

Course Syllabus

Summer II 2021, 2 credits

Thursdays, 2:30pm - 5:20pm (will try to end by 5)

Zoom Meeting Link: <https://washington.zoom.us/j/96585869655>

Instructor

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Course Website: <https://canvas.uw.edu/courses/1197261>

Course Description:

This course is offered during Summer and Spring quarters of the academic year and is a requirement for UW Occupational and Environmental Medicine (OEM) residents and other students enrolled in the DEOHS OEM MPH academic degree program, including physicians in the Madigan General Preventive Medicine residency. The course is also open to other clinically-oriented students, including but not limited to occupational and environmental health nursing students, medical fellows in other medical subspecialties, residents in internal medicine, family medicine, emergency medicine, and rehabilitation medicine, and third and fourth year medical students. The course is also open to non-clinically-oriented students, including exposure sciences students, with permission of the instructors.

During the Summer 2021 quarter, this course will focus on an array of Occupational and Environmental Medicine (OEM) topics and current issues related to OEHS Administration and Legal & Regulatory Aspects of OEM practice, plus a couple of physical hazards topics. To promote integration of concepts, students will watch review background materials and engage in discussions with students and faculty during class time.

Course Topics:

OEHS Administration & Systems Based Practice, Legal/Regulatory Focus, 7/22-8/19		
ENV H 596 Summer II		
7/22, 2:30-3:30	Cold Injury	Colin Grissom
7/22, 4-5	High Altitude Illness	Andrew Luks
7/29, 2:30-3:30	Course Overview	Debbie Cherry

7/29, 4-5	USPSTF	Cherry (overview), Bonnie Ronish (application)
8/5, 2:30-3:30	Ethics	Cherry (overview), Bonnie Ronish (application)
8/5, 4-5	CRBNE Preparedness	Paul Faestel
8/12, 2:30-3:30	OWCP	Chunbai Zhang
8/12, 4-5	Worker's Compensation	Nicholas Reul
8/19, 2:30-3:30	Mental Health	Cherry (overview), Dorian Kenleigh (application)
8/19, 4-5	Substance Misuse	Cherry (overview), Dorian Kenleigh (application)

Course Learning Objectives:

By the end of this course, students will gain knowledge and skills to:

Course Overview

1. Evaluate the effectiveness of clinical preventive services for both individuals and populations with a broad knowledge of USPSTF recommendations.
2. Apply an ethical approach to workers' rights and privacy in the context of overriding public health and safety.
3. Identify resources to plan and evaluate the medical portion of CBRNE emergency preparedness programs.
4. Manage workers' compensation insurance documentation and paperwork, including the relevant state, federal, and public workers' compensation insurance rules
5. Identify and refer workers with psychological or substance related disorders presenting in the workplace.
6. Assess if there is risk of an adverse event from exposure to physical hazards, especially cold or altitude, in the workplace or environment.

Note: Objectives 1-4 map to ACGME OEM program requirements as described here:

https://acgme.org/Portals/0/PFAssets/ProgramRequirements/380_PreventiveMedicine_2020.pdf?ver=2020-06-30-144631-400

Objectives 5-6 map to ACOEM core competencies as described here:

https://acoem.org/acoem/media/News-Library/ACOEM_OEM_Core_Compencies__2021-19.pdf

Course Requirements:

Core reading, application exercise or journal article, and board-style quiz questions combined with instructor- and student-led discussions and activities in class.

Second year students only (*for students enrolled in the two year cycle who are second year students*):

Application, Article OR case selection, student-led: Each second-year student (Dorian and Bonnie in 2021) has signed up for approximately 2 sessions for which to select appropriate journal articles or develop cases illustrative of the weekly topic, which will be discussed with the instructor, and distributed to the class at least one week prior to the corresponding session.

Student Evaluation

Course grades will be determined on the basis of:

- **Class participation**
- **Weekly quizzes**

For second year students (*for students enrolled in the two year cycle who are second year students*), course grades will be determined on the basis of:

- **Student-led sessions**
- **Class participation**
- **Weekly quizzes**

Assignment of numeric grades will use [UW Department of Health Services grading guidelines](#) for graduate students. Brief descriptions of each grade level are provided below:

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
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

Course Format:

Overview:

This course uses a flipped [flipped classroom approach](#). Prior to each session, students review background materials. In-class time is devoted to: assessing uptake of information presented in the background materials using a question-and-answer format. For some sessions, guest experts are invited to engage students in discussion about real world applications of the session topic.

Session format:

In general, the format for each session will consist of:

- A) Guest speaker: Guest presentation apx. 50 minutes, followed by Q&A
- B) Instructor plus student: Summary of key points and board style questions (Dr. Cherry) for 20 min, followed by journal article discussion or application exercise for 40 min

Course Logistics:

Course Registration:

Students may register for one quarter of this course in Summer II 2021.

E-mail is the standard medium used for communication regarding this course. 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 they are unable to use electronic media.

Remote Classroom Participation:

All Spring quarter instruction will be conducted on-line. The Zoom Video Conference Platform will be used for all sessions of this course. All class sessions will be recorded via Zoom and uploaded onto Canvas.

