Course Syllabus

ENV H 597
Case Studies in Occupational and Environmental Health
Winter 2022

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

Course Location (remote): https://uw-phi.zoom.us/j/99835008786

Instructor:
June Spector, MD MPH
Associate Professor
Departments of Environmental and Occupational Health Sciences (DEOHS) and Medicine (General Internal Medicine)
E-mail: spectj@uw.edu

Office Hours: By appointment

Course Website: https://canvas.uw.edu/courses/1515853

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.

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.

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 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 (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.

**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 (“main case presentation”). Supervising attending physicians and other faculty will reinforce pertinent teaching points.

**Session Format:**

~30 min: Guest faculty presents and guides discussion of main case

~15 min: Student reviews main teaching points via PowerPoint Slides and Q&A question

**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://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).

**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))
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 (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 session at which to orally present evidence-based teaching points and a Q&A question for a clinical, population health or public health case.

Two weeks prior to the assigned session, the student will email the guest faculty to learn about the case (instructor will provide an introduction/email to connect student and guest faculty)

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

- A PowerPoint presentation, including:
  - 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.
  - One case-related question with a separate slide with answers (e.g. covering epidemiology, exposure-disease relationship, diagnosis, or management aspects of the case) to reinforce teaching points.

Recommended Resources:

Books

Websites

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

Journals

- [Journal of Occupational and Environmental Hygiene](https://alliance-primo.hosted.exlibrisgroup.com/permalink/f/kjtuig/CP71186747010001451)

Student Evaluation:

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

- Advance review with presenting faculty.
- Discussion of teaching points summary, references and case-related quiz question.

Assignment of numeric grades will use UW Department of Health Services grading guidelines for graduate students. More details are available at the course website: [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 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).

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/).

Religious Accommodations:

[https://canvas.uw.edu/courses/1515853/assignments/syllabus](https://canvas.uw.edu/courses/1515853/assignments/syllabus)
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/).

COVID-related expectations:

Per UW policy, this class will be conducted in person. Therefore, unless 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 [see student communications here] (https://sph.washington.edu/sites/default/files/2021-08/UWSPH_RTC_Student-Email.pdf) you should only register for this class if you can attend in-person.

- 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. 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. If you have questions about this type of arrangement, please reach out to Student and Academic Services by email at sphsas@uw.edu (mailto:sphsas@uw.edu).

All UW students are expected to complete their vaccine attestation (https://www.washington.edu/coronavirus/vaccination-requirement/) before arriving on campus and to 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 (https://www.washington.edu/coronavirus/2021/08/31/autumn-quarter-health-and-safety-measures-message-to-uw-personnel/), 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 (mailto:covidehc@uw.edu) or calling 206-626-3344.

Food is not allowed in the classroom. Drinks may be sipped with lifting or removal of your facemask for a brief moment, and immediate remasking after drinking.

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 Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
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<tbody>
<tr>
<td>Thu Jan 6, 2022</td>
<td>ENVH 597 Session 1: Course Intro &amp; Leadership/Org Assessment</td>
<td>4pm to 4:50pm</td>
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<tr>
<td>Thu Jan 13, 2022</td>
<td>ENVH 597 Session 2: June Spector -- Britt Millard-Hasting</td>
<td>4pm to 4:50pm</td>
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<td>Thu Jan 20, 2022</td>
<td>ENVH 597 Session 3: Cora Sack -- Steve Chun</td>
<td>4pm to 4:50pm</td>
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<tr>
<td>Thu Jan 27, 2022</td>
<td>ENVH 597 Session 4: Debbie Cherry -- Dorian Kenleigh</td>
<td>4pm to 4:50pm</td>
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<tr>
<td>Thu Feb 3, 2022</td>
<td>ENVH 597 Session 5: Louis Lim -- Natalie Rejto</td>
<td>4pm to 4:50pm</td>
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<td>Thu Feb 10, 2022</td>
<td><a href="https://canvas.uw.edu/calendar?event_id=2461968&amp;include_contexts=course_1515853">ENVH 597 Session 6: Deborah Havens -- Melissa Herrin</a></td>
<td>4pm to 4:50pm</td>
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<td>Thu Feb 17, 2022</td>
<td><a href="https://canvas.uw.edu/calendar?event_id=2461361&amp;include_contexts=course_1515853">ENVH 597 Session 7: Paul Darby -- Karla Vega Colon &amp; Will Tsoi</a></td>
<td>4pm to 4:50pm</td>
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<td>Thu Feb 24, 2022</td>
<td><a href="https://canvas.uw.edu/calendar?event_id=2461362&amp;include_contexts=course_1515853">ENVH 597 Session 8: Chunbai Zhang -- Arthur Bagabag</a></td>
<td>4pm to 4:50pm</td>
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<tr>
<td>Thu Mar 3, 2022</td>
<td><a href="https://canvas.uw.edu/calendar?event_id=2461363&amp;include_contexts=course_1515853">ENVH 597 Session 9: Tom Louwers -- Bonnie Ronish</a></td>
<td>4pm to 4:50pm</td>
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<td>Thu Mar 10, 2022</td>
<td><a href="https://canvas.uw.edu/calendar?event_id=2461364&amp;include_contexts=course_1515853">ENVH 597 Session 10: Course wrap-up &amp; thesis updates</a></td>
<td>4pm to 4:50pm</td>
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