

# Course Syllabus

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Edit

## ENV H 596/NURS 580

### Current Issues In Occupational and Environmental Medicine

Autumn 2019

**Course Time:** Thursdays, 3:30pm - 5:20pm

**Course Location:** Magnuson Health Sciences Center, Room T474A

#### **Course Instructors:**

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**Office Hours:** By appointment

**Course Website:** <https://canvas.uw.edu/courses/1320289>

**Syllabus (PDF):**  [ENV H 596\\_Syllabus\\_Autumn\\_2019\\_FINAL.pdf](#)

#### **Course Description:**

This course is offered during Autumn, Winter and Spring quarters of the academic year and is a requirement for UW Occupational and Environmental Medicine (OEM) residents, Madigan Preventive Medicine (PM) residents, and other students enrolled in the DEOHS OEM MPH academic degree program. 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 Autumn 2019 quarter, this course will focus on an array of Occupational and Environmental Medicine (OEM) topics and current issues including OEM law and regulation, work organization and stress, disability prevention and return to work, occupational health quality improvement, substance abuse in the workplace, labor management partnerships, and the future of occupational health. Emphasis is placed on critical reading of the literature and practical application of evidence-based OEM to real world scenarios. To promote integration of concepts, students will watch short video lectures, review background materials, and read the pre-assigned journal articles before each session. Journal article and case discussions facilitated by the instructor will occur during class time.

### **Course Logistics:**

Students may register for one to six quarters of this course, and up to 12 credits can be earned for taking it. Students may register for the course on a graded or credit/no credit basis, although graded status is required if the course is being taken to fulfill a degree requirement. UW OEM residents typically attend and participate in all six quarters of the seminar over a two-year cycle. Madigan PM residents typically attend and participate in 3 quarters of the seminar over a one-year period. During the second year of the course, UW OEM residents enrolled in the two year cycle will additionally learn to select appropriate materials for and facilitate in-class case-based discussions.

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 Participation:**

In situations deemed by the instructor to be necessary, students may participate remotely using the Zoom video conferencing platform. A login URL and login instructions will be provided if remote participation is requested and approved. Zoom is easy to use and only requires a computer or laptop with a built-in camera, microphone, and reliable Wi-Fi or Ethernet connection. First time users will be prompted to download and install a desktop client application (which may require administrative permissions if the computer is centrally managed). Users may log into UW Zoom Video Conferencing by following instructions available [here](#)

(<https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/zoom-software/#dl>), and join a UW Zoom meeting by following instructions available [here](#)

(<https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/join-meeting/>).

**Students requesting to participate remotely must obtain permission from the instructors at least one week prior to the class.**

### **Course Learning Objectives:**

By the end of this course, students should be able to:

1. Discuss the basic elements of evidence-based medicine, and the challenges associated with practicing evidence-based OEM.
2. Critically review a scientific paper, using a structured approach to determine the validity of the work and to describe how it might affect the practice of occupational and environmental medicine.
3. Summarize the basic elements of the legal and regulatory framework for occupational medicine, including the rulemaking process under the OSH Act, employer duties and worker rights, and differences in roles between OSHA and NIOSH.
4. Summarize the goals of environmental law and policy and the challenges associated with establishing environmental law and policy, and understand how individual environmental statutes impact the environment and public health.
5. Describe the process of developing a graduated return to work (GRTW) program, the benefits of GRTW, common barriers to returning to work, and the evidence to support GRTW.
6. Describe the implications of unnecessary missed work after work-related injury and illness and the application of healthcare quality improvement to long-term work disability prevention.
7. Describe the obligations of OEM providers to participate in patient legal cases, and distinguish between the different roles and OEM provider may play in legal cases.
8. Describe the different types of labor-management partnerships, their role in promoting occupational health and safety, and how such partnerships will need to adapt in the face of changing work organization and climate.
9. Discuss the implications of the changing nature of work on worker health and occupational health practice and research.
10. Describe the impact of drug and alcohol abuse in the workplace and the role of industry and government programs in preventing and controlling drug and alcohol abuse.
11. Select appropriate materials for and facilitate discussion of journal articles and cases illustrating current issues in OEM (Second Year Students).