Learning Agreements (Discussion Norms):

Below are learning agreements that we collectively established during the Autumn 2020 Quarter. The goal of establishing these agreements was to create a learning environment which is open, supportive, reflective, fosters acceptance and shared accountability, and in which all students can learn productively and thrive. (Sources: [Guidelines for Classroom Interactions](#) (University of Michigan), [Community Agreements for Inclusive Classrooms](#) (The New School), [Community Agreements](#) (University of Toronto):

1. **Understand that your words have effects on others.**
2. **Listen respectfully.**
3. **Understand that we will make mistakes in this space.**
4. **Share responsibility for including all voices in the conversation.**
5. **Be open to changing your perspectives based on what you learn from others**
6. **Understand that there are different approaches to solving problems.**
7. **Speak with fairness and call out bias, exclusion, prejudice and discrimination.**
8. **Understand that others will come to these discussions with different experiences from yours.**

Descriptions of the learning agreements are outlined below for your reference:

- **Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Acknowledge the difference between intent and impact. Learn how you can do better in the future.
- **Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- **Understand that we will make mistakes in this space,** as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process. Accept discomfort related to making mistakes as necessary for growth.
- **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- **Be open to changing your perspectives based on what you learn from others.** Try to explore and remain curious about new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking. Strive for intellectual humility.
- **Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.
- **Speak with fairness and call out bias, exclusion, prejudice and discrimination.**
- **Understand that others will come to these discussions with different experiences from yours.** Be careful about assumptions and generalizations you make based only on your own experience. Recognize that we have different backgrounds. Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability) informs your perspectives and reactions. Be open to hearing and learning from other perspectives.

Readings and Other Preparatory Materials:

All readings, videos, and other materials will be posted on the class website. All students are expected to be able to access class materials via 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.

Religious Accommodations:

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

Access and Accommodations:

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented 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), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at 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.

Classroom Climate:

The UW School of Public Health seeks to ensure all students are fully included in each course. We strive to create an environment that reflects community and mutual caring. We encourage students with concerns about classroom climate to talk to your instructors, your advisor, a member of the departmental or SPH Diversity Committee and/or the program director. vg@uw.edu is a resource for students with classroom climate concerns.

Equity, Diversity and Inclusion:

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, students are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Bias Concerns:

The Office of the Dean has a student concern policy, a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edu for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <https://sph.washington.edu/about/diversity/bias-concerns>. Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

Writing Skills Resources:

Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help you be successful throughout your future course work and career. Although this course does not include written assignments, if you feel that you could benefit from additional opportunities to improve your writing skills, a list of resources at the UW

and others accessible online can be found on the SPH website at <https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf> .

APPENDIX

A. Guideline for Case Selection and Development (*for Second Years*):

1.
 1. Review the objectives for the session for which you have chosen to select and develop a case.
 2. Review example cases provided for other sessions.
 3. Review the following resources about using case studies to teach:
 1. Boston University Center for Teaching and Learning : Using Case Studies to Teach (<https://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/>)
 2. University of Washington Center for Teaching and Learning: Engaging Students in Learning (<https://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/leading-dynamic-discussions/>)
 3. Yale Center for Teaching and Learning: Case-Based Learning (<https://ctl.yale.edu/faculty-resources/strategies-teaching/case-based-learning>)
 4. Stanford Teaching Commons: Promoting Active Learning (<https://teachingcommons.stanford.edu/resources/learning-resources/promoting-active-learning>)
2. Review the following resources from which you can select and develop a case.
 1. NIOSH Health Hazard Evaluations: <https://www.cdc.gov/niosh/hhe/default.html>
 2. ATSDR Case Studies in Environmental Medicine: <https://www.atsdr.cdc.gov/csem/csem.html>
 3. Literature search of case studies and cases series (e.g. Pubmed, Google Scholar etc.)
 4. Textbooks (e.g. LaDou, Rom, Maxcy etc.)
3. Case selection and development.
 1. Write up a case with its associated questions.
 2. Prepare answers for the case
 3. Provide the case description, questions, and answers to the instructor 1 week before class
 4. Lead your colleagues through the discussion of the case during your assigned session.

B. Guideline for Selecting a Journal Article for Discussion (*for Second Years*)

1. Review the objectives for the session for which you have chosen to select and discuss a journal article.
2. Review example journal articles provided for other course sessions.

3. Review the following resources about selecting and presenting journal articles
 1. Schwartz MD et al. Improving journal club presentations, or, I can present that paper in under 10 minutes. ACP J Club. 2007 Jul – Aug;147:A8. (<http://acpjc.acponline.org/Content/147/1/issue/ACPJC-2007-147-1-A08.htm>)
 2. Johns Hopkins Bloomberg School of Public Health Department of Epidemiology: Journal Club Tips for Presenters (https://www.jhsph.edu/research/centers-and-institutes/welch-center-for-prevention-epidemiology-and-clinical-research/docs/pre-2016-redesign/Journal_Club_Aids/JrnlClub_Tips.pdf)
 3. Judd S et al. Approach to Presenting a Clinical Journal Club. Gastroenterology 2014;146:1591–1593 ([https://www.gastrojournal.org/article/S0016-5085\(14\)00550-2/pdf](https://www.gastrojournal.org/article/S0016-5085(14)00550-2/pdf))
 4. NIH Intramural Research Program I am Intramural Blog: 5 tips for journal club first-timers (<https://irp.nih.gov/blog/post/2015/03/5-tips-for-journal-club-first-timers>)
4. Select a journal article from the primary literature and from a peer-reviewed journal.
5. Use the ‘Appraising the Evidence: A Quick Guide to Reviewing a Journal Article’ tool in Canvas to help you prepare to present the journal article to your peers.
6. In your presentation, aim to engage your peers in discussion of the journal article.