

**EnvH 592: Work and Health in the 21st Century (Exposure Sciences Journal Club)  
Winter 2016**

**Instructors:** Noah Seixas, PhD, CIH, DEOHS professor (nseixas@uw.edu)  
Marissa Baker, MS, DEOHS PhD student (bakermg@uw.edu)  
Trevor Peckham, MS, MPA, DEOHS staff (tpeckham@uw.edu)

**Office Hours:** By appointment

**Class Meetings:** Wednesdays, SCC 308, 3:30-4:20pm

**Course Description**

This 1 credit journal club looks to build off the themes that were explored in our 2014-2015 departmental seminar and symposium on “The Future of Occupational Health.” This journal club will combine readings from academic journals or books with readings and videos found in current media, to discuss the emerging issues in work and health in the 21<sup>st</sup> century. The goal of this course is foster discussion about the changing role of the occupational health practitioner, researcher, and policymaker, and to complement a traditional coursework in occupational health sciences.

**Student Responsibilities/Course Learning Objectives**

***Facilitate in-class discussion*** - Each student will be responsible for facilitating one in-class discussion. Depending on student enrollment numbers, you may be paired with another student. Leading the discussion will entail preparing a brief summary of the readings to present to the class, and preparation of at least five questions to guide the discussion. Students will have much latitude for directing the conversation; however, general objectives include the following:

- Connecting the readings and topics with course material, including fundamental concepts and strategies for analysis and thoughtful reflection
- Promoting critical thinking by helping students to understand the complexity of the issues
- Relating classroom discussion to the roles that students have as citizens within the university community and larger society

Students are responsible to submit their discussion questions at 9am the day before the class session, via the Canvas site. Facilitating the discussion may occur with a partner, depending on the total number of students enrolled. Course organizers will be available to assist students in processing the topics and developing discussion questions.

***Example of fissured workplace*** – During the 5<sup>th</sup> class session, each student will be responsible for bringing to class an example of the fissured workplace, as described by David Weil, which relates to topics presented in class. Each student will be prepare a brief oral summary of the example that uses Weil’s framework to describe the situation, which could be a company, industry, etc., and the implications for worker health and safety. The best examples will be those that have not already been discussed.

***Class participation*** – Each student will be responsible to be an active participant in each class session. Basic courtesies will be followed, including listening respectfully, not interrupting fellow students, and respecting one another's views.

## **Grading**

This course is 1 credit, and is graded as “credit/no credit.” To receive credit, you will need to be an active participant in class, prepare for the discussion you will lead, and find an example of the fissured workplace.

## **UW Disability Statement**

**Access and Accommodations** - Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to us 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.

## **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.

Week	Topic	Context	Academic Articles	Media Articles
1	<b>Why we are leading this journal club</b>	This class is an extension of our FOH efforts, and a chance for us to explore what the future of occupational health will look like by exploring journal articles, and articles in popular media.	None—presentation on major themes and findings from FOH symposium, information on topics/expectations for the quarter	Will show two clips: John Oliver talking about Fissured workplace  Trevor Noah talking about contract workers
2	<b>OSHA in the 21<sup>st</sup> century</b>	Often, we think of OSHA as an institute with outdated standards, meant mostly for manufacturing workplaces. With the changing nature of work, is OSHA still relevant? And why can't OSHA make and enforce better standards?	Systematic review of the prevention incentives of insurance and regulatory mechanisms for occupational safety and health  SJWEH 2007;33(2): 85-95)	Watch David Michaels FOH video
3	<b>The Fissured Workplace part I: What is it?</b>	We know the nature of work is changing, but in what ways is the employer-employee relationship changing? The Fissured workplace (subcontracting, franchising, and supply chains) is one such look at the changing relationship between employer-employee.	First chapter from David Weil's book: "The Fissured Workplace"	Temporary Work, Lasting Harm ( <a href="http://www.propublica.org/article/temporary-work-lasting-harm">http://www.propublica.org/article/temporary-work-lasting-harm</a> )  Also, explore the Temp Land: Working in the New Economy section of the propublica website: <a href="http://www.propublica.org/series/temp-land">http://www.propublica.org/series/temp-land</a>
4	<b>The Fissured Workplace part II: Supply Chain Regulation</b>	OSHA only has jurisdiction in the United States, but many companies operate across international borders as a means to find cheaper labor. How are supply chains related to worker safety and health, and should the parent	Chapter from Richard Locke's Book, "Fair Labor Organization"	In China, human costs are built into an iPad ( <a href="http://www.nytimes.com/2012/01/26/business/ieconomy-apples-ipad-and-the-human-costs-for-workers-in-china.html?_r=0">http://www.nytimes.com/2012/01/26/business/ieconomy-apples-ipad-and-the-human-costs-for-workers-in-china.html?_r=0</a> )

