

Course Syllabus




Welcome to ENVH 597

Topic: OEM Case Conference

Instructor: Deborah Havens, DO, MPH, havensde@uw.edu (<mailto:havensde@uw.edu>) *(she/her)*

Time & Location: Thursday afternoons, 2:30-3:20, video conference

Zoom Link: <https://washington.zoom.us/j/98858728157> 
<https://washington.zoom.us/j/98858728157>

Meeting ID: 988 5872 8157

One tap mobile

+12532158782,,98858728157# US (Tacoma)

+12063379723,,98858728157# US (Seattle)

Course Syllabus:

The focus of this course is to present and learn about cases and topics relevant to Occupational and Environmental Medicine and Health.

The majority of the sessions will be an opportunity for a student to present a case and provide thoughtful slides and discussion. However, due to the limited class size, additional speakers have been sought to round out the presentations.

Student involvement: Students can request a specific week to present. This is on a first come/first serve basis. If you do not indicate a preference, your week will be assigned. Please email/contact the instructor (havensde@uw.edu (<mailto:havensde@uw.edu>)) by Monday of the presenting week to discuss the presentation and review the focus and approach to the topic. Please provide a presentation title that can be emailed out to the OEM conference list. Board style questions as a part of the presentation are encouraged to facilitate learning and discussion. While enthusiastic discussion is fantastic, we will have to adhere to a tight schedule, so please practice your presentation and confirm that it can be completed within the allotted time.

Homework: There may be readings. If a presenter has a suggested reading, it will be made available in the weekly module. Presentation slides will also be added for reference after the lecture. Please provide a Discussion question if you are a presenter. A response is expected from each participant before the next week.

Discussion: Please provide a Discussion question if you are the presenter. This can be posted anytime before your presentation, but should be available by the Thursday of your presentation. A response is expected from each participant before class the next week. This response does not have to be lengthy, although thoughtful answers are encouraged and appreciated!

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|-------------------|---|------------------------|
| March 30th | Brandy Bewley, Legal Insights for OEM, (bbewley@uw.edu, crmhelp@uw.edu) | Zoom, 2:30-3:30 |
| April 6th | Complex Case Conference-see Announcements for additional details | Zoom, 2:30-3:30 |
| April 13th | No class-Conference Week | Zoom, 2:30-3:30 |
| April 20th | Dr. Christopher Alawode, Fentanyl Exposure in a Transit Worker | Zoom, 2:30-3:30 |
| April 27th | Jennifer Veal, JD, Giving Depositions (jveal@tysonmendes.com (mailto:jveal@tysonmendes.com)) | Zoom, 2:30-3:30 |
| May 4th | Dr. Brittany Millard-Hasting, Shadows on the Wall | Zoom, 2:30-3:30 |
| May 11th | Dr. Melissa Herrin | Zoom, 2:30-3:30 |
| May 18th | Dr. Stephen Morris, Disaster Medicine | Zoom, 2:30-3:30 |
| May 25th | Dr. Balaji Sridhar, EMGs | Zoom, 2:30-3:30 |
| June 1st | Thesis presentations/QI updates | Zoom, 2:30-3:30 |

Course Learning Objectives:

Background & References

Occupational and Environmental Medicine is a preventive medicine specialty focused on keeping workers healthy, preventing long term disability, and mitigating hazards in the environment that can contribute to disease. Occupational and Environmental Medicine specialists are expected to recognize and refer a broad range of health conditions and, when possible, take action to prevent future exposure.

Case conference is a forum to explore the broad range of cases encountered in the practice of Occupational and Environmental Medicine. The types of cases to discuss can be drawn from the following sources:

1. Cases encountered in everyday practice at HMC OEM clinic, VAPS employee health and/or exposures unique to veterans, Madigan army base including fitness for duty, and community-based clinics such as Valley or the Work Clinic.
2. Cases related to core competencies as defined by the American College of Occupational & Environmental Medicine (ACOEM)
3. Cases in clinical areas outlined on the board exam, American Board of Preventive Medicine, Occupational Medicine exam outline at Occupational Medicine Content Outline – American Board of Preventive Medicine (theabpm.org)
4. Cases that build competency tied to ACGME requirements in occupational medicine training

Students enrolled in this course are expected to gain competency in the following areas:

OCCUPATIONAL MEDICINE: Occupational medicine specialists specifically: applying the principles of ergonomics in a real or simulated workplace setting to reduce or prevent worker injury; applying the principles of toxicology in a real or simulated workplace setting to reduce or prevent worker injury; approaching the practice of occupational medicine from an ethical base that promotes the health and welfare of the individual worker in the context of the workplace environment and public health and public safety, including the ability to: apply an ethical approach to workers' rights and privacy in the context of overriding public health and safety; and, conduct a thorough musculoskeletal examination. assembling and working with a team to evaluate and identify workplace causes of injury and illness; conducting a real or simulated workplace walk-through to identify and mitigate hazards and relay this information to worksite administration; Residents must apply toxicologic and risk assessment principles in the evaluation of hazards. developing plans in response to sentinel events using primary, secondary, and tertiary prevention methods; managing the health status of individuals employed in diverse work settings, including: preventing, mitigating, and managing medical problems of workers; and, using appropriate techniques to assess safe and unsafe work practices. managing workers' compensation insurance documentation and paperwork, including the ability to: open, manage, and direct workers' compensation treatment plans, and close workers' compensation injury/illness cases following the relevant state, federal, and public workers' compensation insurance rules; and, apply evidence-based clinical practice guidelines (such as ODG, mentioned in milestones) in the treatment and management of workers' compensation cases. participating in emergency preparedness programs in at least one workplace setting.

PREVENTIVE MEDICINE: Assessing and responding to individual and population risks for common occupational and environmental disorders; conducting research for innovative solutions to health problems; diagnosing and investigating medical problems and medical hazards in the community; directing individuals to needed personal health services; informing and educating populations about health threats and risks; planning and evaluating the medical portion of emergency preparedness programs and training exercises; providing clinical preventive medicine services, including the ability to: diagnose and treat medical problems and chronic conditions for both individuals and populations; apply primary, secondary, and tertiary preventive approaches to individual and population-based disease prevention and health promotion; and evaluate the effectiveness of clinical preventive services for both individuals and populations. developing policies and plans to support individual and community health efforts.



For academic year 2022-2023, we will continue to track cases presented compared to the types of cases needed to ensure a complete OEM curriculum compared to ABPM and ACGME requirements.

RECOMMENDED RESOURCES FOR MAIN CASE PRESENTATIONS

Books

- LaDou J, et al (2014). CURRENT Occupational and Environmental Medicine, 6th Edition. New York. McGraw-Hill.
- Rom, W., & Markowitz, Steven. (2007). Environmental and Occupational medicine(4th ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins. Available online.
- Melhorn JM, et al (2013). AMA Guides to the Evaluation of Disease and Injury Causation, 2nd Edition. AMA. (At HMC, and also available in print at the UW Library)
- Rosenstock, L et al (2004). Textbook of Clinical Occupational and Environmental Medicine, 2nd Edition. Philadelphia. Elsevier Saunders. (Only available in print at the UW Library)
- 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 (<https://www.cdc.gov/training/publichealth101/index.html>  <https://www.cdc.gov/training/publichealth101/index.html>.)
- CDP online courses (<https://cdp.dhs.gov/>  <https://cdp.dhs.gov/>.)

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

Board Review Style Questions

- Board Vitals : Username: oemp@uw.edu, Password: 401Broadway . Use the 'search' tool to find your topic.
- Datachem

GRADING will be based on quality of presentation and class participation. You are expected to attend all sessions. Please contact the instructor if there are any scheduling conflicts.

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/Links to an external site.>  [\(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](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/Links to an external site.>  [\(https://registrar.washington.edu/students/religious-accommodations-request/\)](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](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 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.

Personal Pronouns

According to the UW First Year Programs, being an ally is not just about intention, it's also about behavior. 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.