

Course Syllabus

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ENV H 597

Case Studies in Occupational and Environmental Health

Winter 2021

Course Times: Thursdays, 4:00 pm - 4:50pm

Course Location (remote): <https://uw-phi.zoom.us/j/99835008786>  [_\(https://uw-phi.zoom.us/j/99835008786\)](https://uw-phi.zoom.us/j/99835008786)

Instructors:

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Office Hours: By appointment

Course Website: <https://canvas.uw.edu/courses/1434501>

Course Description:

During this course, we will primarily discuss clinical cases encountered at the Occupational & Environmental (OEM) Clinic at Harborview Medical Center and other OEM and pulmonary 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 populations or public health while centering the impacted populations or communities. This quarter, we will focus on occupational and environmental pulmonary cases.

This course is offered during Autumn, Winter and Spring quarters of the academic year and is a requirement during certain quarters 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.

Classroom Climate:

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

Equity, Diversity and Inclusion:

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

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

Bias Concerns:

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

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.
7. Describe the impact of implicit bias on exposures and health, and develop strategies to identify and manage bias with the goal of improving occupational and environmental health outcomes.

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 reinforce pertinent teaching points. Each session will also include discussion of *other* current clinical cases that contribute to achievement of learning objectives.

Session Format:

~5 min: Discuss *other* current clinical, population, or public health cases

~35 min: Student presents and guides discussion of *main* case

~10 min: Student reviews main teaching points via PowerPoint Slides and Q&A questions

Learning Agreements: During the first session of the course, we will collaboratively decide on a set of learning agreements to guide our work together throughout this quarter. The goal of establishing these agreements is 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. Below are examples of learning agreements (Sources: [Guidelines for Classroom Interactions](#) [. \(https://crit.umich.edu/examples-discussion-guidelines\)](https://crit.umich.edu/examples-discussion-guidelines) (University of Michigan), [Community Agreements for Inclusive Classrooms](#) [. \(https://sites.google.com/a/newschool.edu/faculty-professional-development-](https://sites.google.com/a/newschool.edu/faculty-professional-development-)

[network/home/announcements/communityagreementsforinclusiveclassrooms](#) (The New School), [Community Agreements](#) [↗] [\(https://tstp.utoronto.ca/teaching-toolkit/effective-strategies/community-agreements/\)](https://tstp.utoronto.ca/teaching-toolkit/effective-strategies/community-agreements/) (University of Toronto).

Remote Participation:

All instruction will be conducted on-line. The Zoom Video Conference Platform will be used for all sessions of this course. Please see below for additional details:

Zoom Participation Information (For Additional Information on Zoom, see [UW Zoo](#) [↗] [\(https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/\)](https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/))

Join Zoom Meeting

<https://uw-phi.zoom.us/j/99835008786> [↗] <https://uw-phi.zoom.us/j/99835008786>

Meeting ID: 998 3500 8786

One tap mobile

+12063379723,,99835008786# US (Seattle)

+12532158782,,99835008786# US (Tacoma)

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/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 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.

Course Requirements:

Main Case Presentation: At the start of the quarter, each student will sign up for one to two sessions at which to orally present a clinical, population health or public health cases.

Two weeks prior to the assigned session, the student will email both instructors 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 a separate slide with answers* (e.g. covering epidemiology, exposure-disease relationship, diagnosis, or management aspects of the case) to reinforce teaching points.

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.

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.

Recommended Resources:

Books

- [LaDou J, et al \(2014\). CURRENT Occupational and Environmental Medicine, 5th Edition. New York. McGraw-Hill.](http://accessmedicine.mhmedical.com/book.aspx?bookid=1186) [↗](http://accessmedicine.mhmedical.com/book.aspx?bookid=1186)
- [Rom, W., & Markowitz, Steven. \(2007\). Environmental and Occupational medicine\(4th ed.\). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins](https://alliance-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=CP71137071930001451&context=U&vid=UW&lang=en_US) [↗](https://alliance-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=CP71137071930001451&context=U&vid=UW&lang=en_US)
- [Murray & Nadel's Textbook of Respiratory Medicine, 6th ed.](https://alliance-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=CP71226612110001451&context=L&vid=UW&lang=en_US&search_scope=uw&adaptor=Local%20Search%20Engine&tab=default_tab&query=any,contain) [↗](https://alliance-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=CP71226612110001451&context=L&vid=UW&lang=en_US&search_scope=uw&adaptor=Local%20Search%20Engine&tab=default_tab&query=any,contain)
- Melhorn JM, et al (2013). AMA Guides to the Evaluation of Disease and Injury Causation, 2nd Edition. AMA.
- Rosenstock, L et al (2004). Textbook of Clinical Occupational and Environmental Medicine, 2nd Edition. Philadelphia. Elsevier Saunders.
- [Elmore GE \(2020\). Jekel's epidemiology, biostatistics, preventive medicine, and public health. St. Louis, Missouri : Elsevier.](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71320202140001451) [↗](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71320202140001451)