### **Course Format:**

#### Overview:

This course uses a flipped classroom approach (<http://www.washington.edu/teaching/teaching-resources/flipping-the-classroom/> (<http://www.washington.edu/teaching/teaching-resources/flipping-the-classroom/>)). Prior to each session, students watch a short video mini-lectures, review background materials, and read the assigned journal article. In-class time is devoted to: assessing uptake of information presented in the short lecture videos and background materials using a question-and-answer format, discussing the journal article, and going through a case-based exercise. For some sessions, guest experts will be 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:

20 min: Knowledge probe using question-and-answer format (using slido.com)

5 min: Weekly reflection

30 min: Journal article review and discussion

45 min: Case-based exercise

10 min: Session wrap up

Session format (with guest expert):

20 min: Knowledge probe using question-and-answer format (using slido.com)

5 min: Weekly reflection

30 min: Journal article review and discussion

45 min: Discussion with guest expert

10 min: Session wrap up

### **Course Requirements:**

High-yield readings and review of multimedia resources combined with instructor- and student-led discussions and activities in class will test students' ability to demonstrate application of knowledge.

### **Evaluation methods**

***Student-led journal article discussion:*** At the start of the quarter, each student will sign up for 1-2 sessions at which to lead a 20-30 minute journal article discussion. Students will be expected to generate and distribute to the class questions for journal article discussion in advance of the session and to lead the group in systematically discussing and critically appraising the journal article using techniques reviewed by the instructors during the first session of the quarter. The journal article discussion will be evaluated based on the depth of critical appraisal of the article, quality of discussion questions, and the clarity of presentation.

***Weekly reflection:*** Once a week, students will be asked to write for instructor review a brief written reflection on one aspect of the weekly topic most notable to them, where in the preparatory materials/preparation for class this aspect became apparent, and one question that review of preparatory materials has generated for instructor. These assignments will be graded.

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

***Article and case selection, and student-led case discussion:*** At the start of the quarter each second year student will sign up for approximately 1-2 sessions for which to select appropriate journal review articles and cases illustrative of the weekly topic, discuss them with the instructors, and distribute them to the class at least one week prior to the corresponding session. Students will lead 30-45 minute case discussions based on the selected cases using a toolkit provided by the instructors.

**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.

**Student Evaluation:**

Course grades will be determined on the basis of:

**Journal article discussion** (60%)

**Case-based discussion** (20%)

**Weekly reflection** (20%)

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

**Journal article discussion** (40%)

**Weekly reflection** (20%)

**Article and case selection** (20%)

**Student-led case discussion** (20%)

Assignment of numeric grades will use UW Department of Health Services grading guidelines for graduate students. More details are available at the UW Department of Health Services [Departmental Grading Policy](http://depts.washington.edu/hserv/grading) (<http://depts.washington.edu/hserv/grading>) website and reproduced below.

4.0 Excellent and exceptional work

3.7 Strong work

3.5 Competent and sound work

3.3 Adequate work, although some weaknesses are evident

3.0 Borderline work

## 2.7 Deficient work

### **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 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 are 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) (<mailto:uwdrs@uw.edu>) or [disability.uw.edu](http://depts.washington.edu/uwdrs/) (<http://depts.washington.edu/uwdrs/>). 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/) (<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/) (<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](https://www.washington.edu/studentconduct/) (<https://www.washington.edu/studentconduct/>) (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and [the SPH Academic Integrity Policy](https://sph.washington.edu/students/academic-integrity-policy/) (<https://sph.washington.edu/students/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 \(mailto:vg@uw.edu\)](mailto: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 \(mailto:dcinfo@uw.edu\)](mailto: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> (<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.

### **Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Preparation/Readings</b>
09/26/19	Course Introduction & Evidence-Based Practice of Occupational and Environmental Medicine (NKYEKYER)	Mini Lecture: EBM Background: - Andermann A, Pang T, Newton JN, Davis A, Panisset U. Evidence for Health I: Producing evidence for improving health and reducing inequities. <i>Health Res Policy Syst.</i> 2016;14:18. Published 2016 Mar 14. doi:10.1186/s12961-016-0087-2 - Andermann A, Pang T, Newton JN, Davis A, Panisset U. Evidence for Health II: Overcoming barriers to using evidence in

policy and practice. *Health Res Policy Syst.* 2016;14:17. Published 2016 Mar 14. doi:10.1186/s12961-016-0086-3

- Andermann A, Pang T, Newton JN, Davis A, Panisset U. Evidence for Health III: Making evidence-informed decisions that integrate values and context. *Health Res Policy Syst.* 2016;14:16. Published 2016 Mar 14. doi:10.1186/s12961-016-0085-4

