

# ENV H 586 A Sp 18: Current Issues In Occupational Health At The Human Animal Interface

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Environmental Health 596/586 / Nursing 580

## Current Issues In Occupational Health At The Human Animal Interface / Occ. & Env. Medicine

Spring Quarter, 2018

Thursday 3:30-5:20 p.m. SOCC building room 308 South Campus Center

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### Course Description:

This course provides a weekly seminar setting for presentations and discussions regarding a wide range of occupational and environmental health topics. It emphasizes current issues and real world situations faced in the practice of environmental and occupational health. Where relevant, it will stress the application of a "One Health" approach considering human, animal, and environmental aspects of a problem. The course will feature critical reading of the literature.

The course is designed to meet the needs of students from a variety of backgrounds, including occupational medicine, "One Health", industrial hygiene, occupational health nursing, occupational health services, and toxicology students. Format will include student led didactic presentations with discussion, student-led critique of original research, and case discussions. 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.

During this segment of the ENVH 596 / NURS 580 series, the Spring 2018 quarter, we will focus on topics related to the assessment and control of occupational & environmental biological and physical hazards.

The course emphasizes the ability to critically read the current literature. Most of the sessions will be

student-led. The course will provide an opportunity for students to develop and practice presentation skills, and demonstrate expertise in using the literature and locating and using relevant, current, and evidence-based information sources.

Students may register for the course on a graded or credit/no credit basis, though graded status is typically required if you are taking this to fulfill a degree requirement. OEMP trainees as well as OHHA Scholars are expected to attend and participate in the seminar.

Canvas and email are the standard medium used for communication regarding this course, and readings will be distributed *generally* via Canvas or e-reserves. 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.

### Learning Objectives for Spring, 2018.

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. Identify the major types and sources of biological and physical hazards in environmental and occupational settings, including infectious agents, noise, and high and low pressure environments, including diving and aviation and space environments.
5. Describe the major pathways of human exposure to representative biological and physical hazards in environmental and occupational settings
6. Describe the major effects of noise, heat, cold, high pressure environments, and low pressure environments on the human body.
7. Describe basic strategies for assessing, preventing, and controlling or managing biological and physical hazards in environmental and occupational settings
8. Identify major regulations, agencies, programs, and stakeholders related to biological and physical health hazards
9. Formulate strategies for preventing, controlling or managing biological and physical hazards related to a specific complex situation or issue
10. Effectively communicate information about biological and physical health risks and response strategies, both orally and in written form.

## Course format:

The course consists of 10 sessions this quarter. Sessions will be in one of several formats:

1. Lecture/discussion/paper critique/discussion student presentations. These will consist of a focused presentation on an assigned subject of interest in occupational and environmental health, followed by a critical presentation of the paper. These sessions will be student led. The overview portion of any one individual student's didactic presentation should generally be no more than 15 minutes , with discussion to follow, followed by a similar amount of time to present and discuss the paper.
2. On May 4th, there will be an all day training on infectious disease emergencies that students will be highly encouraged to attend. If unable to attend, the student will need to discuss alternative ways of completing this learning expectation.

## Course Requirements:

1. Class presentations. Each student will play a principal role in class presentations once or twice each quarter.
2. Class attendance and participation. Students should come to the seminar prepared, and participate in the discussion. If readings are assigned for a session, Students should have read the assigned reading and be able to discuss the material.
3. Examination. There will be no examinations.

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

*Read the assigned paper.* 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, we need to cover several prescribed topics this quarter, as seen in the course schedule.

*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.

**IMPORTANT: For all student presentations covering a topic area , students should prepare a resource list 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. If a group presentation, one resource list can be prepared for the student group.**

DISTANCE PARTICIPATION: we will be using Zoom for teleconferencing, details to follow.

<http://r.office.microsoft.com/r/rlidOC10?clid=1033&p1=4&p2=1041&pc=oc&ver=4&subver=0&bld=7185&bldver=0>

ADVICE FOR WEBINAR PARTICIPANTS:

1. 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.
2. Use a headset with microphone. If you do not have one of these, at least use headphones for audio output (instead of the computer speakers).
3. Test your system <http://www.webex.com/test-meeting.html> BEFORE the class session to make sure your equipment will work.
4. Mute your microphone while you are not speaking.

Generally: Most laptops built within the last few years contain built-in webcams and microphones that should work. Be sure to use headphones rather than the laptop speakers, though, or we could end up with feedback / echo.

Those of your participating from a distance: Please make a point of contributing to each class session. It helps me (and the speakers) feel less disheartened about things to know that you are really out there and not just playing solitaire. If your microphone isn't working, you can text in a comment! If you lose audio or video, send us a message.

## **Classroom Climate**

Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of university education. Therefore, I expect you to follow the UW Student Conduct Code in your interactions with your colleagues and me in this course by respecting the many social and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status. I will acknowledge from the beginning that all of us, including your instructor, have a lot to learn about combatting racism, sexism, classism, and other forms of discrimination and bias, and that this learning process will continue throughout our careers. Please talk with me right away if you experience disrespect in this class, and I will work to address it in an educational manner. UW students can also report incidents of bias or violations of UW policies for non-discrimination using the Bias Reporting Tool available at: <http://www.washington.edu/bias/>.

**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](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu)

## **Academic Integrity**

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.

Date

Topic

Guest Speaker or Student

*Course Introduction / Introduction to*

*Topics*

1	3/29	Critical Reading One Health and OEM	Rabinowitz
2	4/5	Occupational Allergy	Chuang, Motz, Pascoe
3	4/12	Occupational Infectious Diseases Part I: Health Care Workers Bloodborne pathogens, Post exposure prophylaxis, vaccinations, TB	Students:Nachtigal, McConnell, Frisbie
4	4/20	Travel Medicine	Students: Grant, Pierson, Knott
5	4/26	Occupational Infectious Disease II: Zoonoses	Students: Hunter, Conery, Friedman
6	5/4 (FRIDAY)	<i>Day long training</i> Occupational Infectious Disease IV; Pandemics, Influenza	Students: all
7	5/10	No class?	
8	5/17	Student Presentations Extremes of Temperature: Heat Illness and Hypothermia	Students: Carmona, Passater, Kohlbacher Guest Expert: Spector?

9 5/24 Noise, Noise-induced Hearing Loss,  
and the Hearing Conservation Standard Students: Grant, Arnold

10 5/31 Diving Medicine, Altitude Student: Haldeos,  
Hernandez

6/8 No class Finals Week

## Course Summary:

Date	Details
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