

West Virginia University  
School of Public Health

Department of Occupational and  
Environmental Health Sciences  
Division of Occupational Medicine

Public Health/General Preventive Medicine  
Resident Physician Manual

Updated June 2019

## Table of Contents

	Page
Introduction/Overview/Faculty	3
Facilities	4
Program Mission & Goals	5
Admission to the Program	8
West Virginia Medical Licensure	10
Salary and Benefits	
<ul style="list-style-type: none"> <li>• Salary/Insurance/Leave/Holidays/Inclement Weather/</li> <li>• Lab Coats/Parking/Expenses/Malpractice Insurance</li> </ul>	11
Certificate of Liability Coverage	16
Basic Life Support (BLS)	17
Education Program	
<ul style="list-style-type: none"> <li>• Year 1: PGY2: The Academic Phase</li> </ul>	18
<ul style="list-style-type: none"> <li>• Year 2: PGY3: The Practicum Phase</li> </ul>	19
Promotion/Conditions for Reappointment/Dismissal/Termination/Completion	21
Board certification requirements ABPM	23
Schedules/Didactics/ Journal Club	24
Learning and Working Environment	
<ul style="list-style-type: none"> <li>• Patient Safety</li> </ul>	25
<ul style="list-style-type: none"> <li>• Quality Improvement</li> </ul>	25
<ul style="list-style-type: none"> <li>• Supervision and Accountability</li> </ul>	25
<ul style="list-style-type: none"> <li>• Resident Forum</li> </ul>	27
<ul style="list-style-type: none"> <li>• Dress Code</li> </ul>	27
<ul style="list-style-type: none"> <li>• Cell Phones</li> </ul>	27
Well Being	
<ul style="list-style-type: none"> <li>• Fatigue Mitigation</li> </ul>	27
<ul style="list-style-type: none"> <li>• Transition of Care</li> </ul>	27
<ul style="list-style-type: none"> <li>• Work Hours</li> </ul>	29
<ul style="list-style-type: none"> <li>• Moonlighting</li> </ul>	30
<ul style="list-style-type: none"> <li>• Practitioners Health</li> </ul>	31
Appendix A: Participating Sites	32
Appendix B: Competencies	49
Appendix C: Milestones	53
Appendix D: Evaluations	54
Appendix E: Selected References/Recommended Journals	55
Appendix F: Policies (including Substance Abuse and Discipline)	58
Appendix G: Accreditation Status	63

## **Introduction/Overview**

There is no specialty of medicine as diverse as general preventive medicine. This is at once the greatest strength and weakness of the field. On the plus side, practitioners can choose from a wide variety of areas and settings to accommodate their specific interests. You will never meet two occupational health specialists with the same professional activities.

From a training perspective however, this diversity appears bewildering to the newcomer. Furthermore, it also means that a residency program must incorporate diverse experiences, many outside of the traditional health care system. The traditional apprenticeship model fails us, since you cannot learn all you need to know by following one or even several practitioners.

Public Health/General Preventive Medicine is housed within the West Virginia University School of Public Health's Occupational & Environmental Health Sciences (OEHS) department. The SPH is made up of a diverse faculty including basic scientists, engineers, physicians, bioinformaticians, epidemiologists, and other public health scientists, dedicated to the excellence in teaching and mentoring of students.

Our two-year program tries to offer as wide a spectrum as possible given the constraints of time and geography. We strongly encourage all trainees to be active in identifying experiences specific to their own interests.

Both program years are devoted to completion of the requirements for the Master of Public Health (MPH) degree in Epidemiology. Additional experiences include clinic, didactics, exposure to research, and grand rounds.

This manual is designed to acquaint residents, faculty and preceptors with the components of the training program. Residents are expected to become familiar with the policies and procedures within, especially those related to the clinical, research and corporate assignments of the practicum.

## **Faculty**

Program Director: Mike Brumage MD, Board Certified in General Preventive Medicine

Program Manager: Ms. Robin Altobello

Anna Allen, MD, MPH, Board Certified in Family Medicine and Occupational Medicine

Robert Gerbo, MD, Board Certified in Family Medicine

ChuanFang Jin, MD, MPH, Board Certified in Occupational Medicine

Jennifer Lultschik, MD, MPH, Board Certified in Occupational Medicine

Chris Martin, MD, MSc, Board Certified in Occupational Medicine

## Facilities

Occupational Medicine's office space is located on the third (3<sup>rd</sup>) floor at the Health Sciences Center (HSC). Telephone access and computer facilities are provided for each resident within the Division. Faculty offices and a library are also included in the Division quarters.

