Course Syllabus ➤

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

Spring, 2021
1 credit, graded
Thursdays, 2:30-3:20 pm
Zoom Meeting Link: https://uw-phi.zoom.us/j/334416389 (https://uw-phi.zoom.us/j/334416389)

Instructor

Esi W. Nkyekyer, MD, MPH
Acting Assistant Professor, General Internal Medicine | Occupational and Environmental Medicine
Clinical Assistant Professor, Environmental and Occupational Health Sciences

Office: Patricia Steel Building (PSB), 401 Broadway, Suite 5082
Phone: 206-744-9377 (PSB)
E-mail: esink@uw.edu (mailto:esink@uw.edu)

Course Website: https://canvas.uw.edu/courses/1449294

Course Description

During this course, we will primarily discuss clinical cases encountered at the Occupational & Environmental Medicine (OEM) Clinic at Harborview Medical Center and other OEM clinics in the community. This course focuses on the 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 critical clinical reasoning and analysis of the scientific literature, as well as patient-centered care. Students taking this course who do not currently see patients with conditions related to occupational or environmental exposures may present cases that highlight issues in occupational and environmental population or public health while centering the impacted populations or communities.

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 sub-specialties, 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.

**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. This will be the “main case presentation”. The presenting student, participating students, supervising attending physician for the clinical case, and other faculty will help to reinforce pertinent teaching points. Each session will also include discussion of other current clinical, population or public health cases that contribute to achieving the learning objectives. Of note, students taking this course who do not currently see patients with conditions related to occupational or environmental exposures may present main cases that highlight issues in occupational and environmental population or public health.

**In-Class Session Format (50 minutes):**

- Student presents and guides discussion of the main case (~25 min)
- Student reviews main teaching points using PowerPoint presentation teaching points slide (~5 min).
- Submit and review answers to post-session case-related quiz questions (~10 min).
- Discuss other current clinical, population or public health cases (~ 10 min)
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 case categories for each main case presented will be tracked over the course of the academic year to help guide areas of focus for subsequent quarters.

<table>
<thead>
<tr>
<th>Occupational Diseases (by Organ System)</th>
<th>Occupational Diseases (by Exposure Type)</th>
<th>Occupational Injuries</th>
<th>Other Topics of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lung diseases</td>
<td>• Metals</td>
<td>• Musculoskeletal injuries</td>
<td>• Travel medicine</td>
</tr>
<tr>
<td>• Upper respiratory tract disorders</td>
<td>• Chemicals</td>
<td>• Eye injuries</td>
<td>• Sleep Disorders</td>
</tr>
<tr>
<td>• Skin disorders</td>
<td>• Solvents</td>
<td>• Injuries caused by physical hazards</td>
<td>• Employee Health</td>
</tr>
<tr>
<td>• Infections</td>
<td>• Gases and other airborne toxicants</td>
<td>• Noise</td>
<td>Outbreak Management/</td>
</tr>
<tr>
<td>• Cancer</td>
<td>• Pesticides</td>
<td>• Temperature</td>
<td>Contact Tracing</td>
</tr>
<tr>
<td>• Hematologic disorders</td>
<td></td>
<td>• Radiation (ionizing and nonionizing) &amp; lasers</td>
<td>• General Preventive</td>
</tr>
<tr>
<td>• Cardiovascular disorders</td>
<td></td>
<td>• Atmospheric conditions &amp; extremes of pressure</td>
<td>Medicine</td>
</tr>
<tr>
<td>• Liver disorders</td>
<td></td>
<td>• Vibration</td>
<td>• Emergency</td>
</tr>
<tr>
<td>• Renal disorders</td>
<td></td>
<td></td>
<td>Preparedness and</td>
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<tr>
<td>• Neurological disorders</td>
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<td>Response</td>
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<tr>
<td>• Reproductive disorders</td>
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<tr>
<td>• Developmental disorders</td>
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<tr>
<td>• Musculoskeletal disorders</td>
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</tbody>
</table>

https://canvas.uw.edu/courses/1449294/assignments/syllabus
Learning Agreements (Discussion Norms):

Below are learning agreements that we collectively established during the Autumn 2020 Quarter of this course. 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 (https://crlt.umich.edu/examples-discussion-guidelines) (University of Michigan), Community Agreements for Inclusive Classrooms (https://sites.google.com/a/newschool.edu/faculty-professional-development-network/home/announcements/communityagreementsforinclusiveclassrooms) (The New School), Community Agreements (https://tatp.utoronto.ca/teaching-toolkit/effective-strategies/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.

