ENV H 586 A Sp 25: Current Issues In Occupational Health At The Human Animal Interface

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ENV H 586A: Seminar in Current Issues of Occupational Health at the Human Animal Interface/One Health

Spring Quarter 2025, 2 credits (graded)
Day/time: Friday 8:30-10:20
Room: SOCC 308 , and by Zoom (as needed)

https://washington.zoom.us/j/98274004177

INSTRUCTOR:

Peter Rabinowitz MD MPH
Office: Hans Rosling Building 262
Phone: (206) 616-0598
Email: **peterr7@uw.edu (mailto:peterr7@uw.edu)**

OFFICE HOURS: By appointment (contact Vickie Ramirez ramirezv@uw.edu)

Course Description:

This course is a weekly seminar for in-depth exploration of a wide range of topics related to the One Health approach to the interconnected health of humans, animals, and their shared environment. It provides some general background regarding the occupational health of workers in close contact with animals in a number of different settings including agriculture, laboratory research, and veterinary medical care, with particular focus on zoonotic infectious diseases transmitted between humans and animals. It emphasizes critical readings of the scientific evidence regarding these issues and the COHERE guidelines for One Health studies.

The course is designed to meet the needs of students in the One Health certificate program as well as those in the Occupational Health at the Human Animal Interface (OHHAI) research training program. It is open to other students with permission of the instructor.

The Spring quarter 2025 seminar will focus on familiarizing students with the widening role and acceptance of the One Health concept in global health as well as here at home in Washington State.

The seminar will use a "One Health" paradigm that integrates human, animal, and environmental health to explore One Health issues in a number of geographical areas and settings. We will discuss the recent

published literature about One Health in a number of contexts that build on the introduction students may have received in the ENVH 439/539 course (Introduction to One Health).

An emphasis will be placed on an integrated approach to human health, animal health, and environmental aspects of zoonotic diseases and other One Health problems.

The seminar will stress the skills of critical reading and systematic review of the scientific literature, oral and written communication of health risks, and formulation of research hypotheses and study designs. Students will lead or play a major part in most of the sessions in a given quarter. This will provide students with an opportunity to develop and demonstrate skills in literature review, presentation of materials, interdisciplinary teamwork, problem solving, practice planning, evidence based policy development, and research planning.

In Spring 2025, students will review pertinent studies and other scientific literature resources to contribute to the effort to review the literature about viral spillover risk. Each student in the Spring 2025 seminar will review, summarize, and present at least 2 publications over the course of the seminar.

Canvas and email are the standard medium used for communication regarding this course . Students are responsible for ensuring that their correct email address is on file, and for informing the instructor if unable to use either electronic medium.

Course Learning Objectives (for the ENV H 586 Series)

Each quarter of the seminar will cover a number of the overall learning objectives. At the end of the series , the student will be able to:

1. Apply the COHERE (Checklist for One Health Epidemiological Reporting of Evidence) guidelines to determine whether research meets the definition of a One Health study and, if so, to evaluate the quality of the One Health methodology used.
2. Research papers related to One Health, and present the background, methods, and results of each paper by professionally leading a portion of a seminar session on that topic.
3. Use electronic resources to systematically research scientific literature and present the results of such review in a systematic fashion.
4. Identify the major aspects of One Health issues, including those relevant to Washington State.
5. Discuss strategies for preventing, controlling or managing occupational health hazards at the human animal interface using an interdisciplinary One Health team model including exposure control and surveillance.
6. Effectively communicate information about scientific aspects of zoonotic diseases, both orally and in written form.
7. Understand how socioeconomic and other social factors, including poverty, immigration, literacy, urbanization and racism, can be addressed using a One Health approach.

Texts and References:

In Spring Quarter 2025, the principal texts will be the assigned papers that will be placed on Canvas.

A reference text is:

Human-Animal Medicine: Clinical Approaches to Zoonoses, Toxicants and Other Shared Health Risks by Peter M. Rabinowitz and Lisa A. Conti. Saunders: Elsevier.

This text book will be available at the Center for One Health (COHR) suite, as well as for purchase online from the publisher. We will mostly be using Chapter 9 (zoonoses) **Chapter 9 Zoonoses.pdf (https://canvas.uw.edu/courses/1800806/files/133011428/download?wrap=1)**

All students are expected to be able to access class materials via email and the course Canvas website. If this presents a problem for you let the instructor know immediately.

Course Requirements:

1. Seminar: Each student will play a principal role in reviewing, preparing and summarizing papers related to different aspects of One Health. They will also use the COHERE guidelines to evaluate One Health aspects of the scientific paper presented.
2. Class Participation: Although students will not be graded on attendance, active engagement in classroom discussions is required to meet many of the learning objectives for the course. Students should come to the seminar having done the expected preparation (see below), and participate actively in the seminar discussion including critique of the presented papers. Participation will also involve taking a quiz at the beginning of each session

Seminar Schedule: ENVH 586- Spring 2023

Week #	Date	Seminar Leader	Topic
1	**4/4/2025**	**Rabinowitz**	**Intro to Seminar, Course Structure, One Health, COHERE guidelines, sign up for sessions, use of Canvas**
2	**04/11/25**	Paper: Wyckoff COHERE: Araya	avian influenza
3	**04/18/25**	Paper: Spencer COHERE: Debuo Der	COVID and Dogs
4	**04/25/25**	Paper: Whalen COHERE: Stapf	Animal sentinels

5	05/2/25	Paper: Hileman COHERE: Bell	human-animal-nature bond, compassion fatigue
6	05/9/25	Paper: Shah COHERE: Wyckoff	Biodiversity
7	05/16/25	Paper: Bell COHERE: Whalen	Comparative medicine
8	05/23/25	Paper: Stapf COHERE: Spencer	Disasters
9	05/30/25	Paper: Debuo der COHERE: Shah	AMR
10	06/06/25	Paper: Araya COHERE: Hileman	Occupational/ Agriculture

Seminar Structure (ENV H 586 Spring 2023)

1. _Before the Session:_

<u>If you are one of the assigned seminar leaders</u> :

- Read the paper you are going to present
- Ensure that papers are loaded up on the Canvas site and available to all (modules)
- read class comments/questions about the paper and choose at least 5 to be included in your presentation. and be prepared to respond to the class comments/questions about the paper.
- Prepare a 20-25 minute presentation about the paper, and (if you are doing the COHERE review that week, prepare and present a critique according to the COHERE guidelines, and responses to at least 5 student comments.

<u>For all other seminar sessions:</u>

- Read all the papers assigned for the session (see Modules)

- Contribute to the online discussion through Canvas (contribute at least one question/comment about each paper. This needs to be on the discussion page by midnight of the Tuesday before the seminar)
- Come to class prepared to discuss the papers and take the quiz related to the paper

1. *During the Session:*

8:30- 8:40. Quiz

8:40- 9:10:

- The student leading the seminar will present the first paper. (30 min)

9:10-9:25

- There will be 15 minutes for discussion

9:25-9:35 There will be a 10-minute break

Second half (9:35-10:20):

9:35-10:05

- The student leading the COHERE critique will present the critique. (30 min)

10:05-10-20

- There will be 15 minutes for discussion

Basis for Grading:

This course is offered on a graded (A section) basis. Grades will be based on the following

25% Quiz

25% Primary presentation

25% COHERE presentation

25% discussion board participation

Seminar leadership /presentation (paper and COHERE critique)

Judged on quality of: student preparation; presentation materials; presentation style; and evidence of professionalism and interdisciplinary cooperation, if relevant.

Rubric for Seminar Leadership

	Poor	Fair	Good	Excellent	Exceptional

Provides good overview of need that the study proposes to fill	1	2	3	4	5
Provides overview of background for specific study (location, etc.)	1	2	3	4	5
Provides good overview of study, including study setting and population, methodology used, results and generalizability	1	2	3	4	5
Identifies strengths and weaknesses of study	1	2	3	4	5
Leads discussion based on student questions	1	2	3	4	5

Description of ratings:

1. Exceptional; Addresses salient points in this section. Insightful presentation/analysis.
2. Excellent; Addresses most of the important points with occasional oversights. Thorough presentation/analysis.
3. Good; Moderate degree of omission of key information. Good presentation/analysis
4. Fair; Frequent omission of key information. Multiple inaccuracies noted. Unprepared presentation/limited analysis.
5. Poor; Does not convey relevant information; did not provide interpretation of data; unprepared presentation

Assignment of numeric grades will use the 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 [or professional] 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

Religious Accommodations [1]

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-accommodatio…** ⯈ **(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-requ…** ⯈ **(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** ⯈ **(http://depts.washington.edu/uwdrs)** .

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** ⯈ **(https://www.washington.edu/studentconduct)** (WAC 478-120). 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 website.

Illness Protocol

If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email. UW Environmental Health & Safety recommends that you wear a well fitting mask while you are symptomatic.

Additional recommendations include getting your **annual flu shot (https://wellbeing.uw.edu/flu-vaccination/)** and getting boosted with the updated COVID vaccines (available **at clinics and pharmacies, as well as through UW Medicine (https://www.washington.edu/coronavirus/vaccines)** and local health agencies).

Please check your email and CANVAS announcements daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email and/or post a CANVAS announcement with a Zoom link for remote instruction or a plan for making up the class.

Communication and Writing 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 **here (https://sph.washington.edu/sites/default/files/2020-09/Writing-Resources-9.24.20.pdf)** .

Important Policies & Resources

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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, unauthorized use of artificial intelligence (AI) tools, 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. 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)** .

Use of Generative Artificial Intelligence in Coursework

AI continues to be an emerging technology that offers promising use within all academic fields. The school has provided instructors with the flexibility to develop their own policies for appropriate use of AI for student's coursework. For the 580 seminar, this instructor believes that you can use AI to further explore the content of the lecture, but that to truly reflect on the speaker presentation you should do that without relying on AI.

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Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone and that is consistent with principles of free speech.   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.

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%C2%A0)** 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 (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)** .

Course Summary:

Date	Details	Due
Fri Dec 11, 2020	📝 **COHERE review slide presentation** (https://canvas.uw.edu/courses/1800806/assignments/10263454)	due by 11:59pm
	📝 **Zoonotic Disease Presentation** (https://canvas.uw.edu/courses/1800806/assignments/10263475)	due by 11:59pm
Fri Dec 18, 2020	📝 **COHERE written summary** (https://canvas.uw.edu/courses/1800806/assignments/10263455)	due by 11:59pm
	📝 **Zoonotic Disease Summary-written** (https://canvas.uw.edu/courses/1800806/assignments/10263476)	due by 11:59pm

Date	Details	Due
Fri Apr 7, 2023	📝 **Materials for session 2** **(https://canvas.uw.edu/courses/1800806/assignments/10263465)**	due by 9am
Tue Apr 11, 2023	📝 **Preparation for Session 3** **(https://canvas.uw.edu/courses/1800806/assignments/10263468)**	due by 11:59pm
Fri Apr 18, 2025	📝 **Preparation for Session 3 April 18** **(https://canvas.uw.edu/courses/1800806/assignments/10263469)**	due by 11:59pm
Wed Apr 30, 2025	📝 **Preparation for Session 5** **(https://canvas.uw.edu/courses/1800806/assignments/10263470)**	due by 11:59pm
Wed May 7, 2025	📝 **Preparation for Session 6 May 9** **(https://canvas.uw.edu/courses/1800806/assignments/10263471)**	due by 11:59pm
Wed May 14, 2025	📝 **Preparation for Session 7 May 16** **(https://canvas.uw.edu/courses/1800806/assignments/10263472)**	due by 11:59pm
Thu May 22, 2025	📝 **Preparation for Session 8** **(https://canvas.uw.edu/courses/1800806/assignments/10263473)**	due by 12pm
Fri Jun 6, 2025	📝 **COHERE slides** **(https://canvas.uw.edu/courses/1800806/assignments/10320855)**	due by 11:59pm
	📝 **Paper Presentation Slides** **(https://canvas.uw.edu/courses/1800806/assignments/10320854)**	due by 11:59pm
	📝 **Materials for Session 1** **(https://canvas.uw.edu/courses/1800806/assignments/10263456)**	
	📝 **Materials for Session 11** **(https://canvas.uw.edu/courses/1800806/assignments/10263457)**	
	📝 **Materials for Session 3** **(https://canvas.uw.edu/courses/1800806/assignments/10263458)**	
	📝 **Materials for Session 5** **(https://canvas.uw.edu/courses/1800806/assignments/10263460)**	

Date	Details	Due

📝 **Materials for Session 6**
(https://canvas.uw.edu/courses/1800806/assignments/10263461)

📝 **Materials for Session 7**
(https://canvas.uw.edu/courses/1800806/assignments/10263462)

📝 **Materials for Session 8**
(https://canvas.uw.edu/courses/1800806/assignments/10263463)

📝 **Materials for Session 9**
(https://canvas.uw.edu/courses/1800806/assignments/10263464)

📝 **Preparation for Session 2**
(https://canvas.uw.edu/courses/1800806/assignments/10263467)

📝 **Preparation for Session 4**
(https://canvas.uw.edu/courses/1800806/assignments/10263459)

📝 **Preparation for Session 9**
(https://canvas.uw.edu/courses/1800806/assignments/10263474)

🚀 **Quiz Session 2 April 11**
(https://canvas.uw.edu/courses/1800806/assignments/10299574)

🚀 **Quiz Session 3 April 18**
(https://canvas.uw.edu/courses/1800806/assignments/10324423)

🚀 **Quiz Session 4 April 25**
(https://canvas.uw.edu/courses/1800806/assignments/10335499)

🚀 **Quiz Session 5 May 1**
(https://canvas.uw.edu/courses/1800806/assignments/10346767)

🚀 **Quiz Session 6 May 9**
(https://canvas.uw.edu/courses/1800806/assignments/10359336)

🚀 **Quiz Session 7 May 16**
(https://canvas.uw.edu/courses/1800806/assignments/10372474)

🚀 **Unnamed Quiz**
(https://canvas.uw.edu/courses/1800806/assignments/10359291)