ENV H 586 A Au 19: Current Issues In Occupational Health At The Human Animal Interface

ENV H 586A: Seminar in Current Issues of Occupational Health at the Human Animal Interface

Autumn Quarter 2019, 2 credits (graded)
Day/time: Wednesday 2:30-4:30
Room: SOCC342

INSTRUCTOR:

Peter Rabinowitz MD MPH
Office: HSB F551, 1959 NE Pacific Street
Phone: (206) 616-0598
Email: peterr7@uw.edu

OFFICE HOURS: By appointment (contact Vickie Ramirez ramirezv@uw.edu)

Course Description:

This course is a weekly seminar for in-depth exploration of a wide range of topics related to the occupational health of workers in close contact with animals in a number of different settings. It emphasizes a One Health approach to current issues and research gaps in different workplace setting, and is based on critical readings of the scientific evidence regarding these issues.

The course meets autumn and spring quarters and is designed to meet the needs of students in the One Health MPH degree program as well as those in the Occupational Health at the Human Animal Interface (OHHAI) program. It is open to other students with permission of the instructor.

The fall quarter seminar will be geared primarily to the learning needs of students in the One Health MPH program. The spring quarter seminar will typically be taught jointly with the ENV H 596 seminar for the Occupational Medicine trainees. Spring quarter will focus on interdisciplinary approaches to key issues that are common to the learning objectives for OMR as well as One Health trainees.

The seminar will use a “One Health” paradigm that integrates human, animal, and environmental health to explore occupational health issues in a number of animal contact settings, including agriculture, laboratory research, and veterinary medical care. Specific topics will include the assessment and management of biological, physical, chemical, and psychosocial exposure hazards in these different settings.

An emphasis will be placed on interdisciplinary occupational/environmental team approaches to address these issues including professionals from human health, animal health, and industrial hygiene. The seminar format will encourage student team work in interdisciplinary teams when possible.

The course is designed to give students exposure to a wide range of occupational health issues at the human animal interface. It also will stress the skills of critical reading and systematic review of the scientific literature,
oral and written communication of health risks, and formulation of research hypotheses and study designs. Students will lead or play a major part in over half of the sessions in a given quarter. This will provide students with an opportunity to develop and demonstrate skills in literature review, presentation of materials, interdisciplinary teamwork, problem solving, practice planning, evidence based policy development, and research planning.

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

**Course Learning Objectives (for the ENV H 586 Series)**

Each quarter of the seminar will cover a number of the overall learning objectives. At the end of the series, the student will be able to:

1. Apply the COHERE (Checklist for One Health Epidemiological Reporting of Evidence) guidelines to determine whether research meets the definition of a One Health study and, if so, to evaluate the quality of the One Health method methodology used.
2. Design comprehensive occupational health programs for a variety of animal worker workforces/worksites.
3. Research an assigned topic, and demonstrate his or her expertise on that topic by professionally leading a portion of a class session on that topic.
4. Use electronic resources to systematically research human animal interface issues, and present the results of such review in a systematic fashion.
5. Identify the major types and sources of biological hazards at the human animal interface, including zoonotic infectious agents, allergens, and endotoxin.
6. Identify the major types and sources of physical and chemical hazards at the human animal interface, including animal related injuries, radiation, chemical aerosols, and therapeutics.
7. Identify the major types and sources of psychosocial hazards at the human animal interface, including compassion fatigue and euthanasia related stress.
8. Describe the major environments where workers are in close contact with animals in both US and global settings.
9. Identify major regulations, agencies, programs, and stakeholders related to biological and physical health hazards and other hazards at the human animal interface.
10. Formulate strategies for preventing, controlling or managing occupational health hazards at the human animal interface using an interdisciplinary One Health team model including exposure control and surveillance.
11. Effectively communicate information about biological and physical health risks and response strategies, both orally and in written form.
12. Formulate research questions related to occupational health at the human animal interface and propose research approaches to address such questions.
13. Understand how socioeconomic and other social factors, including poverty, immigration, literacy, urbanization and racism, affect the health of animal workers.

**Texts and References:**

https://canvas.uw.edu/courses/1320279
In Autumn Quater 2019, the seminar will work through and pilot test a new online course called "Infection Prevention and Control on the Farm" that has been developed by the DEOHS Continuing Education Program in collaboration with Harborview Medical Center and the Center for One Health Research.

The different modules for the course will mention additional reference materials.

A background optional references text is:


This text book will be on reserve at the Health Sciences Library and at the Center for One Health (COHR) suite, as well as for purchase online from the publisher.

All students are expected to be able to access class materials via email and the course Canvas website. If this presents a problem for you let the instructor know immediately.

