

ENV H 586 A Sp 23: 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 2023, 2 credits (graded)

Day/time: Friday 8:30-10:20

Room: HSEB 235 , and by Zoom <https://washington.zoom.us/j/91081698211> 

[\(https://washington.zoom.us/j/91081698211\)](https://washington.zoom.us/j/91081698211)

INSTRUCTOR:

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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 (OHAI) research training program. It is open to other students with permission of the instructor.

The Spring quarter 2023 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 2023, 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 2023 seminar will review, summarize, and present at least 3 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 2023, 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/1633877/files/103219924/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 1-2 papers related to different aspects of One Health.
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.

Seminar Schedule: ENVH 586- Spring 2023

Week #	Date	Seminar Leader	Topic
1	3/31/23	Rabinowitz	Intro to Seminar, Course Structure, One Health, COHERE guidelines, sign up for sessions, use of Canvas
2	04/7/23	McLeland-Wieser, Thomas (Rabinowitz discussant)	avian influenza
3	04/14/23	Rivera, Cheung (Rabinowitz discussant)	biodiversity/microbiome
4	04/21/23	Cassel, McLeland-Wieser (M Pappaioanou discussant)	spillover
5	04/28/23	Traylor, ?? (S Thompson-Iritani discussant)	human-animal-nature bond, compassion fatigue
6	05/5/23	Thomas, Ziejka (J Meisner discussant)	One Health major policy papers: Quadripartite, Lancet, Action Plan, etc.

7	05/12/23	Bellanca, Suarez ((Rabinowitz discussant)	Comparative medicine
8	05/19/23	Traylor, Bellanca (Rabinowitz discussant)	Disasters
9	05/26/23	Janzing, Willess (Casey, Fuhrmeister discussants)	AMR
10	06/02/23	Horng, Cassel (Rabinowitz, Meisner discussants)	Climate change and One Health

Seminar Structure (ENV H 586 Spring 2023)

1. Before the Session:

If you are one of the assigned seminar leaders :

- Read the paper you are going to present
- Ensure that papers are loaded up on the Canvas site and available to all (modules)
- Discuss your paper with the faculty discussant for that session
- 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, to include a critique according to the COHERE guidelines, and responses to at least 5 student comments.

For all other seminar sessions:

- 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

1. During the Session:

First half (8:30-9:20):

- The student leading the seminar will present the first paper. (20-25 min)
- There will be 20 minutes for discussion

9:20-9:30 There will be a 10-minute break

Second half (9:30-10:20):

- The student leading the seminar will present the first paper. (20-25 min)

- There will be 20 minutes for discussion

Basis for Grading:

This course is offered on a graded (A section) basis.

Seminar leadership

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/) [\(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](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/) [\(https://registrar.washington.edu/students/religious-accommodations-request/\)](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/) [\(http://depts.washington.edu/uwdrs/\)](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/) (<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) (<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 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-ku4dK1F60Qwx5sVB9F2zPf2PtjPbEQN0oAXWTw4xyUlayD-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=) (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-t9MeMiS8rrCJoY1HdFNMDUupsMKUh95VFz6INtjkf3R2dEH3M=>).
3. **Wear a high-quality mask in indoor public spaces and while traveling. Masks are strongly recommended the first two weeks of spring quarter.** 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_lcn7BOiAk0vTZcfssVCQY=) (http://we.discover.uw.edu/NTI3LUFiUi0yNjUAAAGIkoZ8-vvPawo32qTEDivNHXudxfJ86KNJ7wSFb24jzmDKknFXp_lcn7BOiAk0vTZcfssVCQY=).
4. **Take a coronavirus test if you have symptoms or have been exposed.** Rapid antigen tests are widely available for [free at on-campus locations linked here](https://www.washington.edu/coronavirus/testing/?mkt_tok=NTI3LUFiUi0yNjUAAAGIkoZ8-lh4rJkVTP0uu0x9Qjo03it8Dqjcg-b8MMF3oVqsuHG2uoxdCV_LSqQ4pXPG_I3dC3PI76N-) (https://www.washington.edu/coronavirus/testing/?mkt_tok=NTI3LUFiUi0yNjUAAAGIkoZ8-lh4rJkVTP0uu0x9Qjo03it8Dqjcg-b8MMF3oVqsuHG2uoxdCV_LSqQ4pXPG_I3dC3PI76N-

[P0Pk7a0LzK9p8iT0fsJ4PvzXS155og](#)). The [Husky Coronavirus Testing](#)

[http://we.discover.uw.edu/NTI3LUFUIi0yNjUAAAGIkoz8-vzM5PdwrHbUB_QiTo_vUCpaMHj5R4-](http://we.discover.uw.edu/NTI3LUFUIi0yNjUAAAGIkoz8-vzM5PdwrHbUB_QiTo_vUCpaMHj5R4-EPxZHeHpW885q6tKNP_evGy-Nqcx025qjyxc=)

[EPxZHeHpW885q6tKNP_evGy-Nqcx025qjyxc=">EPxZHeHpW885q6tKNP_evGy-Nqcx025qjyxc=\)](#) voluntary research study is also available for UW students.

5. [Activate WA Notify on your phone \(http://we.discover.uw.edu/NTI3LUFUIi0yNjUAAAGIkoz8-pPDyiN6GI5YTqHyjmQA3y8d4y3WLT-C66_TuWe9QeeuVV_YE2asMhxcqyv8m4XSZM=\)](http://we.discover.uw.edu/NTI3LUFUIi0yNjUAAAGIkoz8-pPDyiN6GI5YTqHyjmQA3y8d4y3WLT-C66_TuWe9QeeuVV_YE2asMhxcqyv8m4XSZM=) to receive exposure notifications and so that you can anonymously let others know of their exposure if you test positive.

