ENV H 597A: Case Studies in Environmental & Occupational Health

Spring, 2020
1 credit, graded
Thursdays, 2:30-3:20 pm
Zoom Meeting Link: https://uw-phi.zoom.us/j/334416389

Instructors:

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Clinical Assistant Professor, Environmental and Occupational Health Sciences
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Course Website: https://canvas.uw.edu/courses/1372476

Course Description:
This course is offered during Autumn, Winter and Spring quarters of the academic year and is a requirement for University of Washington (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 this course, clinical cases encountered at the OEM Clinic at Harborview Medical Center and other occupational and environmental medicine clinics in the community will be presented and discussed. This course focuses on evaluation and management of occupational and environmental injuries and illnesses in an interactive format with students and faculty. Emphasis is placed on evidence-based clinical decision-making through analysis of the scientific literature and critical clinical reasoning. During the Spring 2020 quarter, we will also encourage students to present cases pertaining to population health and public health.

E-mail is the standard medium used for communication in this course, and 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 unable to use electronic media.

**Course Learning Objectives:**

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

1. Synthesize clinical and relevant exposure/hazard information and develop a differential diagnosis that includes both occupational/environmental and non-occupational/environmental conditions.
2. Apply a systematic and evidence-based approach to evaluating potentially occupationally- and environmentally-related injuries and illnesses and assessing fitness for duty.
3. Apply an evidence-based approach to managing occupational and environmental injuries and diseases.
4. Assess work-relatedness for potentially work-related injuries and illnesses.
5. Recommend appropriate occupational (and non-occupational) accommodations and restrictions for occupationally-related injuries and diseases.
6. Evaluate and manage patients, workers, and affected community members within the relevant occupational and environmental legal and regulatory frameworks.

**Course Format:**

**Overview:**

An occupational or environmental injury or disease case will be presented and discussed at each session ("main case presentation"). Supervising attending physicians and other faculty will help to reinforce pertinent teaching points. Each session will also include discussion of other current clinical cases that contribute to achievement of learning objectives.
Session Format:

~2 min: Poll questions

~10-15 min: Discussion of other current clinical or public health cases

~25 min: Main case presentation & discussion (preceded by review of case-related questions)

~10 min: Review of main teaching points via Q&A and student PowerPoint teaching points slide

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.

Zoom Participation Information (For Additional Information on Zoom, see UW Zoom Video Conferencing)

Join Zoom Meeting: https://uw-phi.zoom.us/j/334416389

Meeting ID: 334 416 389

One tap mobile
+12532158782,,334416389# US (Tacoma)
+16699006833,,334416389# US (San Jose)

Dial by your location
+1 669 900 6833 US (San Jose)
+1 346 248 7799 US (Houston)
+1 646 558 8656 US (New York)
+1 253 215 8782 US (Tacoma)
+1 301 715 8592 US (Germantown)
+1 312 626 6799 US (Chicago)

Meeting ID: 334 416 389

Find your local number: https://uw-phi.zoom.us/u/ackYiCuBc3

Join by SIP
334416389@zoomcrc.com

Join by H.323
162.255.37.11 (US West)
162.255.36.11 (US East)
221.122.88.195 (China)
Ground Rules & Tips for Remote Classroom Participation Using Zoom Video Conferencing

Your instructors wish to continue the same interactive and engaging format for case conference that we enjoyed in the physical classroom setting by using video conferencing. Below are ground rules and tips to facilitate this process:

Ground Rules:

1. For security reasons, we will be using the Zoom Waiting Room function. When you join the Zoom meeting you will see this message 'Please Wait, the meeting host will let you in soon'. Your instructors will then admit you to the meeting.

2. We encourage you to use video when participating in the remote classroom. Seeing each other's faces facilitates engagement and discussion. You'll need a strong internet connection, good lighting, and proper positioning at eye level with the camera, in the center of the screen.

3. We encourage you to use the gallery display option. This will allow you to see the other class participants. Instructions for how to select the gallery display option can be found [here](https://support.zoom.us/hc/en-us/articles/115003322603-Zoom-Rooms-Display-Options).

4. If you are not speaking, please mute your microphone. You may go off mute by pressing the spacebar or the microphone icon. You may ask a question by either speaking out or using the chat box. If simultaneous speaking becomes a problem, your instructors may use an alternative approach such as the raise hand feature of Zoom or questions by chat only.

Additional Tips:

1. Set up a video-conferencing station in your home with good lighting and proper positioning.

2. If available, use a headset with a microphone to minimize ambient noise from your room.

3. If your wifi signal is weak, try moving your router closer to your workstation, hardwiring your computer into the router, or creating a hot spot with your cell phone, especially if you have a plan with unlimited data.

4. Have a back up plan; if all else fails, use the audio only telephone line.

Zoom Resources:
Scope of Cases:

Over the course of the quarter, cases that cover a broad range of occupational and environmental diseases and injuries will be discussed, as shown in the table below. Our goal over the year-long course is to cover as many systems, exposure types and injury categories as possible. The yellow highlighted areas in the table below have not been covered in great detail during the academic year thus far. During the Spring quarter, we will therefore try to highlight cases that fall under these categories when possible.
Course Requirements:

‘Main’ Case Presentation: At the start of the quarter, each student will sign up for approximately one to two sessions at which to orally present clinical or public health cases. Two weeks prior to the assigned session, the student will email the instructor ideas for two or three potential cases to present, including the attending that the student saw the patient with for Harborview OEM clinic cases. The student will work with the instructor to select one case to present. One week prior to the assigned session, the student will email the instructor case materials, including:

- A PowerPoint presentation to guide the case discussion, highlight information pertinent to the case e.g. images, results etc., and which includes a concluding slide with 4 -5 main teaching points.
- Two key questions and answers (e.g. covering epidemiology, exposure-disease relationship, diagnosis, or management aspects of the case) to re-enforce teaching points. One of the questions should be in the style of the ABPM board examination (see Board Review Question resources below).
- Three scientific references supporting content in the case presentation and questions. References should include at least one primary source.