Occupational Medicine uses the clinical facilities of the Health and Education Building (HEB) located at 390 Birch Street on the Evansdale campus. This area consists of clinical examination rooms, staff and reception area. Residents are provided appropriate space at these locations.

All of the library facilities of the West Virginia University School of Medicine are available for residents. Residents have ready-access to specialty-specific and other appropriate reference material in print and electronic form. Electronic medical literature databases with search capabilities are available. Extensive collections are available at the department library as well as from the program director and faculty.

### WVU Medicine

WVU Medicine's mission is to **improve the health of West Virginians and all we serve through excellence in patient care, research, and education**. WVU is West Virginia's foremost health care institution, offering a full range of medical and dental services.

Trainees participate through consultations to other services. A unique aspect of this is the opportunity to participate in the care of adults and children with lead poisoning. Trainees also help create and implement policies that protect hospital employees from workplace hazards.

### National Institute for Occupational Safety and Health

The National Institute for Occupational Safety and Health (NIOSH), a federal agency, sits behind the WVU Health Sciences Center and is home to the Division of Safety Research (DSR), Health Effects Laboratory Division (HELD) and the Respiratory Health Division (RHD).

Trainees may interact with this large federal facility at many levels. Lecture attendance at the weekly scientific conference is a rewarding educational experience. NIOSH faculty also participates in the Occupational Medicine conferences and teaching sessions. Innovative resident rotations at NIOSH are available through inter-institutional agreements. Residents, physicians, and students also have had the opportunity to perform research projects with NIOSH faculty.

## **Program Mission & Goals**

*The Public Health/General Preventive Medicine Residency Program at the West Virginia University School of Public Health is designed to give physicians a firm educational foundation and sound clinical groundwork in public health and general preventive medicine in preparation for board certification and the independent practice of general preventive medicine.*

### **Mission Statement**

The West Virginia University Public Health/General Preventive Medicine Residency trains residents to become fully competent, board-certified community health strategists who adeptly apply population-based methods to promote, protect, preserve and rehabilitate the health of our communities across the overlapping domains of clinical, population health and public health.

### **Goals and Objectives**

#### **Medical Knowledge and Didactics**

Each resident must either complete or have already completed an appropriate graduate degree. The curriculum is to include courses in epidemiology, biostatistics, health management/policy, social/behavioral science, environmental/occupational health, and occupational health.

GOAL: completion of an appropriate master's degree which includes the required courses for board certification

#### OBJECTIVES:

- Describe the mission and history of public health
- Explain the roles and contributions of public health specialists with other disciplinary training
- Complete a master's level research project and presentation
- Perform descriptive and inferential statistics including stratified analysis and mathematical modeling
- Assess the health needs of a community and devise an implementation plan to address the needs identified
- Describe the nature and role of organizations that provide or pay for health services in the US
- Describe the impact of the environment on the public at large and specific environmental health hazards that may adversely impact the health of patients and the community
- Evaluate and implement appropriate preventive services, both for individuals and for populations
- Recognize and management outbreak situations, including community coordination and communication
- Understand disaster preparedness planning and response
- Communicate clearly to multiple professional and lay target groups, in both written and oral presentations, the level of risk from hazards and the rationale for and results of interventions

## **Patient Care and Clinical Skills**

Each resident is to have a longitudinal clinical experience to learn the skills necessary to provide quality preventive clinical care, occupational health care, and connect that care to population health and public health guidelines as well as local, State, and Federal rules and regulations.

GOAL: development of clinical preventive medicine skills to provide evidence-based population health and public health screening and interventions aimed at primary, secondary, and tertiary prevention

### OBJECTIVES:

- Evaluate and recognize work related diseases
- Demonstrate basic clinical procedural skills in family planning, sexually-transmitted illnesses, age-appropriate immunizations, international travel planning, and implementation of USPSTF guidelines as appropriate
- Demonstrate the overlap between clinical care, population health, and public health by following examples of reportable medical illnesses and conditions from the point of care through the local or state health departments
- Demonstrate cultural competency, professionalism, and interpersonal and communication skills with patients and clinical staff
- Participate in clinical quality improvement activities
- Participate in prevention and wellness activities at a clinical level, individually or in groups
- Understand the legal, ethical and regulatory issues in preventive medicine
- Understand medical office management (office floor, billing, compliance and contract services)
- Participate in an industrial based occupational medicine clinical medicine
- Evaluate needed occupational health services
- Understand the management and dispute resolution structure of workplaces
- Conduct walk throughs of a workplace and identify safety and health issues
- Understand the principles of occupational wellness programs
- Understand the application of OSHA standards to the worksite

## **RESEARCH/SCHOLARLY ACTIVITY**

Each resident will rotate through the West Virginia University School of Public Health Prevention Research Center and the Injury Control Research Center to understand possibilities for participating in or conducting research in various topics in public health.