Websites

- [Uptodate](https://www.uptodate.com/contents/search?unid=&srcsys=EZPX239817) [↗](https://www.uptodate.com/contents/search?unid=&srcsys=EZPX239817)
- [Dynamed](https://www.dynamed.com/) [↗](https://www.dynamed.com/)
- [Agency for Toxic Substances and Disease Registry \(ATSDR\) Toxicologic Profiles](https://www.atsdr.cdc.gov/toxprofiledocs/index.html) [↗](https://www.atsdr.cdc.gov/toxprofiledocs/index.html)
- [NIOSH Health Hazard Evaluations](https://www.cdc.gov/niosh/hhe/default.html) [↗](https://www.cdc.gov/niosh/hhe/default.html)
- [OSHA Safety and Health Topics](https://www.osha.gov/SLTC/) [↗](https://www.osha.gov/SLTC/)
- [CDC Morbidity and Mortality Weekly Report \(MMWR\) Publications](https://www.cdc.gov/mmwr/publications/index.html) [↗](https://www.cdc.gov/mmwr/publications/index.html)
- [CDC Public Health 101 Series](https://www.cdc.gov/publichealth101/index.html) [↗](https://www.cdc.gov/publichealth101/index.html)

Journals

- [Journal of Occupational and Environmental Medicine \(JOEM\)](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71186431130001451) [↗](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71186431130001451)
- [Occupational and Environmental Medicine \(BMJ\)](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71185070150001451) [↗](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71185070150001451)
- [American Journal of Industrial Medicine \(AJIM\)](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71186844300001451) [↗](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71186844300001451)
- [Journal of Occupational and Environmental Hygiene](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71186747010001451) [↗](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71186747010001451)
- [American Journal of Public Health](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71185677050001451) [↗](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71185677050001451)

Student Evaluation:

Student evaluation will be based on the *Main* case presentations. Specific elements of individual products evaluated are:

- 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 for graduate students. More details are available at the course website. <http://depts.washington.edu/hserv/grading> [↗](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

Access and Accommodations





Your experience in this class is important to us, and 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 experience barriers based on a disability or temporary health condition, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.



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. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or [disability.uw.edu](http://depts.washington.edu/uwdrs/). [\(http://depts.washington.edu/uwdrs/\)](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 (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the [SPH Academic Integrity Policy](http://sph.washington.edu/students/academicintegrity/). [\(http://sph.washington.edu/students/academicintegrity/\)](http://sph.washington.edu/students/academicintegrity/). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website.

Course Summary:

Date	Details	Due
Thu Jan 7, 2021	 ENVH_597 Session 1: Course Intro & 'A 31-year-old-man referred for consideration of lung transplantation due to "asbestosis" (https://canvas.uw.edu/calendar?event_id=1845812&include_contexts=course_1434501)	4pm to 4:50pm
Thu Jan 14, 2021	 ENVH_597 Session 2: Tony Norman (https://canvas.uw.edu/calendar?event_id=1845813&include_contexts=course_1434501)	4pm to 4:50pm
Thu Jan 21, 2021	 ENVH_597 Session 3: Bonnie Ronish (https://canvas.uw.edu/calendar?event_id=1845838&include_contexts=course_1434501)	4pm to 4:50pm
Thu Jan 28, 2021	 ENVH_597 Session 4: Chunbai Zhang (https://canvas.uw.edu/calendar?event_id=1845839&include_contexts=course_1434501)	4pm to 4:50pm
Thu Feb 4, 2021	 ENVH_597 Session 5: Ahmad Yassin (https://canvas.uw.edu/calendar?event_id=1845840&include_contexts=course_1434501)	4pm to 4:50pm
Thu Feb 11, 2021	 ENVH_597 Session 6: Michael Cashman (https://canvas.uw.edu/calendar?event_id=1845841&include_contexts=course_1434501)	4pm to 4:50pm
Thu Feb 18, 2021	 ENVH_597 Session 7: Arron Smith (https://canvas.uw.edu/calendar?event_id=1845842&include_contexts=course_1434501)	4pm to 4:50pm
Thu Feb 25, 2021	 ENVH_597 Session 8: Paul Darby (https://canvas.uw.edu/calendar?event_id=1845853&include_contexts=course_1434501)	4pm to 4:50pm

Date	Details	Due
Thu Mar 4, 2021	 ENVH_597 Session 9: Dorian Kenleigh (https://canvas.uw.edu/calendar?event_id=1845855&include_contexts=course_1434501)	4pm to 4:50pm
Thu Mar 11, 2021	 ENVH_597 Session 10: Course wrap-up & thesis updates (https://canvas.uw.edu/calendar?event_id=1845876&include_contexts=course_1434501)	4pm to 4:50pm