**Course Requirements:**

1. Seminar: Each student will play a principal role in leading or co-leading a seminar session once each quarter.
2. Class Participation: Although students will not be graded on attendance, active engagement in classroom discussions is required to meet many of the learning objectives for the course. Students should come to the seminar having done the expected preparation (see below), and participate actively in the seminar discussion.

**Seminar Schedule: ENVH 586- Fall 2019**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Seminar Leader</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>9/25/19</td>
<td>Rabinowitz</td>
<td>Intro to Seminar, Course Structure, One Health, COHERE guidelines</td>
</tr>
<tr>
<td>2</td>
<td>10/2/19</td>
<td>Renee, Madison</td>
<td>Course Module 1, study review</td>
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<tr>
<td>3</td>
<td>10/9/19</td>
<td>Sabrina</td>
<td>Module 1: Case discussion, study review</td>
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<tr>
<td>4</td>
<td>10/16/19</td>
<td>Natalie, Juliette</td>
<td>Module 2: study review</td>
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<tr>
<td>5</td>
<td>10/23/19</td>
<td>Hannah</td>
<td>Module 2: Case discussion, study review</td>
</tr>
<tr>
<td>6</td>
<td>10/30/19</td>
<td>Hien, Jason</td>
<td>Module 3: study review</td>
</tr>
<tr>
<td>7</td>
<td>11/6/19</td>
<td>Marine</td>
<td>Module 3: Case discussion, study review</td>
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Seminar Structure (ENV H 586 Fall 2019)

1. **Before the Session:**

   If you are the assigned seminar leader(s):
   
   - Review the module and/or case for the session.
   - Take part in the discussion forum on Canvas, posting on the discussion by no later than 5 PM Friday prior to the class session.
   - In consultation with the instructor, find and review an original study.
   - Prepare a critique of the study following COHERE guidelines.
   - Prepare a 15-25 minute presentation about the paper.

   For all other seminar sessions:
   
   - Review the module and/or case for the session.
   - Take part in the discussion forum on Canvas, posting on the discussion by no later than 5 PM Monday prior to the class session.
   - Come to class prepared to discuss the topic or the case.
   - Please read the assigned paper. Come to the seminar prepared to discuss both what the paper is reporting as well as the methodology used in the paper.

2. **During the Session:**

   First Half (8:30-9:25):
   
   - The seminar group will discuss either the lecture or the case, with active participation from the group.

   9:25-9:30 There will be a 5-minute break

   Second Half (9:30-10:20):
   
   - The seminar leader will present the study of the week, including methodology, findings, strengths and weaknesses and relationship with COHERE guidelines. Not to exceed 25 minutes.
   - The rest of the session will consist of discussion of the paper by the group. The seminar leader should be prepared to lead the discussion.

**Basis for Grading:**
This course is offered on a graded (A section) basis.

Seminar leadership 70%

Judged on quality of: student preparation; presentation materials; presentation style; and evidence of professionalism and interdisciplinary cooperation, if relevant.

Rubric for Seminar Leadership

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<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Exceptional</th>
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<tbody>
<tr>
<td>Provides good overview of topic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Provides overview of research needs for population</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Provides good overview of study, including study setting and population, methodology used, results and generalizability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Identifies strengths and weaknesses of study</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Leads discussion based on student questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
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Description of ratings:

1. Exceptional; Addresses salient points in this section. Insightful presentation/analysis.
2. Excellent; Addresses most of the important points with occasional oversights. Thorough presentation/analysis.
3. Good; Moderate degree of omission of key information. Good presentation/analysis
4. Fair; Frequent omission of key information. Multiple inaccuracies noted. Unprepared presentation/limited analysis.
5. Poor; Does not convey relevant information; did not provide interpretation of data; unprepared presentation

Posting of Questions on Discussion Board Before Sessions: 15%

Consistency and quality of questions posed to the seminar leader before each session, as above.

Class Participation 15%

Based on class participation in discussions.

Assignment of numeric grades will use the UW Department of Health Services grading guidelines for graduate students. More details are available at the course website. http://depts.washington.edu/hserv/grading
3.9-4.0 Excellent and exceptional work...........for a graduate [or professional] student

3.7-3.8 Strong work

3.4-3.6 Competent and sound work (default category)

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

**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.

**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](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/).

**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](http://sph.washington.edu/students/academicintegrity/). 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 instructor, your advisor, a member of the departmental or SPH Diversity Committee and/or the program director. Victoria Gardner, Assistant Dean for Equity, Diversity and Inclusion (vg@uw.edu) is also a resource for students with classroom climate concerns.

**Course Summary:**

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