GOAL: participation in public health or population health research and presentation of the results of that research.

### OBJECTIVES:

- Learn to identify a research topic
- Develop a study design to address the question to be answered
- Interpretation of results
- Discussion of results with a variety of audiences, in both oral and written presentations
- Apply research data to everyday issues

- Evaluate quality of other research papers/studies

### **Government and Public Health/Systems of Care**

Each resident will meet with various health-related agencies at the local through federal level and interact with other systems of care. The resident will gain an understanding of each system and how they interact as part of a greater system of disease management and health care.

GOAL: Familiarity with differing systems of care, how they interact, policy making and application of federal rules, regulation, and mandates.

#### OBJECTIVES:

- Recognize and manage outbreak situations, including community coordination and communication, from the clinical to the public health level.
- Understand the role of private and public partners in disaster preparedness planning and response.
- Participate in policy-making processes at the local, county, state or federal level through disaster preparedness and response or through health policy implementation and analysis.
- Understand the function and resources of the public health department.
- Experience the workers' compensation system from an insurer's perspective.

# Admission to the Residency Program

## Resident Eligibility and Selection (III.A)

Interested applicants need to apply on line at the ERAS website.

<https://www.aamc.org/students/medstudents/eras/>

Applicants are expected to meet the uniform requirements for graduate medical education in the United States including *satisfactory completion of an ACGME-approved first postgraduate year or internship (PGY-1) involving direct patient care*. Applicants who have completed training in a clinical discipline, such as internal medicine or family practice are given priority. International medical graduates are expected to meet standard English fluency tests as well as uniform requirements for IMG's. The requirement of the certifying board for an ACGME-approved clinical year should be borne in mind by applicants from international medical schools. **All residents enter at the PGY-2 level.**

Candidates already possessing an MPH or equivalent degree are given credit for this and will still be required to complete the two-year residency program.

Applications and supporting documentation (for July admissions) should be submitted by August prior year. Offers for admittance are made mid-January.

Funding for the training of residents in occupational medicine is made possible through a grant from the Health Resources and Services Administration (HRSA).

## Admission Policies and Procedures

### Purpose

1. To ensure equal and complete consideration of each applicant.
2. To ensure that consideration of non-professional factors does not occur.
3. To select the applicants with the greatest potential for achievement in general preventive medicine

### Procedures

1. All applicants are asked to complete the ERAS application form on line.
2. Faculty may discuss the program with prospective residents prior to application review.
3. Applications will be reviewed as they are submitted to the residency director. Applicants who fail to conform to ACGME training and WV medical license requirements will be rejected. Other applicants will be considered, and interviews will be scheduled. *The program does not support applicant travel.*
4. Following an interview, the faculty will evaluate each applicant according to these criteria:
  - a. Conformity with ACGME requirements.
  - b. Passing scores on USMLE Steps 1, 2, 3.
  - c. Eligibility for WV medical licensure.
  - d. BC or BE in another field.
  - e. Evidence of clinical competency.
  - f. Special skills or experience of significance to public health



- g. Additional graduate studies.
  - h. Communication skills and professional ethics and mannerisms.
  - i. Reasonable expectations and a professional direction, if not specific objective.
  - j. Willingness to travel to practicum sites.
5. Final selection of residents will be made in or after December of the preceding year.
  6. Residents are accepted by a collective decision process which considers current resident opinions in addition to those of the faculty.
  7. **All residents enter at the PGY-2 level**

## **West Virginia Medical Licensure**

As of July 2019, all residents in training programs sponsored by the West Virginia University School of Public Health must hold at all times during their training *either* a valid educational training permit or a valid unrestricted license by either the West Virginia Board of Medicine or the West Virginia Osteopathic Board of Medicine.