Journal Article Review:

- Barnett ML, Boddupalli D, Nundy S, Bates DW. Comparative Accuracy of Diagnosis by Collective Intelligence of Multiple Physicians vs Individual Physicians. *JAMA Netw Open.* 2019;2(3):e190096. Published 2019 Mar 1. doi:10.1001/jamanetworkopen.2019.0096

Mini Lecture:

- Regulatory\_Occ

Background:

- Robert Wallace, MD, MSc; WALLACE/MAXCY-ROSENAU-LAST PUBLIC HEALTH & PREVENTIVE MEDICINE; 15th; 0071441980; McGraw-Hill; 01/01/2008. Chapter 46

- Pryor,D. OSHA, Workplace Violence, and the Healthcare Industry. *Helathcare Law Insights* (HuschBlackwell). June 2019.

- Halpern, LW. OSHA Considers National Standard to Prevent Health Care Workplace Violence. *AJN News.* April 2017.

Journal Article Review:

- Vrablik MC et al. Identification of processes that mediate the impact of workplace violence on emergency department healthcare workers in the USA: results from a qualitative study. *BMJ Open* 2019;9:e031781. doi:10.1136/bmjopen-2019-031781

Mini Lecture:

- TBD

Background:

- TBD

Journal Article Review:

- TBD

10/3/19

Legal and Regulatory Framework for Occupational Health and Safety

(CHERRY)

10/10/19

Legal and Regulatory Framework for Environmental Health and Safety

(CHERRY)

10/17/19

Work Disability Prevention

Mini Lecture:

through Quality  
Improvement

(NKYEKYER)

- Disability\_QI

Background:

- Charter LB et al. Quality improvement primer part 1: Preparing for a quality improvement project in the emergency department.

[CJEM. \(https://www.ncbi.nlm.nih-](https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pubmed/28756779)

[gov.offcampus.lib.washington.edu/pubmed/28756779\)](https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pubmed/28756779) 2018

Jan;20(1):104-111. doi: 10.1017/cem.2017.361. Epub 2017 Jul 31

- Charter LB et al. Quality improvement primer part 2: executing a quality improvement project in the emergency department. [CJEM.](https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pubmed/28934995)

[\(https://www.ncbi.nlm.nih-](https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pubmed/28934995)

[gov.offcampus.lib.washington.edu/pubmed/28934995\)](https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pubmed/28934995) 2018

Jul;20(4):532-538. doi: 10.1017/cem.2017.393. Epub 2017 Sep 22.

- Charter LB et al. Quality improvement primer part 3: Evaluating and sustaining a quality improvement project in the emergency department. [CJEM.](https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pubmed/29925452)

[\(https://www.ncbi.nlm.nih-](https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pubmed/29925452)

[gov.offcampus.lib.washington.edu/pubmed/29925452\)](https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pubmed/29925452) 2019

Mar;21(2):261-268. doi: 10.1017/cem.2018.380. Epub 2018 Jun 21

Journal Article Review:

- Wickizer TM et al. Innovations in Occupational Health Care Delivery Can Prevent Entry into Permanent Disability 8-Year Follow-up of the Washington State Centers for Occupational Health and Education. [Med Care \(https://www.ncbi.nlm.nih-](https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pmc/articles/PMC6250293/)

[gov.offcampus.lib.washington.edu/pmc/articles/PMC6250293/\)](https://www.ncbi.nlm.nih.gov.offcampus.lib.washington.edu/pmc/articles/PMC6250293/) 2018

Dec; 56(12): 1018–1023. doi: [10.1097/MLR.0000000000000991](https://dx.doi.org/10.1097/MLR.0000000000000991)

[\(https://dx-doi-](https://dx.doi.org/10.1097/MLR.0000000000000991)

[org.offcampus.lib.washington.edu/10.1097/MLR.0000000000000991\)](https://dx.doi.org/10.1097/MLR.0000000000000991)

Mini Lecture:

- TBD

Evidence-Based Return to  
Work

(CHERRY)

Background:

- LaDou J et al. Current Diagnosis & Treatment: Occupational and Environmental Medicine. 5<sup>th</sup> Edition. Chapter 7

Journal Article Review:

- TBD

10/24/19

10/31/19

Labor Management  
Partnerships and  
Workplace Health and  
Safety

Mini Lecture:

- Labor

Background:

(NKYEKYER)	<ul style="list-style-type: none"> <li>- Malinowski B et al. Labor Unions: A Public Health Institution. <a href="https://www.ncbi-nlm-nih.gov.offcampus.lib.washington.edu/pmc/articles/PMC4318309/">Am J Public Health</a> (https://www.ncbi-nlm-nih.gov.offcampus.lib.washington.edu/pmc/articles/PMC4318309/). 2015 February; 105(2): 261–271. doi: <a href="https://dx-doi.org.offcampus.lib.washington.edu/10.2105/AJPH.2014.302309">10.2105/AJPH.2014.302309</a> (https://dx-doi-org.offcampus.lib.washington.edu/10.2105%2FAJPH.2014.302309)</li> <li>- Okun AH et al. Trade associations and labor organizations as intermediaries for disseminating workplace safety and health information. Am J Ind Med. 2017 Sep; 60(9): 766–775. doi: 10.1002/ajim.22746</li> </ul> <p>Journal Article Review:</p> <ul style="list-style-type: none"> <li>- Hagedorn J et al. The role of Labor Unions in Creating Working Conditions that Promote Public Health. Am J Public Health. 2016 June; 106(6): 989–995. doi: 10.2105/AJPH.2016.303138</li> </ul>	
11/07/19	<p>Alcohol and Substance Abuse in the Workplace</p>	<p>Mini Lecture:</p> <ul style="list-style-type: none"> <li>- TBD</li> </ul> <p>Background</p> <ul style="list-style-type: none"> <li>- LaDou J et al. Current Diagnosis &amp; Treatment: Occupational and Environmental Medicine. 5<sup>th</sup> Edition. Chapter 36</li> </ul>
(CHERRY)	<p>Journal Article Review:</p> <ul style="list-style-type: none"> <li>- TBD</li> </ul>	
11/14/19	<p>Work Organization, Stress, and the Future of Occupational Health</p>	<p>Mini lecture:</p> <ul style="list-style-type: none"> <li>- Work_Org_Stress</li> </ul> <p>Background:</p> <ul style="list-style-type: none"> <li>- Benach J et al. Precarious employment: understanding an emerging social determinant of health. Annu Rev Public Health. 2014;35:229-53. doi: 10.1146/annurev-publhealth-032013-182500.</li> <li>- Conger K et al. California Bill Makes App-Based Companies Treat Workers as Employees. The New York Times. Sept 11, 2019.</li> <li>- Peckham TK et al. Creating a Future for Occupational health. Annals of Work Exposures and Health, 2017, Vol. 61, No. 1, 3–15. doi: 10.1093/annweh/wxw011.</li> </ul>
(NKYEKYER)	<p>Journal Article Review:</p> <ul style="list-style-type: none"> <li>- Ronnblad T et al. Precarious employment and mental health: a systematic review and meta-analysis of longitudinal studies. Scand</li> </ul>	

J Work Environ Health 2019;45(5):429-443. doi:10.5271/sjweh.3797

Mini lecture:

- Legal

Background:

- Sinclair, DC. Epidemiology in the Courtroom: An Evidence-Based Paradigm for the Determination of Causation in Compensation Environments. J Occup Environ Med. 2010 Apr;52(4):456-61. doi: 10.1097/JOM.0b013e3181d284d7

Providers and Patient Legal Cases

11/21/19

(NKYEKYER)

- ACOEM Guidance and Position Statements: Ethical Guidelines for Occupational and Environmental Medicine Physicians Serving as Expert Witnesses. Oct 25, 2007.

- Eskay-Auerbach M. The Physician as Expert Witness. Phys Med Rehabil Clin N Am 30 (2019) 649–655. <https://doi.org/10.1016/j.pmr.2019.03.011>

Journal Article Review:

- Weiner HM et al. Medical Causation and Expert Testimony: Allergists at this Intersection of Medicine and Law. Curr Allergy Asthma Rep (2012) 12:590–598. DOI 10.1007/s11882-012-0294-z

11/28/19

*Thanksgiving Break*

12/5/19

Course Review, Wrap-up, and Feedback

Course Review, Wrap-up and Feedback

## APPENDIX

### Guidelines for Second Year Students

#### Guideline for Case Selection and Development

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

### Guideline for Selecting a Journal Article for Discussion

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.
  - 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> (<http://acpjc.acponline.org/Content/147/1/issue/ACPJC-2007-147-1-A08.htm>))
  - 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](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) ([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](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)))
  - 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) ([https://www.gastrojournal.org/article/S0016-5085\(14\)00550-2/pdf](https://www.gastrojournal.org/article/S0016-5085(14)00550-2/pdf)))

- 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>  
(<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.