**Remote Classroom Participation:**

All Autumn 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. Please see below for additional details:

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**Zoom Participation Information** *(For Additional Information on Zoom, see UW Zoom Video Conferencing [here](https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/))*

**Join Zoom Meeting:** [https://uw-phi.zoom.us/j/334416389](https://uw-phi.zoom.us/j/334416389)

**Meeting ID:** 334 416 389

**One tap mobile**

+12532158782,,334416389# US (Tacoma)  
+12063379723,,334416389# US (Seattle)
**Dial by your location**
+1 253 215 8782 US (Tacoma)
+1 206 337 9723 US (Seattle)
+1 346 248 7799 US (Houston)
+1 602 753 0140 US (Phoenix)
+1 669 219 2599 US (San Jose)
+1 669 900 6833 US (San Jose)
+1 720 928 9299 US (Denver)
+1 971 247 1195 US (Portland)
+1 213 338 8477 US (Los Angeles)
+1 470 381 2552 US (Atlanta)
+1 646 518 9805 US (New York)
+1 646 558 8656 US (New York)
+1 651 372 8299 US (St. Paul)
+1 786 635 1003 US (Miami)
+1 267 831 0333 US (Philadelphia)
+1 301 715 8592 US (Germantown)
+1 312 626 6799 US (Chicago)
+1 470 250 9358 US (Atlanta)

**Find your local number:** [https://uw-phi.zoom.us/u/ab4r6L87oV](https://uw-phi.zoom.us/u/ab4r6L87oV)

**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)
115.114.131.7 (India Mumbai)
115.114.115.7 (India Hyderabad)
213.19.144.110 (EMEA)
103.122.166.55 (Australia)
209.9.211.110 (Hong Kong)
64.211.144.160 (Brazil)
69.174.57.160 (Canada)
207.226.132.110 (Japan)

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**Ground Rules & Tips for Remote Classroom Participation Using Zoom Video Conferencing**

Video conferencing will be leveraged to continue the same interactive and engaging format for case conference that we enjoyed in the physical classroom setting. 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 instructor 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/11500322603-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 instructor 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

- [UW Zoom Video Conferencing](https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/)
- [UW Zoom FAQ](https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/uw-zoom-faq/)
- [Sign into UW Zoom](https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/login/)
- [Join a UW Zoom Meeting](https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/join-meeting/)
- [Zoom Room Display Options](https://support.zoom.us/hc/en-us/articles/11500322603-Zoom-Rooms-Display-Options)
- [Video or Microphone Off by Attendee](https://support.zoom.us/hc/en-us/articles/203024649-Video-Or-Microphone-Off-By-Attendee)

### Course Requirements
Main Case Presentation: At the start of the quarter, each student will sign up for one session at which to orally present a clinical, population health or public health case.

Two weeks prior to the assigned session, the student will email the instructor ideas for two or three potential cases to present. The student will work with the instructor to select one case to present.

Three days (i.e. Monday) prior to the assigned class session, the student will email the instructor the following case materials for review:

- **A one sentence description of the case.**
- **A PowerPoint presentation** to guide the case discussion, and highlight information pertinent to the case e.g. images, results etc. This PowerPoint presentation should include:
  - A recommended total of 6 - 12 slides.
  - A **Teaching Point** slide with 4 -5 main teaching points.
  - A **References** slide with at least three scientific references supporting content in the case presentation and questions. References should include at least one primary source.
- **Two case-related questions with 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 American Board of Preventive Medicine (ABPM) board examination (see Board Review Question resources below). The questions can be submitted as a Word document, Google document, or PDF.

By the **2:30pm on assigned session day**, the student will submit the Powerpoint presentation, and a Word document with the two questions with answers under 'Case Presentation' for grading.

**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.

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**Example Clinical Case Presentations and Case-Related Questions**

- **PowerPoint Presentation**
  - [Clinical Case Example 1 - Return to Work after COVID-19 Positive Diagnosis (Srivani Kanumuri).pptx](#)
  - [Clinical Case Example 2 - Occupational Asthma (Tony Norman).pptx](#)
  - [Clinical Case Example 3 - UW Employee COVID-19 case (Michael Cashman).pptx](#)

- **Case-related Questions**
  - [Clinical Case Q&A Example.docx](#)

**Population Health/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 cause of the problem or issue (background and risk identification); overview and analysis of potential solutions to the problem or issue (intervention evaluation); recommendations about how the problem or issue can be addressed (recommendations for implementation); and pertinent outcome measures to highlight the impact of recommendations that may have been implemented.