Clinical Case presentations should include sections on the history of the present illness (including injury mechanism [if relevant] and exposures/controls); pertinent past medical history, family history, social history, and medications; occupational history; physical examination, clinical diagnostic data & (if relevant) exposure/hazard data, differential diagnosis, management, work-relatedness and work restrictions (if relevant), and primary prevention considerations.

Public Health Case presentations should include the following: a concise statement or summary of the problem or issue (situation); pertinent information about the situation that helps to further educate your peers about the problem or issue (background); analysis of the problem or issue that highlights the need for action and change (assessment); recommendations about how the problem or issue can be addressed (recommendation); and pertinent outcome measures to highlight the impact of recommendations that may have been implemented.

The case presentations will be interactive, with the student integrating pauses and question probes between sections to engage other students and classroom participants.
Additional Instructions:

No less than **2 weeks prior to your case** (or 1 week for the first student case):

- Discuss possible cases with your instructors and identify a case that meets curriculum objectives

No later than **Friday, 6 days prior to your case**, send your instructors:

- Title of your case to distribute with announcement including age, gender, job title, chief complaint.
- 2 questions related to your case. These will be displayed using the poll function on Zoom.
- 4 -5 key teaching points.
- 3 scientific references supporting content in the case presentation and questions. References should include at least one primary source.

**PowerPoint presentations:**

Please note the follow for Powerpoint presentations:

- We recommend 5 to 12 slides.
- If you can use the “share screen” feature of Zoom, you do not need to provide the slides to your instructors in advance.
- If you prefer your instructors to display the slides, you need to email them by **5 pm Wednesday, the day before** your session.

**Recommended Resources:**

**Resources for Clinical Cases:**


**Resources for Board Review Style Questions:**
1. Board Vitals (https://www.boardvitals.com/app#/); username = oemp@uw.edu, password = 401Broadway. Use the “search” tool to find your topic.

2. Data Chem Occupational Medicine Board Review Questions

   1. The OEM program purchased licenses for use of DataChem board review questions for all the UW OEM residents and the residency director. This online access is valid from April – late September 2020. Each user should have received a user name, assigned by our program coordinator Kristi Kerr, and instructions on how to set up an account.

   To access the test bank, go to https://www.datachemsoftware.com/. Click on “multi-user log in,” and enter your username and your own password. From there, click on the 'occ med exam', and you can start a study session. You can search for key words using the search tool.

3. LaDou Current Topics in OEM, printed version, chapter questions; loan copy available from Dr. Cherry

**Student Evaluation:**

**Individual products (90%)**: Main case presentations

**Other (10%)**: Participation in discussion of Main clinical cases presented by others (e.g. contribution to discussion of potential options for assessment, differential diagnosis, and management) and description of at least one other case for the “other current clinical case discussion” section of each session.

Specific elements of individual products evaluated are outlined below with additional details available in the grading rubric:

- Advance review of case with instructor.
- Clarity, organization, synthesis of information, and reasoning in oral presentation.
- For clinical cases: review of injury mechanism/exposures/controls, occupational history, physical examination, clinical diagnostic data & (if relevant) exposure/hazard data, differential diagnosis, management, work-relatedness and work restrictions (if relevant), primary prevention considerations.
- For public health cases: review of situation, background, assessment, recommendations and outcomes.
- Scientific evidence for teaching points highlighted in case-related questions and PowerPoint teaching point summary slide.

Assignment of numeric grades will use 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 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

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/).

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 (http://depts.washington.edu/uwdrs/).

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/) (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). 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) 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) 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](https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf).

Course Summary:

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<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due by:</th>
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<tbody>
<tr>
<td>Thu Apr 2, 2020</td>
<td><strong>Week 1: Course Overview and Logistics (NKYEKYER, CHERRY)</strong></td>
<td>2:30pm</td>
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<td>Thu Apr 9, 2020</td>
<td><strong>Week 2: Case Presentation &amp; Discussion (CHERRY) - Duane Robinson</strong></td>
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<td>Thu Apr 16, 2020</td>
<td><strong>Week 3: Case Presentation &amp; Discussion (CHERRY) - Jared Egbert (Happy Birthday!)</strong></td>
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<td>Thu Apr 23, 2020</td>
<td><strong>Week 4: Case Presentation &amp; Discussion (CHERRY) - Second Year OEM Residents</strong></td>
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<td>Thu Apr 30, 2020</td>
<td><strong>Week 5: Case Presentation &amp; Discussion (CHERRY) - Srivani Kanumuri</strong></td>
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<td>Thu May 7, 2020</td>
<td><strong>Week 6: Case Presentation &amp; Discussion (NKYEKYER) - Anthony Norman</strong></td>
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<td>Thu May 14, 2020</td>
<td><strong>Week 7: Case Presentation &amp; Discussion (NKYEKYER) - Michael Cashman</strong></td>
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<td>Thu May 21, 2020</td>
<td><strong>Week 8: Case Presentation &amp; Discussion (NKYEKYER)</strong> - Richard Taing</td>
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<td>Thu May 28, 2020</td>
<td><strong>Week 9: Case Presentation &amp; Discussion (NKYEKYER)</strong> - Debbie Cherry, Gary Bangs</td>
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<td>Thu Jun 4, 2020</td>
<td><strong>Week 10: Wrap-up &amp; Thesis Updates (NKYEKYER, CHERRY)</strong></td>
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