Course Syllabus

✎ **Edit**

Course Location

The course will be offered in-person in South Campus Room 342. An option to attend synchronously via Zoom is also available.

Instructor

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Course Description

This course is offered during Summer 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 students, including but not limited to occupational and environmental health nursing students, exposure sciences 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 other students, with permission of the instructors.

During the Spring 2022 quarter, this course will focus on several Occupational and Environmental Medicine (OEM) topics and current issues with a focus on medical surveillance, public health surveillance, biological monitoring, and occupational epidemiology. Emphasis is placed on critical reading of the literature and practical application of evidence-based OEM to real world scenarios.

Course Logistics

Students may take the class on a graded or S/NS basis, although **graded status is required if the course is being taken to fulfill a degree requirement**. OEM MPH students who started in Autumn 2019 will take 12 credits total of ENV H 596, while the cohorts starting in July 2020 or later may take ENV H 596 only in year 1 of the program for a total of six credits.

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

While in-person participation is encouraged, we recognize it is not possible for all participants every week. Remote participation is offered using the Zoom video conferencing platform. A login URL and login instructions will be provided. 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). In general, the system works better if you are logged in as a UW user before joining the class. 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/)** .

Course Learning Objectives

This quarter is primarily devoted to medical surveillance, public health surveillance, biological monitoring, and occupational epidemiology, with focus on specific topics for which surveillance is conducted in occupational settings. By the end of this course, students should be able to:

1. Critically review a scientific paper on a topic of interest, using a structured approach, to determine the validity of the work and to describe how it might affect the practice of occupational and environmental health.
2. Research an assigned topic, working in an interdisciplinary group, and demonstrate his or her expertise on that topic by professionally leading a portion of a class session on that topic.
3. Describe the essential elements of public health (epidemiological) surveillance activities for occupational and environmental health issues. The student should understand principles involved in monitoring and interpretation of health status indicators at the community level.
4. Determine regulatory requirements for workplace medical surveillance programs.
5. Distinguish between surveillance activities conducted for general public health benefit and workplace medical surveillance programs.
6. Assess **occupational epidemiology** studies as described in the ACGME requirement for OEM training, Program Requirement: IV.A.3.b).(2), "Examples of occupational epidemiology topics for occupational medicine residents include exposure assessment for occupational epidemiological studies. Other content areas should include occupational-based studies, such as retrospective cohort and registry-based studies of populations of workers."
7. Describe the essential elements of workplace and environmental "cluster" investigations regarding health events

Important Policies & Resources

Absence Policy

While attendance to all live sessions (in-person and virtual) is vital to meeting the course learning objectives, we understand that extenuating circumstances may arise. Valid excuses for missing class include death or serious illness in the immediate family, illness of the student, and, provided previous notification is given, observance of regularly scheduled religious obligations. Other reasons might include attendance at academic conferences, academic field trips or participation in University-sponsored activities such as debating contests or athletic competitions. All other situations will be handled on a case-by-case basis. If the absence is planned, a written notice (via email) must be submitted to the instructors no less than one week prior to the absence. If the absence is unforeseen, a written explanation must be submitted within one week of returning to school.

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 478-121) (https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121)** . 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 (https://www.washington.edu/cssc/)** .

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 (https://uwnetid-my.sharepoint.com/personal/brittama_uw_edu/Documents/disability.uw.edu)** .

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/)** .

Inclusion & Diversity

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

Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:

- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.

- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.
- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.
[Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly, 1 & 2, 126-134.*]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each member of our group and class.
- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Beware of either-or thinking.
- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.
- Be authentic in my engagement with all members of our class.

Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

Bias Concerns

The Office of the Dean has a **student concern policy (https://sph.washington.edu/students/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 (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.

Sexual Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
   - Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
   - Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the **bias concerns link (https://sph.washington.edu/about/diversity/bias-concerns)**. The University also has designated offices to help you: **SafeCampus (https://www.washington.edu/safecampus/)** ; **Office of the Ombud (https://www.washington.edu/ombud/)** ; **Title IX Investigation Office (https://www.washington.edu/titleix/report/)** ; and **University Complaint Investigation and Resolution Office (https://www.washington.edu/compliance/uciro/)**

Mental Health and Wellness

Your time in this course and at UW should be challenging not overwhelming. Support for you is available and all students are encouraged to learn about the many options available to promote wellness. Counseling and other mental health services can be accessed through the **UW Counseling Center (https://www.washington.edu/counseling/)**. UW has partnered with *My SSP* to give students access to real-time, confidential mental health and crisis intervention support, 24/7 and in multiple languages. There are several ways to connect:

- **Phone:** Call **1.866.775.0608 (tel:+1-866-775-0608)**
  - (If calling from outside the US or Canada, dial **001.416.380.6578**).
- **Online chat:** Chat with a My SSP counselor on **the My SSP website (https://us.myissp.com/)** or on the My SSP app (**Apple App Store (http://itunes.apple.com/us/app/my-ssp/id1112006222?mt=8)** | **Google Play (http://play.google.com/store/apps/details?id=com.onetapsolutions.morneau.myissp&hl=en)**)