**Example Population/Public Health Case Presentations and Case-Related Questions**

- **PowerPoint Presentation**
  - Public Health Case Example 1 - Gone Camping Lyme Disease Presentation (Jared Egbert).pptx  
    (https://canvas.uw.edu/courses/1449294/files/75375658/download?download_frd=1)
- **Case-related Questions**
  - Public Health Case Q&A Example.docx  
    (https://canvas.uw.edu/courses/1449294/files/75375656/download?download_frd=1)

**RECOMMENDED RESOURCES FOR MAIN CASE PRESENTATIONS**

**Books**


**Websites**

- Uptodate  (https://www.uptodate.com/contents/search?unid=&srcsys=EZPX239817)
- Dynamed  (https://www.dynamed.com/)
- NIOSH Health Hazard Evaluations  (https://www.cdc.gov/niosh/hhe/default.html)
- OSHA Safety and Health Topics  (https://www.osha.gov/SLTC/)
Journals


Board Review Style Questions

- **Board Vitals**: (https://www.boardvitals.com/) Username: oemp@uw.edu, Password: 401Broadway. Use the 'search' tool to find your topic.
  - Username: uwoem, Password: 401Bro@dway
  - To access the test bank, go to click on 'Data Chem Occupational Medicine Board Review Questions' above, select 'multi-user login', and enter the username and password provided above. From there, click on the 'Start Program', and you can start a study session. You can search for key words using the search tool.

Student Evaluation

Please see the table below for details about how students will be evaluated in this course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Contribution to Final Grade</th>
<th>Grading Rubric (if Applicable)</th>
</tr>
</thead>
</table>
| Main Case Presentation    | 70%                         | - **Grading Rubric Clinical Case Spring 2021.docx**  
|                           |                             | - **Grading Rubric Public Health Case Spring 2021.docx**  |
Weekly Post-Session Quiz | 20% | Not applicable
---|---|---
Case-Based Discussion | 10% | Not applicable

Specific elements of the main case presentation grading rubrics are outlined below with additional details available in the links provided above under '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 and risk identification, intervention evaluations, recommendations for implementation, and outcomes.
- Discussion of teaching points summary, useful references and case-related quiz questions.

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

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9-4.0</td>
<td>Excellent and exceptional work ...for a graduate student</td>
</tr>
<tr>
<td>3.7-3.8</td>
<td>Strong work</td>
</tr>
<tr>
<td>3.4-3.6</td>
<td>Competent and sound work</td>
</tr>
<tr>
<td>3.2-3.3</td>
<td>Adequate work, although some weaknesses are evident</td>
</tr>
<tr>
<td>2.9-3.1</td>
<td>Borderline work</td>
</tr>
<tr>
<td>2.7-2.8</td>
<td>Deficient but acceptable work</td>
</tr>
<tr>
<td>&lt;2.7</td>
<td>Unacceptable work</td>
</tr>
</tbody>
</table>