		organization be responsible for the safety and health of all their suppliers?		
5	<b>Fissured workplace part III: Examples and case studies</b>	Having a better idea about the Fissured Workplace and supply chain regulation, this week we look at some examples of these common practices. Each student is asked to bring an example of the fissured workplace in the media to discuss in class.	None this week	Students will bring examples of the fissured workplace to discuss
6	<b>Unions and other worker advocacy organizations</b>	With workplaces changing, and employee-employer relationships changing, is there still a role for labor unions? Who could be an employee and be covered by unionization efforts?	Community campaigns, supply chains, and protecting the health and well-being of workers  Michael Quinlan AJPH 2009	Kain Colter's Union Battle Cost Him More Than He Ever Expected ( <a href="http://deadspin.com/kain-colters-union-battle-cost-him-more-than-he-ever-ex-1724831203">http://deadspin.com/kain-colters-union-battle-cost-him-more-than-he-ever-ex-1724831203</a> )  Giving Drivers a Voice ( <a href="http://www.seattle.gov/council/issues/voicefordrivers/">http://www.seattle.gov/council/issues/voicefordrivers/</a> )
7	<b>Compensation and benefits</b>	Seattle has recently passed a \$15 minimum wage, and efforts are underway nationwide to create a higher standard of living. In concert with a living wage, companies can offer other benefits that make employees happier at work. How has this been implemented, and are their negatives to expanding benefits and compensation?	Effects of raising the minimum wage: Research and key lessons  John Wihbey, Journalist's Resource at the Harvard Kennedy School's Shorenstein Center on Media, Politics and Public Policy  ( <a href="http://journalistsresource.org/studies/economics/inequality/the-effects-of-raising-the-minimum-wage">http://journalistsresource.org/studies/economics/inequality/the-effects-of-raising-the-minimum-wage</a> )  (Maybe Jake Vigdor as guest?)	Obama Orders Paid Sick Leave for Federal Contractor Employees ( <a href="http://www.wsj.com/articles/obama-to-order-paid-sick-leave-for-federal-contractor-employees-1441602172">http://www.wsj.com/articles/obama-to-order-paid-sick-leave-for-federal-contractor-employees-1441602172</a> )  Paid parental leave is right, for families and firms ( <a href="http://www.cnn.com/2015/08/07/opinions/eisenman-netflix-parental-leave/">http://www.cnn.com/2015/08/07/opinions/eisenman-netflix-parental-leave/</a> )
8	<b>Work and health outside the</b>	Considering the changing nature of work, and the	Goh, J., Pfeffer, J., & Zenios, S. A. (2015). Workplace stressors &	Death rates rising for middle-aged white Americans, study finds

	<b>traditional framework</b>	blurring of lines between work and non-work, work and health should be thought of more holistically, better integrating occupational health into public health. What are other frameworks we can use to think about work and health?	health outcomes: Health policy for the workplace. Behavioral Science & Policy, 1(1), pp. 43–52.	( <a href="http://www.nytimes.com/2015/11/03/health/death-rates-rising-for-middle-aged-white-americans-study-finds.html">http://www.nytimes.com/2015/11/03/health/death-rates-rising-for-middle-aged-white-americans-study-finds.html</a> )
9	<b>Health supportive workplace policies</b>	Having a background on what the changing nature of work looks like (fissured workplace, blurring of work and non-work, etc.) we look to a local employer as a case study of workplace policies that can affect worker health and stress.	Considerations for incorporating “well-being” in public policy for workers and workplaces  Paul Schulte AJPH Volume 105, Issue 8	Inside Amazon: Wrestling Big Ideas in a Bruising Workplace ( <a href="http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html">http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html</a> )  What the New York Times Didn't Tell You ( <a href="https://medium.com/@jaycarney/what-the-new-york-times-didn-t-tell-you-a1128aa78931">https://medium.com/@jaycarney/what-the-new-york-times-didn-t-tell-you-a1128aa78931</a> )
10	<b>How can we implement these changes into our graduate education program?</b>	We've determined that work is changing in myriad ways. As a leading program of occupational health and hygiene, what do we need to do to keep up with these changes and prepare practitioners and researchers to enter the changing field of occupational health and hygiene?	FOH consensus report Trevor/Noah's new framework	None this week