

SYLLABUS: The Implications of TSCA Reform for Risk Assessment

Current Concepts in Human Health Risk Assessment Journal Club

Autumn Quarter 2016

ENVH 593 (Journal Club)

Credits: 1



Current Quarter Topic:

The Implications of TSCA Reform for Risk Assessment

Instructor:

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Office hours: By appointment

Course Times and Locations:

Wednesdays from 3:00-4:30pm

Five Sessions: September 28th, October 19th, November 9th, November 16th, November 30th
Class will be held in 4225 Roosevelt Way NE, Suite 100 in Roosevelt 2228/212

Course Website: <https://canvas.uw.edu/courses/1065301>

- The Syllabus is posted on the website
- Within the files tab you will find folders containing the readings for each session.
- Please post your selection in the discussion section of canvas by 12pm the Monday before class.

- Please bring 2 completed “Literature Review Forms” with you to class to help guide the discussion.

Course Description:

In June, 2016 President Obama signed the Frank R. Lautenberg Chemical Safety for the 21st Century Act, for reforming the Toxic Substances Control Act (TSCA) originally passed in 1976. This historic action has extensive implications for risk assessment of toxic chemicals. Students participating in this course will discuss the implications of TSCA reform for risk assessment, including how the policy changes effect toxicity testing methods and timelines and what the implications are for state and local government efforts to control toxic substances. Students will review information sources beyond the peer review literature to understand the major policy changes resulting from TSCA reform. As a group, we will analyze the policy changes and discuss the benefits and potential drawbacks from multiple stakeholder perspectives.

Course Learning Objectives:

Upon completion of this journal club, students shall be able to:

- Understand what major changes to chemical regulation will occur under TSCA reform
- Discuss the implications of these changes to toxicity testing methods, requirements and timelines
- Understand how these changes are predicted to affect state and local government efforts to control toxic substances
- Review a wide range of publications, from the peer reviewed literature to blog sources to capture the benefits and drawbacks of TSCA reform from multiple stakeholder perspectives
- Develop opinions on how TSCA reform will impact public health

In general:

1. Think critically about risk assessment by completing reading assignments and participating in class discussions.
2. Communicate the concept of integrated risk assessment and risk communication.
3. Explain the risk assessment framework as it relates specifically to the current quarter topic.
4. Analyze assigned readings and interpret their relevance to not only the quarter topic but also their applicability and generalizability to risk assessment topics at large.
5. Summarize key points from assigned journal articles or other required readings.
6. Prepare and deliver an oral presentation(s) discussing the required reading.
7. Critique risk assessment applications as they relate to the current quarter topic.
8. Identify risk assessment strengths and challenges, as well as the role of uncertainty.
9. Develop skills to think critically about the methods and tools used for assessment, management, and communication of risk.

Academic Integrity Statement:

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.

UW Disability Statement

Access and Accommodations: 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 or 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.

Course Session Schedule and Readings:

Session 1, September 28th: Setting the Stage: TSCA Context and Introduction

- Introductions- All
- Overall goals of the course and introduction to the topic- Elaine Faustman

Session 2, October 19th: TSCA Reform: What's included

- Introduction- Elaine Faustman
- Presentation of Key Points from Readings- Students

Please select 2 articles below and be prepared to share the key points with the class. Please post your article selection to the canvas website no later than Monday, October 17th at 12pm and bring the completed literature review forms with you to class.

Session 2 Readings: TBD

Session 3: November 9th: Stakeholder Perspectives

- Introduction- Elaine Faustman
- Invitation to Richard Denison, Environmental Defense Fund
- Presentation of Key Points from Readings- Students

Please select 2 articles below and be prepared to share the key points with the class. Please post your article selection to the canvas website no later than Tuesday, November 7th at 12pm and bring the completed literature review forms with you to class.

Session 3 Readings: TBD

Session 4, November 16th: Toxicity Testing Implications of TSCA Reform

- Introduction- Elaine Faustman
- Presentation of Key Points from Readings- Students

Please select 1-2 articles below and be prepared to share the key points with the class. Please post your article selection to the canvas website no later than Tuesday, November 14 at 12pm and bring the completed literature review forms with you to class.

Session 4 Readings: TBD

Session 5, November 30th: Regulatory Implications of TSCA Reform

- Introduction- Elaine Faustman

- Presentation and Discussion with Bruce Duncan, Region 10 EPA
- Presentation of Key Points from Readings- Students
- Recap discussion- All
- Course evaluations- Students

Please select 1-2 articles below and be prepared to share the key points with the class. Please post your article selection to the canvas website no later than Tuesday, November 28 at 12pm and bring the completed literature review forms with you to class.

Session 5 readings: