ENVH 597 Case Studies in Occupational and Environmental Health
Spring 2022

CONTACT INFORMATION

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Office hours: By appointment

Course times and locations

Time: Thursdays, 2:30 pm - 3:20pm

Location: In person: SOCC 342
Remote: https://washington.zoom.us/j/98302572024
Meeting ID: 983 0257 2024
One tap mobile
+12063379723,,99835008786# US (Seattle)
+12532158782,,99835008786# US (Tacoma)

Course website: https://canvas.uw.edu/courses/1547453

LAND ACKNOWLEDGEMENT

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

COVID-RELATED EXPECTATIONS

Per UW policy, this class will be conducted synchronously with an in-person and remote option. Students should make every effort to attend in person. Students should only register for this class if you can attend the majority of the sessions in person, or if you meet the criteria for an accommodation from Disability Resources for Students (DRS) or a special arrangement approved by the SPH Office of the Dean that allows you to take the course remotely.

- Please contact UW Disability Resources for Students (DRS) directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.
- If you are a student enrolled in a program in SPH, and you are either living with an individual who is immunocompromised, OR you are unable to obtain a visa to travel to the US, you may be eligible for a "special arrangement" that will allow you to take this course remotely. To further clarify, immunocompromised refers to individuals with no/critically weakened

immune response to the vaccines. Immune compromised is not the same as underlying health concerns which may lead to a more severe response to COVID. Requests for special arrangements to take the class remotely should have been submitted to and approved by the Students and Academic Services team in the Office of the Dean before the beginning of the quarter.

All UW students are expected to complete their vaccine attestation before arriving on campus. Per President Cauce's message March 8, following changes to state and local health policies, masks will become optional inside most University facilities starting March 28, the first day of spring quarter. Masks will continue to be required in clinical and other health-care settings and on public transportation, including UW shuttles. We strongly recommend wearing masks indoors during the first two weeks of spring quarter. Please monitor yourself daily for symptoms and stay home if you are sick. It's also strongly recommended to get tested after travel. Refer to the UW Face Covering Policy for the latest guidance and follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or campus policy, you are responsible for notifying your instructors as soon as possible by email. **If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing covidehc@uw.edu or calling 206-616-3344.**

Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is complying with UW policies and unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction.

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 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. Special preference will be given to cases involving neurotoxins, sleep disorders, mental disorders or pain management.

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.

COURSE LEARNING OBJECTIVES

After completing this course, students will be able to:

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

Course Requirements:

<u>Main Case Presentation:</u> At the start of the quarter, each student will sign up for 1-2 sessions at which to orally present a clinical, population health or public health case.

<u>Two weeks</u> 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.

<u>Three days (i.e. Monday)</u> 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.
- Rom, W., & Markowitz, Steven. (2007). Environmental and Occupational medicine(4th ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins
- Murray & Nadel's Textbook of Respiratory Medicine, 6th ed.
- 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.

Websites

- Uptodate
- Dynamed
- Agency for Toxic Substances and Disease Registry (ATSDR) Toxicologic Profiles
- NIOSH Health Hazard Evaluations
- OSHA Safety and Health Topics
- CDC Morbidity and Mortality Weekly Report (MMWR) Publications
- CDC Public Health 101 Series

Journals

- Journal of Occupational and Environmental Medicine (JOEM)
- Occupational and Environmental Medicine (BMJ)
- American Journal of Industrial Medicine (AJIM)
- Journal of Occupational and Environmental Hygiene
- American Journal of Public Health

GRADING

Student evaluation will be based on the *Main* case presentation. 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.

Grading Criteria

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
]

Communication Skills

Communication through writing and speaking is an important transferable skill for all career pathways. Establishing a strong foundation in communication skills will help you be successful throughout your future course work and career. Therefore, this course includes assignments with the goal to help you identify areas of strength and improvement in your communication. If you feel that you could benefit from additional opportunities to improve your writing skills in particular, 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.

IMPORTANT POLICIES & RESOURCES

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). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH 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](#).

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](#).

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/)](#).

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](#), 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 via the online form found here: 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:
    o 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
    o 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](#). The University also has designated offices to help you: [SafeCampus](#); [Office of the Ombud](#); [Title IX Investigation Office](#); and [University Complaint Investigation and Resolution Office](#).