## Course Summary:

Date	Details	
Thu Sep 26, 2019	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891926">EBM Assignment</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891926">https://canvas.uw.edu/courses/1320289/assignments/4891926</a> )	due by 3:29pm
	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891929">Journal Article Discussion (EBM) - Instructor (Nkyekyer)</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891929">https://canvas.uw.edu/courses/1320289/assignments/4891929</a> )	due by 3:29pm
	 <a href="https://canvas.uw.edu/courses/1320289/assignments/5036803">Weekly Reflection Question Follow up (EBM)</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/5036803">https://canvas.uw.edu/courses/1320289/assignments/5036803</a> )	due by 11:59pm
Thu Oct 3, 2019	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891933">Journal Article Discussion (Regulatory Occ) - Janelle Martelino</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891933">https://canvas.uw.edu/courses/1320289/assignments/4891933</a> )	due by 3:29pm
	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891939">Regulatory Occ Assignment</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891939">https://canvas.uw.edu/courses/1320289/assignments/4891939</a> )	due by 3:29pm
Thu Oct 10, 2019	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891932">Journal Article Discussion (Regulatory Env) - Eunice Soh</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891932">https://canvas.uw.edu/courses/1320289/assignments/4891932</a> )	due by 3:29pm
	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891938">Regulatory Env Assignment</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891938">https://canvas.uw.edu/courses/1320289/assignments/4891938</a> )	due by 3:29pm
Thu Oct 17, 2019	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891924">Disability_QI Assignment</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891924">https://canvas.uw.edu/courses/1320289/assignments/4891924</a> )	due by 3:29pm
	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891927">Journal Article Discussion (Disability_QI) - Richard Taing</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891927">https://canvas.uw.edu/courses/1320289/assignments/4891927</a> )	due by 3:29pm
Thu Oct 24, 2019	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891934">Journal Article Discussion (RTW) - Duane Robinson</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891934">https://canvas.uw.edu/courses/1320289/assignments/4891934</a> )	due by 3:29pm
	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891940">RTW Assignment</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891940">https://canvas.uw.edu/courses/1320289/assignments/4891940</a> )	due by 3:29pm
Thu Oct 31, 2019	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891930">Journal Article Discussion (Labor) -</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891930">https://canvas.uw.edu/courses/1320289/assignments/4891930</a> )	due by 3:29pm
	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891936">Labor Assignment</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891936">https://canvas.uw.edu/courses/1320289/assignments/4891936</a> )	due by 3:29pm

Date	Details
Thu Nov 7, 2019	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891925">Drug_Abuse_Assignment</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891925">https://canvas.uw.edu/courses/1320289/assignments/4891925</a> ) due by 3:29pm
	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891928">Journal Article Discussion (Drug_Abuse) - Tony Norman, Jared Egbert</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891928">https://canvas.uw.edu/courses/1320289/assignments/4891928</a> ) due by 3:29pm
Thu Nov 14, 2019	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891935">Journal Article Discussion (Work_Org_Stress) - Michael Cashman</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891935">https://canvas.uw.edu/courses/1320289/assignments/4891935</a> ) due by 3:29pm
	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891941">Work_Org_Stress Assignment</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891941">https://canvas.uw.edu/courses/1320289/assignments/4891941</a> ) due by 3:29pm
Thu Nov 21, 2019	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891931">Journal Article Discussion (Legal) - Srivani Kanumuri</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891931">https://canvas.uw.edu/courses/1320289/assignments/4891931</a> ) due by 3:29pm
	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891937">Legal Assignment</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891937">https://canvas.uw.edu/courses/1320289/assignments/4891937</a> ) due by 3:29pm
Thu Dec 5, 2019	 <a href="https://canvas.uw.edu/courses/1320289/assignments/4891923">Course Review, Wrap-up and Feedback</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/4891923">https://canvas.uw.edu/courses/1320289/assignments/4891923</a> ) due by 3:29pm
	 <a href="https://canvas.uw.edu/courses/1320289/assignments/5038330">Weekly Reflection Question Follow up (Regulatory_Occ)</a> ( <a href="https://canvas.uw.edu/courses/1320289/assignments/5038330">https://canvas.uw.edu/courses/1320289/assignments/5038330</a> )