It is the trainee's responsibility to request the initial permit or license from the appropriate board of medicine and to annually renew this authorization during their training. Should the resident fail to obtain or renew the appropriate authorization from the appropriate board of medicine the resident will be immediately suspended from all duties and failure to renew the appropriate authorization to practice medicine in a timely manner may result in termination from the training program.

It is the policy that all residents obtain a West Virginia License with 1 year of eligibility to do so under state law. This includes graduates of U.S. and Canadian medical schools, eligible for licensure after one year of postgraduate education. Information can be obtained regarding licensure from the following:

**Doctors of Medicine  
West Virginia Board of Medicine  
101 Dee Drive, Charleston, WV 25311  
(304) 348-2921 or (304) 558-2921**

Doctors of Osteopathy (DO's) participating in residency programs at WVUSPH are required to be licensed by the State of West Virginia. Information on rules and regulations, fees, and applications can be obtained from:

**State of West Virginia  
Board of Osteopathy  
334 Penco Road, Weirton, WV 26062  
(304) 723-4638**

*Please be aware that obtaining licensure in West Virginia may be a long process.*

**The department does not fund licensure costs for residents**

**For more information:**

**<https://wvbom.wv.gov/>**

# Salary and Benefits

## Resident Salaries

### Academic Year 2019-2020

PGY-2	\$56,292
PGY-3	\$58,109

Residents are paid every two weeks (in arrears). Direct deposit is mandatory.

## Health Insurance

House Officers are eligible to enroll in the state employees' health insurance or state managed health care options (HMO's, etc.) through our Human Resources/Employee Benefits (293-4103).

## Disability Insurance

The opportunity to participate in a group, long-term disability coverage is available through TIAA/CREF by contacting the WVU Human Resources/ Benefits Office (293-4103).

<https://talentandculture.wvu.edu/benefits-and-compensation/insurance-plans/disability-insurance>

## Procedure for Requesting Leave

Annual leave requests without the required advance notice may not be approved. Coverage for patient care and other obligations must be adequately arranged for by the resident ***and*** communicated.

## Annual Leave

Preventive Medicine residents follow the leave guidelines of West Virginia University to ensure their safety and general welfare. Residents will accrue two (2) days of annual leave per month. A day in the leave system is equal to 7.5 hours. **Annual leave must be accrued prior to using it.** Annual leave time caps at 24 accrued days which will appear in the leave system as 180 hours. Once you accrue 24 days, you will stop accruing annual leave.

The Program Director and Manager will review residents' leave time to assure that requirements are met. Due to the potential for stress and fatigue during residency training, it is expected that residents will take advantage of whatever amount of annual leave you are able to take each year in accordance with this policy without consequence to your studies. If not requested, annual leave may be assigned at the discretion of the Program Director and/or Manager.

During the PGY2 – Academic Year – residents are asked to use their vacation time in accordance with the WVU Academic calendar: i.e. Thanksgiving week, Christmas holiday, Spring break.

Annual leave will be granted on a “first come, first served” basis and is determined by the total number of Department providers present during the time period requested. All annual leave must be approved, in advance, by the Program Manager. The Program Manager and/or Director has the right to deny annual leave at the requested time. The amount of time that can be missed on any one

rotation is limited by the educational goals of the rotation. Only 1 week of annual leave may be taken on single month rotations, and only 2 weeks of annual leave may be taken on 2-month rotations. Additional weeks may be taken on multi-month rotations, however no block of time greater than 2 weeks may be granted, and only one week of annual leave time may be used in any one calendar month. Extended annual leave or combining annual leave with meetings is discouraged due to prolonged absence from the program. Such requests require special approval from the Program Director and must fall within the requirements of the ACGME and the applicable Board.

However, use of leave may impact on a resident's/fellow's ability to complete program requirements. Therefore, a resident/fellow who takes all the allowable annual and sick leave may not be able to complete the program requirements in the allotted training time and/or may not be eligible to take the required and/or applicable board examinations at the conclusion of the training period without additional training time. The Department is not responsible for providing additional training time and, in fact, may not be able to do so without requesting permission from ACGME, which permission may or may not be granted. The grant of permission by ACGME is beyond the control of WVUSPH.

A resident does not have the option of reducing the time required for the residency by forgoing annual leave.

*Please note that vacation time is to be used when interviewing.*

### **Sick Leave**

Residents are given the opportunity to attend medical, mental health, and dental care appointments, including those scheduled during their working hours.