SPH Land Acknowledgment

This instructor acknowledges the people – past, present, and future – of the Dkhw’Duw’Absh, the Duwamish Tribe, the Muckleshoot Tribe, and other tribes on whose traditional lands I study and work.

I also acknowledge the animals (and plants) that were here before humans, and that have since shared this environment with us.

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 (<mailto: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. Faculty training and consultation on pronoun use is available for SPH faculty from the Assistant Dean for EDI. Including pronouns on syllabi is optional as we work to develop and provide further training to all teaching faculty.

Safety

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

Excused Absence from Class

Students are expected to attend class and to participate in all graded activities, including midterms and final examinations. A student who is anticipating being absent from class due to a Religious Accommodation activity needs to complete the Religious Accommodations request process by the second Friday of the quarter. Students who anticipate missing class due to attendance at academic conferences or field trips, or participation in university sponsored activities should provide a written notice to the instructor ahead of the absence. The instructor will determine if the graded activity or exam can be rescheduled or if there is equivalent work that can be done as an equivalent, as determined by the instructor.

Medical Excuse Notes





Students are expected to attend class and to participate in all graded activities, including midterms and final examinations. To protect student privacy and the integrity of the academic experience, students will




not be required to provide a medical excuse note to justify an absence from class due to illness. A student absent from any graded class activity or examination due to illness must request, in writing, to take a rescheduled examination or perform work judged by the instructor to be the equivalent. Students are responsible for taking any number of examinations for which they are scheduled on a given day and may not request an adjustment for this reason alone.


Recording of Remote Class Sessions

This course is scheduled to run synchronously at the scheduled class time via Zoom. These Zoom class sessions may be recorded. The recording will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public. The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who do not wish to be recorded should change their Zoom screen name to hide any personal identifying information such as their name or UW Net ID, and not share their computer audio or video during their Zoom sessions.


Course Summary:


Date	Details	Due
Fri Dec 11, 2020	 COHERE review slide presentation https://canvas.uw.edu/courses/1633877/assignments/8155547	due by 11:59pm
	 Zoonotic Disease Presentation https://canvas.uw.edu/courses/1633877/assignments/8155560	due by 11:59pm
Fri Dec 18, 2020	 COHERE written summary https://canvas.uw.edu/courses/1633877/assignments/8155548	due by 11:59pm
	 Zoonotic Disease Summary-written https://canvas.uw.edu/courses/1633877/assignments/8155561	due by 11:59pm

Date	Details	Due
Fri Apr 7, 2023	 Materials for session 2 https://canvas.uw.edu/courses/1633877/assignments/8155552 (ENV H 586 A)	due by 8:30am
	 Materials for session 2 https://canvas.uw.edu/courses/1633877/assignments/8155552 (1 student)	due by 9am
Tue Apr 11, 2023	 Preparation for Session 3 https://canvas.uw.edu/courses/1633877/assignments/8155559	due by 11:59pm

 [Materials for session 2](https://canvas.uw.edu/courses/1633877/assignments/8155552)
<https://canvas.uw.edu/courses/1633877/assignments/8155552>
 (1 student)

 [Materials for Session 1](https://canvas.uw.edu/courses/1633877/assignments/8155549)
<https://canvas.uw.edu/courses/1633877/assignments/8155549>

 [Materials for Session 11: FINAL SLIDE SET UPLOAD HERE](https://canvas.uw.edu/courses/1633877/assignments/8155551)
<https://canvas.uw.edu/courses/1633877/assignments/8155551>

 [Materials for Session 3](https://canvas.uw.edu/courses/1633877/assignments/8155553)
<https://canvas.uw.edu/courses/1633877/assignments/8155553>

 [Materials for Session 4](https://canvas.uw.edu/courses/1633877/assignments/8155554)
<https://canvas.uw.edu/courses/1633877/assignments/8155554>








 [Materials for Session 5](https://canvas.uw.edu/courses/1633877/assignments/8155555)
<https://canvas.uw.edu/courses/1633877/assignments/8155555>

 [Materials for Session 6](https://canvas.uw.edu/courses/1633877/assignments/8155556)
<https://canvas.uw.edu/courses/1633877/assignments/8155556>

 [Materials for Session 7](https://canvas.uw.edu/courses/1633877/assignments/8155557)
<https://canvas.uw.edu/courses/1633877/assignments/8155557>

 [Materials for Session 8](https://canvas.uw.edu/courses/1633877/assignments/8155558)
<https://canvas.uw.edu/courses/1633877/assignments/8155558>

 [Materials for Session 9](https://canvas.uw.edu/courses/1633877/assignments/8155550)
<https://canvas.uw.edu/courses/1633877/assignments/8155550>

Date	Details	Due
	 Preparation for Session 2 (https://canvas.uw.edu/courses/1633877/assignments/8277936)	
	 Preparation for Session 4 (https://canvas.uw.edu/courses/1633877/assignments/8277941)	
	 Preparation for Session 5 (https://canvas.uw.edu/courses/1633877/assignments/8312712)	
	 Preparation for Session 6 (https://canvas.uw.edu/courses/1633877/assignments/8312719)	
	 Preparation for Session 7 (https://canvas.uw.edu/courses/1633877/assignments/8312776)	
	 Preparation for Session 8 (https://canvas.uw.edu/courses/1633877/assignments/8351583)	
	 Preparation for Session 9 (https://canvas.uw.edu/courses/1633877/assignments/8351621)	