D, Luo Y, Mathieu J et al. Persistence of extracellular DNA in river sediment facilitates antibiotic resistance gene propagation. <i>Environ Sci Technol.</i> 48:71-78. <a href="http://pubs.acs.org/doi/pdf/10.1021/es404280v">http://pubs.acs.org/doi/pdf/10.1021/es404280v</a></li> <li>Forsberg K et al., 2012. The shared antibiotic resistome of soil bacteria and human pathogens. <i>Science.</i> 337:1107-1111. <a href="http://www.sciencemag.org/content/337/6098/1107.full.pdf">http://www.sciencemag.org/content/337/6098/1107.full.pdf</a></li> </ul> <p><u>Reflections on Reading:</u></p> <ul style="list-style-type: none"> <li>Due by 1 pm on Tuesday October 20<sup>th</sup></li> </ul>	
Oct 20, 2015	<ul style="list-style-type: none"> <li>What is the antibiotic resistome?</li> </ul>
Oct 22, 2015	<ul style="list-style-type: none"> <li>Sources of ARGs</li> </ul>

**ENVH 444/544 • Course Syllabus**

*Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health*

<b>Week 5: ARGs/ARBs the role of the popular press and ARG/ARB costs to society</b>	
<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Find 2 recent (last 2 years) articles in the popular press talking about antibiotic resistant bacteria. Post the urls to canvas site by 1 pm on Tuesday October 27<sup>th</sup>. Provide a 1 paragraph finding on how this article could influence thinking in the general population and is this accurate or not.</li> <li>Be prepare to discuss one of your articles in class Oct 27-29 (2 min presentation on who the audience was and what the message was of the article)</li> <li>Roberts et al., 2009. Hospital and societal costs of AR infections in a Chicago teaching hospital: <a href="http://cid.oxfordjournals.org/content/49/8/1175.full.pdf+html">http://cid.oxfordjournals.org/content/49/8/1175.full.pdf+html</a></li> </ul> <p><u>Reflections on Reading:</u></p> <ul style="list-style-type: none"> <li>Due by 1 pm on Tuesday October 27<sup>th</sup></li> </ul>	
Oct 27, 2015	<ul style="list-style-type: none"> <li>How the popular press impacts the science</li> <li><b>Outline of paper due (Graduate and honors students only)</b></li> </ul>
Oct 29, 2015	<ul style="list-style-type: none"> <li>ARGs/ARBs costs to society: Who pays?</li> </ul>

<b>Week 6: One Health</b>	
<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Singer RS, Ward MP, Maldonado. 2006. Can landscape ecology untangle the complexity of antibiotic resistance? Nature Rev: Microb 4:943-952, <a href="http://www.nature.com/nrmicro/journal/v4/n12/pdf/nrmicro1553.pdf">http://www.nature.com/nrmicro/journal/v4/n12/pdf/nrmicro1553.pdf</a></li> <li>Casey JA, Curriero FC, Cosgrove SE et al. 2013. High-density livestock operations, crop field application of manure, and risk of community-associated methicillin-resistant Staphylococcus aureus infection in Pennsylvania. JAMA Intern Med. 173:1980-1990. <a href="http://archinte.jamanetwork.com/article.aspx?articleid=1738717">http://archinte.jamanetwork.com/article.aspx?articleid=1738717</a></li> <li>Berkner S, Konradi S, Schonfeld J. 2014. Antibiotic resistance and the environment-there and back again. EMBO reports <a href="http://embor.embopress.org/content/embor/15/7/740.full.pdf">http://embor.embopress.org/content/embor/15/7/740.full.pdf</a></li> <li>Rahube TO et al., 2014. Impact of fertilizing with raw or anaerobically digested sewage sludge on the abundance of AR coliforms, ARG, and pathogenic bacteria in soil and on vegetables at harvest. Appl Environ Microb. <a href="http://aem.asm.org/content/80/22/6898.full.pdf+html">http://aem.asm.org/content/80/22/6898.full.pdf+html</a></li> <li>Students to find paper showing this and be prepared to discuss their article in 2 min on Nov 5. Write a paragraph due by 1 pm on Tuesday November 3<sup>rd</sup> on why it shows One Health</li> </ul>	
Nov 3, 2015 Dr. Roberts out	<ul style="list-style-type: none"> <li><u>Guest Lecturer:</u> Dr. Peter Rabinowitz - One Health; how animals, humans, environment, and ARGs/ARBs interconnect Confirmed</li> <li><b>In class quiz on content covered during the first 5 weeks of class</b></li> </ul>
Nov 5, 2015 Dr. Roberts out	<ul style="list-style-type: none"> <li>Examples of ARGs/ARBs spread between animals, environment and humans</li> </ul>

**ENVH 444/544 • Course Syllabus**

*Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health*

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<b>Week 7: Why are ARGs/ARBs a Global Issue?</b>	
<u>Readings:</u>	
<ul style="list-style-type: none"> <li>Gedik H, Voss TA, Voss A. 2013. Money and transmission of bacteria. <i>Antimicrob Resist Infect Control</i> 2:22 <a href="http://www.aricjournal.com/content/pdf/2047-2994-2-22.pdf">http://www.aricjournal.com/content/pdf/2047-2994-2-22.pdf</a></li> <li>Walsh, TR. 2010. Emerging carbapenemase: a global perspective. <i>Internation. J Antimicrob Agents</i> <a href="http://ac.els-cdn.com/S0924857910700042/1-s2.0-S0924857910700042-main.pdf?_tid=876e0e3a-4014-11e4-8ac4-00000aacb362&amp;acdnat=1411141944_34d3c9f87c6513d1348c622e61d8358e">http://ac.els-cdn.com/S0924857910700042/1-s2.0-S0924857910700042-main.pdf?_tid=876e0e3a-4014-11e4-8ac4-00000aacb362&amp;acdnat=1411141944_34d3c9f87c6513d1348c622e61d8358e</a></li> </ul>	
<u>Reflections on Reading:</u>	
<ul style="list-style-type: none"> <li>Due by 1 pm on Tuesday November 10<sup>th</sup></li> </ul>	
Nov 10, 2015	<ul style="list-style-type: none"> <li>The environment and its role in ARG/ARB evolution and spread</li> <li>Location of ARGs/ARBs</li> </ul>
Nov 12, 2015	<ul style="list-style-type: none"> <li><u>Guest Lecturer:</u> Dr. Scott Weissman - International spread of KPC, NDM, OXA-48</li> </ul>

<b>Week 8: Alternative therapies to antibiotics</b>	
<u>Readings:</u>	
<ul style="list-style-type: none"> <li>Nakonieczna A, Cooper CJ, Gryko R. 2015 Bacteriophages and bacteriophage-derived endolysins as potential therapeutics to combat Gram-positive spore forming bacteria. <i>J App Microbiol</i> 110:620-631 <a href="http://onlinelibrary.wiley.com/doi/10.1111/jam.12881/pdf">http://onlinelibrary.wiley.com/doi/10.1111/jam.12881/pdf</a></li> <li>McFarland LV. 2015: From yaks to yogurt: The history, development, and current use of probiotics. <i>CID</i> 60(suppl) S85-S90. <a href="http://www.ncbi.nlm.nih.gov/pubmed/25922406">http://www.ncbi.nlm.nih.gov/pubmed/25922406</a></li> <li>Ferrero et al. 2015. Efficacy and safety of a decision rule for using antibiotics in children with pneumonia and vaccinated against pneumococcus. A randomized controlled trial. <i>Arch Argent Pediatr.</i> 113:397-403 <a href="http://www.sap.org.ar/docs/publicaciones/archivosarg/2015/v113n5a04e.pdf">http://www.sap.org.ar/docs/publicaciones/archivosarg/2015/v113n5a04e.pdf</a></li> <li>Ho HJ. In press. <i>Am J Infect Cont</i> Alcohol handrubbing and chlorhexidine handwashing are equally effective in removing methicillin-resistant <i>Staphylococcus aureus</i> from health care workers' hands: A randomized controlled trial <a href="http://www.sciencedirect.com/science/article/pii/S0196655315006653">http://www.sciencedirect.com/science/article/pii/S0196655315006653</a></li> </ul>	
<u>Reflections on Reading:</u>	
<ul style="list-style-type: none"> <li>Due by 1 pm on Tuesday November 17<sup>th</sup></li> </ul>	
Nov 17, 2015	<ul style="list-style-type: none"> <li>Alternative therapies, phage, probiotics</li> </ul>
Nov 19, 2015	<ul style="list-style-type: none"> <li>Vaccines, behavior changes.</li> </ul>

