# Course Syllabus

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**UW SPH DEOHS**
**ENV H 596 Current Topics in Occupational and Environmental Medicine (OEM):**
**Legal & Regulatory Aspects of OEM**

## Summer 2025

**CONTACT INFORMATION**
Instructor: Debra Cherry, MD; She/her, Associate Professor, Division of General Internal Medicine;
Adjunct Associate Professor, DEOHS
Contact: cherryd@uw.edu
Office hours: Mon and Wed, 1-5

**TEACHING ASSISTANTS**
None

**COURSE TIMES & LOCATIONS**
**July 3 - Aug 14**
Weekly each Thur, 8:00-9:20am. Join URL:**https://washington.zoom.us/j/91917071383** ↪
**(https://urldefense.com/v3/__https://washington.zoom.us/j/91917071383__;!!K-**
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**COURSE DESCRIPTION**

This course is offered during Summer and Spring quarters of the academic year and is a requirement for
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.
This course will focus on legal/regulatory aspects of OEM.  Over the course of two years, topics will include
disability assessment, ADA, the impaired worker, workplace violence, fitness for duty, ethics in OEM,
utilization review, employment law, workers' compensation - state and federal, and substance misuse.
**Session format:**
20 min: key points
10 min: quiz

45+ min: applied exercise

## COURSE LEARNING OBJECTIVES

After completing this course, students will be able to:

1. Discuss the basic elements of evidence-based medicine, evidence informed OEM practice, and utilization review by insurance companies.
2. Summarize the basic elements of employment law such as FMLA, GINA, and PDA.
3. Summarize the basic elements of the worker's compensation system.
4. Learn to treat patients in both the state and federal workers' compensation systems.
5. Describe the impact of drug and alcohol abuse in the workplace and the role of industry and government programs in preventing and controlling drug and alcohol abuse.

Council on Education for Public Health (CEPH) competencies met by this course:

- Integrate aspects of surveillance and principles of exposure assessment into primary and secondary prevention of occupational and environmental disease (MPH-OEM department-level degree competency)
- Describe occupational health disparities and formulate a plan to mitigate individual and organizational factors in the workplace in order to optimize the health of the worker (MPH-OEM department-level degree competency) other accrediting agency competencies

These objectives correspond to ABPM topics under knowledge: systems based practice and administration
**https://www.theabpm.org/become-certified/exam-content/occupational-medicine-content-outline/** ⮂
**(https://www.theabpm.org/become-certified/exam-content/occupational-medicine-content-outline/)**

**ACGME Milestones in OEM:** Practice based learning - Evidence based and informed practice; Medical Knowledge: Regulatory.
 https://www.acgme.org/globalassets/pdfs/milestones/occupationalandenvironmentalmedicinemilestones.pdf

**ACOEM COMPETENCIES OEM:** OEM physicians should have the knowledge and skills necessary to understand and apply regulations applicable to occupational and environmental health as well as the range of laws and regulations related to interactions between work and health.
https://journals.lww.com/joem/Fulltext/2021/07000/ACOEM_OEM_Core_Competencies__2021

## REQUIRED TEXTBOOKS & READINGS

Required reading is provided on Canvas

Recommended, optional, or supplementary readings

Book: <u>Current Diagnosis & Treatment Occupational & Environmental Medicine</u>, 6th Edition, by Joseph LaDou (Author), Robert Harrison (Author)

Maxcy-Rosenau-Last <u>Public Health and Preventive Medicine</u>: Sixteenth Edition

## GRADING

Grades will be determined student presentations (50% of grade), participating in class (25% of grade), and weekly board style quiz (25% of grade for completing it, but the quiz itself is not graded). You were pre-

assigned topics and dates, but you may trade either. (used to say: *The first year OEM/GPM residents and new nursing students will sign up to present key points, and the second year OEM residents and 2nd quarter nursing students will present an applied exercise or journal article. (to be discussed 7/3/25)*

The key points should be about 10 slides summarizing the main textbook chapter assigned for reading and should take about 20 minutes to present. The applied exercise can be a clinical case from your experience or a scenario you are likely to encounter in practice. A journal article may be presented instead of an applied case. The article or case should take about 45 minutes to present with ample time for discussion and engagement of the other students.

## Grading Criteria

Assignment of numeric grades will use UW Department of Health Services grading guidelines. Brief

descriptions of each grade level are provided below:

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

 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

Make-up assignment policy

If you miss class, please complete the reading assignment and submit approximately 1- page paper summarizing what you learned from the readings. The paper is due one week following the missed class, unless there are alternative arrangements with the instructor.

## STUDENT RESPONSIBILITIES

- Assignments: Complete the reading assignment before class.
- Quizzes: Complete the graded quiz based on the video and the practice quiz (not graded, credit or no credit) each week before class.
- Applied exercise or key points presentation as assigned.
- In-Class Session Format (30 minutes): Review key points from assignment and go over quizzes.
- Applied exercise: Co-lead one exercise; Participate in exercise, sometimes led by guest expert.

## COURSE SESSION SCHEDULE - Tentative

Students: Tsu, Mohammad, Ella, Maggie

## COURSE REQUIREMENTS

| Date | Topic | Presenter-Key Points | Presenter - Applied exercise | Resources |
|---|---|---|---|---|
| July 3 | Discuss structure of course | Debbie | | |
| July 10 | Changing nature of work | Maggie | Debbie | LaDou ch 34 |
| July 17 | Ethics in OEM | Mohammad | Debbie | LaDou ch 4 |
| July 24 | Worker's Compensation | Tsu | Debbie | IIMAAC, 1-5 pm, LaDou 3 |
| July 31 | Workplace violence prevention | Ella | Debbie | LaDou ch 38 |
| Aug 7 | Impairment & Mental Health | Tsu | Debbie | LaDou ch 36 |
| Aug 14 | Fitness for Duty, Responders | Debbie | Mohammad | LaDou ch 45 |

Applied Exercise Presentation and key points: Students have been pre-assigned a topic, but students are allowed to trade. The applied exercise could be a clinical case or scenario with discussion questions or a journal article describing an application of the concept.

One week prior to the assigned session, the students will meet with the instructor on Zoom after class (same link as class) to discuss an exercise related to assigned topic.

Three days (i.e. Monday) prior to the assigned class session, the student doing the applied exercise will email the instructor the outline & materials for the exercise. These will be uploaded to Canvas.

## 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.

## PowerPoint PRESENTATION 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** ⤷ **(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)** ⏵ **(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/)** .

# 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://depts.washington.edu/uwdrs/)** .

# 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/)** ⏵ **(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-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** ⤷ **(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)** 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/)** .

# ILLNESS PROTOCOLS AND SAFETY

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.

Please check your email 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 with a Zoom link for remote instruction or a plan for making up the class.

**Additional recommendations include:**

1. **Get boosted with the updated COVID-19 vaccines (http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-ku4dK1F60Qwx5sVB9F2zPf2PtjPbEQN0oAXWTw4xyUIayD-3Dn6tkPV-b9qYPVKN_s=)** . These vaccines are available at clinics and pharmacies, as well as **through UW Medicine (http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-rZLyUV3OKyCGDzGK2pj5QyxQq14YnSJSLWoEiG_BskVghbuDCoOCaDQZDj1HhDtQ28=)** and local health agencies.

2. **Get your annual flu shot (http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-p8AShT60UfuTPp6L1-t9MeMiS8rrCJoY1HdFNMDUpsMKUh95VFz6INtjkf3R2dEH3M=)** .

3. **Wear a high-quality mask in indoor public spaces and while traveling. Masks are strongly recommended the first two weeks of spring** High-quality masks help protect against a range of respiratory viruses, and are **available for free in locations on each UW campus (http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-vvPawo32qTEDivNHXudxfJ86KNJ7wSFb24jzmDKknFXp_Icn7BOiAk0vTZcfssVCQY=)** .

4. **Take a coronavirus test if you have symptoms or have been exposed. R**apid antigen tests are widely available for **free at on-campus locations linked here** ➤ **(https://www.washington.edu/coronavirus/testing/?mkt_tok=NTI3LUFIUi0yNjUAAAGIkoz8-Ih4rJkVTP0uu0x9Qjo03it8Dqjcg-b8MMF3oVqsuHG2uoxdCV_LSqQ4pXPG_I3dC3Pl76N-P0Pk7a0LzK9p8iT0fsJ4PvzXS155og)** . The **Husky Coronavirus Testing (http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-vzM5PdwrHbUB_QiTo_vUCpaMHj5R4-EPxZHeHpW885q6tKNP_evGy-Nqcx025qjyxc=)** voluntary research study is also available for UW students.

5. **Activate WA Notify on your phone (http://we.discover.uw.edu/NTI3LUFIUi0yNjUAAAGIkoz8-pPDyiN6GI5YTqHyjmQA3y8d4y3WLT-C66__TuWe9QeeuVV_YE2asMhxcqxv8m4XSZM=)** to receive

exposure notifications and so that you can anonymously let others know of their exposure if you test positive.

# Course Summary:

| Date | Details | Due |
|---|---|---|
| Thu Jul 3, 2025 | 📝 **Assignment 1, Intro to Course, July 3** (https://canvas.uw.edu/courses/1810778/assignments/10459766) | due by 8am |
| Thu Jul 10, 2025 | 📝 **Assignment 2, Changing nature of work, July 10** (https://canvas.uw.edu/courses/1810778/assignments/10459767) | due by 8am |
| Thu Jul 17, 2025 | 📝 **Assignment 3, Ethics in OEM, July 17** (https://canvas.uw.edu/courses/1810778/assignments/10459768) | due by 8am |
| Fri Jul 25, 2025 | 📝 **Assignment 4, Worker's Compensation, July 24** (https://canvas.uw.edu/courses/1810778/assignments/10459769) | due by 8am |
| Thu Jul 31, 2025 | 📝 **Assignment 5, Workplace Violence, July 31** (https://canvas.uw.edu/courses/1810778/assignments/10459770) | due by 8am |
| Thu Aug 7, 2025 | 📝 **Assignment 6, Mental Health, August 7** (https://canvas.uw.edu/courses/1810778/assignments/10459771) | due by 8am |
| Thu Aug 14, 2025 | 📝 **Assignment 7, August 14** (https://canvas.uw.edu/courses/1810778/assignments/10460239) | due by 8am |