Full time residents/fellows will accrue 1.5 sick days per month. **Sick leave must be accrued prior to using it.** Sick leave may be used by an employee who is ill or injured, when a member of the immediate family is seriously ill, or when a death occurs in the immediate family. Immediate family is defined as: father, mother, son, daughter, brother, sister, husband or wife, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandmother, grandfather, granddaughter, grandson, stepmother, stepfather, stepchildren, or others considered to be members of the household and living under the same roof.

If you have any question regarding whether sick leave can be used, please contact the Program Manager. **Excessive/unexplained absences may affect your competency evaluation and/or your promotion to the next level of training.** Sick leave for more than five (5) consecutive work days cannot be granted to an employee without satisfactory proof of illness or injury as evidenced by a statement of the attending physician or by other proof. An employee who has been absent from work for an extended period because of illness or injury must obtain medical clearance before returning to work. The University may require verification of an illness or other causes for which leave may be granted under this policy regardless of the duration of the leave. A copy of all medical documentation must be sent to the medical management unit.

### **Continuing Medical Education Leave**

All CME conferences a resident wishes to attend must be approved, *in advance*, by the Program Manager/Director. Attendance at CME conferences counts toward duty hours during the actual conference time. As a result, annual leave does not need to be used for CME attendance. One day of travel time, if necessary, will be granted before and after the conference without the use of annual leave.

## **Leave of Absence**

A Leave of Absence (LOA), including Family Medical or Military leave, may be requested by a resident after all applicable leave time has been exhausted. The University policies regarding LOA, WVU BOG 24 regarding leave and the University Talent and Culture Department provide guidance regarding the procedures and forms that must be completed.

Generally, LOA will be granted based on the need to attend to personal matters such as perinatal care or serious illness. No academic credit may be provided for non-annual leave. Additional months will be added to the training duration if possible, but residents are advised that LOA may impact a resident's ability to complete program requirements. Therefore, a resident/fellow who takes a LOA may not be able to complete the program requirements in the allotted training time and/or may not be eligible to take the required and/or applicable board examinations at the conclusion of the training period without additional training time. The Department is not responsible for providing additional training time and, in fact, may not be able to do so without requesting permission from ACGME, which permission may or may not be granted. The grant of permission by ACGME is beyond the control of WVUSOM. A maximum of 6 months of LOA may be honored before a resident/fellow may be required to reapply to and be reaccepted into the program.

University policy and applicable laws control compensation and duration of leaves for pregnancy, illness, military, or injury. Educational requirements of the residency must be met irrespective of leave. Such leaves may result in the extension of time necessary to complete the residency. The Program will make every attempt to meet individual needs created by pregnancy or illness, and LOA will be considered and provided in accordance with University policy and applicable law, but the Program cannot control the potential inability of a resident/fellow to complete the required training if a LOA is taken.

## **Grievance, Witness and Jury Leave**

Employees who are subpoenaed, commanded to serve as jurors, or required to appear as witnesses or representatives for review proceedings of the Federal Government, the State of West Virginia, or a political subdivision thereof, or in defense of the University shall be entitled to work release time for such duty and for such period of required absence which overlaps regularly scheduled work time. Employees are entitled to leave with pay for the required period of absence during the regularly scheduled work time including reasonable travel time. For additional information, refer to the WVU Department of Talent and Culture Policies and Procedures.

When attendance in court is in connection with official duties, time required, including reasonable travel time, shall not be considered as absence from duty.

## **Holidays**

The Program Manager will assist in scheduling and coordination of available holiday time.

If you are on a service where physicians observe a state holiday, you will not be required to work on that holiday. As professionals, you are exempt from overtime or compensatory time, therefore, if a service requires you to work on a state holiday, you will not be compensated additional amounts for that worked holiday.

## **Inclement Weather**

If a resident is absent due to inclement weather, an annual leave day must be taken unless the institution is closed.

Clinic is open Monday - Thursday: 8:00 – 5:00 pm and Friday's: 8:00 – 12:00 pm

- If clinic has been cancelled, you will be notified by phone/text message
- If you cannot make it to clinic, or if you are going to be late, it is your responsibility to contact clinic ASAP: please text Dr. Brumage and Robin Altobello

WVU Classes: Classes are *rarely* cancelled. It is your responsibility to inform your instructor if you will not be attending class.

## **Lab Coats**

Two lab coats will be issued to the resident at the beginning of training. Laundry service for resident training is provided free of charge.

