ENV H 596 B Su 22: Current Issues In Occupational And Environmental Medicine

> ✎ **Edit**

Welcome to ENVH 596 B Summer 2022!

Time & Location: Thursday afternoons, 2:30-3:45, video conference

Zoom Link: https://washington.zoom.us/j/99205629762   (https://washington.zoom.us/j/99205629762)

The focus of this portion of the course will be on Biological and Physical Hazards. It is taught in conjunction with ENVH 596 A. There will be some flexibility between these two sections as we try to accommodate our speakers.

The first session will be held in person. This is the only session with that requirement. Please meet in the large conference room across from the Fishbowl in 4225 Roosevelt Way.

Homework: Readings prior to class. If there is an appropriate chapter in LaDou 6th Edition, we will use it. There may also be pertinent articles assigned. These will be available in the modules.

The majority of our sessions will have guest speakers followed by Q&A sessions. 50-60 minutes.

Student involvement: Students are asked to sign up for one of the topics and prepare board-style questions useful for discussion and review, or a journal article that can be efficiently discussed. 10-15 minutes. Please email/contact the instructor (**havensde@uw.edu (mailto:havensde@uw.edu)**) by Tuesday of the presenting week to provide the questions/briefly review the article.

Date	Topic	Location
July 7	PPE: When and How to Use Protection; Gary Bangs, CIH	**In person, 4225 Roosevelt, 2:30-3:45**
July 7	Building Associated Illness, MCS/IEI	**In person, 4225 Roosevelt, 4-5:15**
July 14	Toxic Exposures; Peter Rabinowitz	Zoom 4-5:15
July 21	ENVH 596 A	Zoom
July 28	IIMAC Meeting	Zoom
August 4	Emerging Zoonoses; Peter Rabinowitz with Balaji Sridhar	Zoom 2:30-3:45

| **August 11** | Heat Related Illness; June Spector with Christopher Alawode | Zoom 2:30-3:45 |
| **August 18** | Radiation Health Effects; Phil Campbell with Brittany Millard-Hasting | Zoom 2:30-3:45 |

Course Learning Objectives:

According to the ACOEM:

OEM physicians should have the knowledge and skills necessary to recognize potential chemical, physical, and biological environmental causes of health concern to individuals as well as to community health. Environmental issues most often include air, water, or soil contamination by natural or artificial pollutants. OEM physicians should be competent in taking an exposure history that includes environmental as well as occupational sources and must understand how to identify environmental hazards. They can also characterize risk, based on an assessment of exposure that includes potential routes of exposure and risk assessment. They understand dose-response relationships and how to compare environmental and biomonitoring data to published standards. OEM physicians should be aware of common clinically significant environmental agents and diseases relevant to the geographic area where they practice, such as lead, asbestos, arsenic, and radon.

OEM physicians should be able to assess, prepare and respond to individual and population risks for common occupational and environmental disorders as well as emerging and catastrophic events such as pandemics, bioterrorism, climate/weather occurrences (1).

While it is not possible to cover all biological and physical hazards, this course is a starting point for knowledge and exposure to these concepts.

1) OEM Competencies. 2021. Available at: https://acoem.org/learning/oemcompetencies.

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.

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. 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.

SPH Land Acknowledgment

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.

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 instructor, your faculty or academic advisor, or a member of the departmental or SPH Diversity Committee. Victoria Gardner (vg@uw.edu), SPH Assistant

Dean for Equity, Diversity & Inclusion, is also a resource for students with concerns related to equity, diversity, and inclusion.

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.