**Course Logistics**

**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 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.

**Course Summary:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu Apr 1, 2021</td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186154">Course Description</a></td>
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<td></td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186155">Course Format</a></td>
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<td>Date</td>
<td>Details</td>
<td>Due</td>
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<td></td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186156">Course Learning Objectives</a></td>
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<td></td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186157">Course Requirements &amp; Student Evaluations</a></td>
<td>due by 2:30pm</td>
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<tr>
<td>Thu Apr 8, 2021</td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186162">Week 1: Case Overview -- Work-related COVID-19 and Post-acute COVID-19 Syndrome</a></td>
<td>due by 2:30pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186163">Week 1: Main Case Presentation - Michael Cashman</a></td>
<td>due by 2:30pm</td>
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<tr>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6197042">Week 1: Post-Session Quiz</a></td>
<td>due by 3:30pm</td>
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<td></td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6198322">Week 1: Case Based Discussion</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td>Thu Apr 15, 2021</td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6197100">Week 2: Case Overview -- Marine toxin disease associated with ciguatera exposure and poisoning</a></td>
<td>due by 2:30pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186165">Week 2: Main Case Presentation - Tony Norman</a></td>
<td>due by 2:30pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186140">Week 2: Post-Session Quiz</a></td>
<td>due by 3:30pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6198339">Week 2: Case Based Discussion</a></td>
<td>due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186164">Week 3: Case Overview - Occupational Tear Gas Exposure</a></td>
<td>due by 2:30pm</td>
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<tr>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186167">Week 3: Main Case Presentation - Bonnie Ronish</a></td>
<td>due by 2:30pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Due</td>
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<td>Thu Apr 22, 2021</td>
<td><strong>Week 3: Post-Session Quiz</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6186138">https://canvas.uw.edu/courses/1449294/assignments/6186138</a>)</td>
<td>due by 3:30pm</td>
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<td><strong>Week 3: Case Based Discussion</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6198375">https://canvas.uw.edu/courses/1449294/assignments/6198375</a>)</td>
<td>due by 11:59pm</td>
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<td>Thu Apr 22, 2021</td>
<td><strong>Week 4: Case Overview - Work-Related Bilateral Wrist Tendonitis</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6186166">https://canvas.uw.edu/courses/1449294/assignments/6186166</a>)</td>
<td>due by 2:30pm</td>
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<td><strong>Week 4: Main Case Presentation - Dorian Kenleigh</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6196831">https://canvas.uw.edu/courses/1449294/assignments/6196831</a>)</td>
<td>due by 2:30pm</td>
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<td><strong>Week 4: Post-Session Quiz</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6186145">https://canvas.uw.edu/courses/1449294/assignments/6186145</a>)</td>
<td>due by 3:30pm</td>
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<td><strong>Week 4: Case Based Discussion</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6198360">https://canvas.uw.edu/courses/1449294/assignments/6198360</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu Apr 29, 2021</td>
<td><strong>Week 5: Case Overview - Heavy Metal Exposures and Parkinson's Disease/Parkinsonism</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6186168">https://canvas.uw.edu/courses/1449294/assignments/6186168</a>)</td>
<td>due by 2:30pm</td>
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<td><strong>Week 5: Main Case Presentation - Dorian Kenleigh</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6186169">https://canvas.uw.edu/courses/1449294/assignments/6186169</a>)</td>
<td>due by 2:30pm</td>
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<td><strong>Week 5: Post-Session Quiz</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6186143">https://canvas.uw.edu/courses/1449294/assignments/6186143</a>)</td>
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<td><strong>Week 5: Case Based Discussion</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6198357">https://canvas.uw.edu/courses/1449294/assignments/6198357</a>)</td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu May 6, 2021</td>
<td><strong>Week 6: Case Overview - Quality Improvement Project on Airborne Precautions in the Operating Room</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6186170">https://canvas.uw.edu/courses/1449294/assignments/6186170</a>)</td>
<td>due by 2:30pm</td>
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<td><strong>Week 6: Main Case Presentation - Michael Cashman</strong> (<a href="https://canvas.uw.edu/courses/1449294/assignments/6186171">https://canvas.uw.edu/courses/1449294/assignments/6186171</a>)</td>
<td>due by 2:30pm</td>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186142">Week 6: Post-Session Quiz</a></td>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6198353">Week 6: Case Based Discussion</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu May 13, 2021</td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186172">Week 7: Case Overview - Quality Improvement Project On OEM Curriculum and Milestone Requirements</a></td>
<td>due by 2:30pm</td>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186173">Week 7: Main Case Presentation - Tony Norman</a></td>
<td>due by 2:30pm</td>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186141">Week 7: Post-Session Quiz</a></td>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6198344">Week 7: Case Based Discussion</a></td>
<td>due by 11:59pm</td>
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<td>Thu May 20, 2021</td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186174">Week 8: Case Overview</a></td>
<td>due by 2:30pm</td>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186175">Week 8: Main Case Presentation</a></td>
<td>due by 2:30pm</td>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186144">Week 8: Post-Session Quiz</a></td>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6198338">Week 8: Case Based Discussion</a></td>
<td>due by 11:59pm</td>
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<tr>
<td>Thu May 27, 2021</td>
<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186176">Week 9: Case Overview</a></td>
<td>due by 2:30pm</td>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186160">Week 9: Main Case Presentation - Bonnie Ronish</a></td>
<td>due by 2:30pm</td>
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<td><a href="https://canvas.uw.edu/courses/1449294/assignments/6186139">Week 9: Post-Session Quiz</a></td>
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<td><strong>Week 9: Case Based Discussion</strong> <a href="https://canvas.uw.edu/courses/1449294/assignments/6198337">Link</a></td>
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<td>Thu Jun 3</td>
<td><strong>Week 10: Thesis Updates Instructions</strong> <a href="https://canvas.uw.edu/courses/1449294/assignments/6186159">Link</a></td>
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<td><strong>Week 1 - Session Recording</strong> <a href="https://canvas.uw.edu/courses/1449294/assignments/6263866">Link</a></td>
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<td><strong>Week 3 - Session Recording</strong> <a href="https://canvas.uw.edu/courses/1449294/assignments/6280479">Link</a></td>
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<td><strong>Week 4 - Session Recording</strong> <a href="https://canvas.uw.edu/courses/1449294/assignments/6287787">Link</a></td>
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<td><strong>Week 5 - Session Recording</strong> <a href="https://canvas.uw.edu/courses/1449294/assignments/6298434">Link</a></td>
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<td><strong>Week 6 - Session Recording</strong> <a href="https://canvas.uw.edu/courses/1449294/assignments/6314200">Link</a></td>
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