## ENVH 444/544 • Course Syllabus

### *Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health*

Week 9: ARGs/ARBs in Water, Waste Water Treatment	
<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• LaPara TM, Burch TR, McNamara PJ et al. 2011. <i>Tertiary-treated municipal wastewater is a significant point source of antibiotic resistance genes into Duluth-Superior Harbor</i>. Environ Sci Technol. 45:9543-9549. <a href="http://pubs.acs.org/doi/pdf/10.1021/es202775r">http://pubs.acs.org/doi/pdf/10.1021/es202775r</a></li> <li>• Andersson DI, Hughes D. 2011. <i>Persistence of antibiotic resistance in bacterial populations</i>. FEMS Microbiol Rev. 35:901-911. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1574-6976.2011.00289.x/pdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1574-6976.2011.00289.x/pdf</a></li> </ul> <p><u>Reflections on Reading:</u> Due by 1pm on Tuesday November 24<sup>th</sup></p>	
<p>Nov 24, 2015  Dr. Roberts out</p>	<ul style="list-style-type: none"> <li>• <u>Guest Lecturer:</u> Dr. Mike Dodd - Wastewater, sub-therapeutic antibiotic concentrations, increase in ARGs/ARBs, role in receiving waters and biosludge</li> <li>• How developed and developing countries are interconnected and transmission of ARGs/ARBs around the world</li> <li>• <b>Take-home quiz on content covered during the first 8 weeks of class is distributed (due on December 1<sup>st</sup>)</b></li> </ul>
Week 10: The Role of Agriculture (in the Spread of ARGs/ARBs)	
<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Millman JM, Waits K, Grande et al., 2014. Prevalence of antibiotic-resistant <i>E. coli</i> in retail chicken: comparing conventional, organic, kosher, and raised without antibiotics. [v2] 2:155 <a href="http://f1000research.com/articles/10.12688/f1000research.2-155.v2/doi">http://f1000research.com/articles/10.12688/f1000research.2-155.v2/doi</a></li> <li>• Zurek, L, Ghosh A. 2014.. Insects present a link between food animals, farms and the urban environment for antibiotic resistance traits. Appl Environ Microbiol. 80:3562-3567. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4054130/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4054130/</a></li> <li>• 2012 Summary Report on Antimicrobials Sold or Distributed for Use in Food-Producing Animals <a href="http://www.fda.gov/downloads/ForIndustry/UserFees/AnimalDrugUserFeeActADUFA/UCM416983.pdf">http://www.fda.gov/downloads/ForIndustry/UserFees/AnimalDrugUserFeeActADUFA/UCM416983.pdf</a> [Look at the highlights in this report]</li> <li>• Nilsson O. 2012. Vancomycin resistant enterococci in farm animals-occurrence and importance. Infect Ecol Epidem. 2:16969- <a href="http://www.infectionecologyandepidemiology.net/index.php/iee/article/view/16959">http://www.infectionecologyandepidemiology.net/index.php/iee/article/view/16959</a>.</li> </ul> <p><u>Reflections on Reading:</u> • Due by 1 pm on Tuesday December 1<sup>st</sup></p>	
<p>Dec 1, 2015</p>	<ul style="list-style-type: none"> <li>• Links between agriculture, animals and man [tentative]</li> <li>• The Example of VRE in US vs. EU</li> <li>• Ciprofloxacin resistant <i>Campylobacter</i></li> </ul>
<p>Dec 3, 2015</p>	<ul style="list-style-type: none"> <li>• <u>Guest Lecturer:</u> Dr. Doug Call [WSU] - Why does antimicrobial resistance persist?</li> </ul>

## ENVH 444/544 • Course Syllabus

### *Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health*

	<ul style="list-style-type: none"> <li>• How do different human practices influence the evolution/ecology of ARGs/ARBs?</li> </ul>
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<b>Week 11: Stewardship and Policy</b>	
<ul style="list-style-type: none"> <li>• <i>Policy Statement on Antimicrobial Stewardship</i> by the Society for Healthcare Epidemiology of America (SHEA), the Infectious Diseases Society of America (IDSA), and the Pediatric Infectious Diseases Society (PIDS) Author(s): Society for Healthcare Epidemiology of America; Infectious Diseases Society of America; Pediatric Infectious Diseases Society. <a href="http://www.jstor.org/stable/10.1086/665010">http://www.jstor.org/stable/10.1086/665010</a></li> <li>• <a href="#"><i>FDA Update on Animal Pharmaceutical Industry Response to Guidance #213</i></a></li> </ul> <p><u>Reflections on Reading:</u></p> <ul style="list-style-type: none"> <li>• Due by 1 pm on Tuesday December 8<sup>th</sup></li> </ul>	
Dec 8, 2015 Dr. Roberts Out	<ul style="list-style-type: none"> <li>• What is stewardship and how may it help reduce ARGs/ARBs?</li> <li>• <b>Research papers due online by 1pm (544 students only)</b></li> </ul>
Dec 10, 2015	<ul style="list-style-type: none"> <li>• Summary</li> <li>• Future?</li> <li>• Take home exam given out. Due 9 AM Dec 15, 2015</li> </ul>

## ENVH 444/544 • Course Syllabus

### *Antibiotic Resistant Bacteria/Genes Impact on the Environment and Public Health*

#### **UW Disability Statement:**

**Access and Accommodation** (<http://depts.washington.edu/uwdrs/faculty-resources/syllabus-statement/>):

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs 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), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

**UW Academic Integrity Statement:** (<http://sph.washington.edu/students/academicintegrity/>)

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 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the **SPH 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** website.