## **Parking**

Residents will receive a parking pass and a designated parking lot is reserved for all residents. The Security office is located in the hospital on the 4<sup>th</sup> floor.

## **Expenses**

Every effort is made to reimburse residents for expenses incurred in the residency. Full stipends and tuition support during the MPH year are provided for all residents. Additional costs may be reimbursed *depending on the availability of funds* each year. This may include: attendance and registration costs of meetings (including national and regional meetings), courses in Spirometry and Audiology, travel and accommodations for required out of town rotations, and membership dues. *In all such cases, residents are required to check with the Program Manager in advance to see if the expense can be reimbursed.*

## **Additional WVU Benefits**

- Athletic and Cultural events
- Library Privileges
- University Club - (<http://www.wvu.edu/~uniclub/>)
- Student Recreation Center - (<http://www.studentreccenter.wvu.edu/>)
- Shell Building (weight room, gym, indoor/outdoor track)
- Coliseum (racquetball, squash, and tennis courts)
- Stansbury Hall (gym)
- Natatorium (pool)
- Wellness Center – one time fee of \$10.00

## **Malpractice Insurance**

The West Virginia State Board of Risk and Insurance Management provide professional liability (malpractice) coverage. The Board of Risk is a state agency that self-insures professional liability coverage for all state employees. This occurrence-based coverage provides limits of one million dollars per occurrence. The coverage applies to all acts within the assigned duties and responsibilities of your residency training program; it does not cover you for outside activities such as moonlighting. You are required to provide your professional liability coverage for activities outside your residency training program. You must report any questionable incidents concerning patient care to your residency director and to risk management at the Health Sciences Center. A written report must be completed and sent to Risk Management (P.O. Box 9032) to be reviewed and forwarded to the Board of Risk as needed. Risk Management can be reached at 293-3584 (Health Sciences) and 598-4070 (WVUH). **(see Certificate of Liability Insurance)**

CERTIFICATE OF LIABILITY INSURANCE

Additional Insured: **West Virginia University  
PO Box 6024  
Morgantown, WV 26506-6024**

Certificate No: **L 0176 – July 1, 1971**

This certifies that the Insured named above is an Additional Insured for the Coverage indicated below under General Liability Policy RMGL 461-16-39 and Automobile Policy RMCA 774-22-74 issued to the State of West Virginia by NATIONAL UNION FIRE INSURANCE CO. OF PITTSBURGH, PA.

Coverage Period: July 1, 2018 to July 1, 2019; 12:01 a.m. Eastern Time

Coverages Afforded: Comprehensive General Liability Insurance  
Personal Injury Liability Insurance  
Professional Liability Insurance  
Stop Gap Liability Insurance  
Wrongful Act Liability Coverage  
Comprehensive Auto Liability Coverage  
Auto Physical Damage Insurance  
Garagekeepers Insurance

Limit of Liability: \$1,000,000 each occurrence\*  
  
\$1,575,000 Medical Professional Liability Pursuant to WV Code 55-7H-4

\* For all coverages combined. The per-occurrence limit is not increased if a claim is insured under more than one coverage or if claim is made against more than one insured.

Special Limits: The auto physical damage limit is the actual cash value of each vehicle subject to a deductible of \$ 1,000.

Claim Reporting: Claims should be reported to:  
Claim Manager  
West Virginia Board of Risk & Insurance Management  
1124 Smith Street, Suite 4300  
Charleston, WV 25301

**THE INSURANCE EVIDENCED BY THIS CERTIFICATE IS SUBJECT TO ALL OF THE TERMS, CONDITIONS, EXCLUSIONS AND DEFINITIONS IN THE POLICIES. IT IS A CONDITION PRECEDENT OF COVERAGE UNDER THE POLICIES THAT THE ADDITIONAL INSURED DOES NOT WAIVE ANY STATUTORY OR COMMON LAW IMMUNITY CONFERRED UPON IT.**

By: Melody Duke  
AUTHORIZED REPRESENTATIVE

Dated: 6/15/18



# **BASIC LIFE SUPPORT (BLS)**

## **Statement of need and purpose**

The health care professionals of West Virginia University Hospitals are dedicated to providing life-sustaining care where possible and where appropriate. Literature supports the assertion that timely and effective resuscitation improves patient outcome in terms of survival and functional status. ACLS and PALS are effective models of resuscitation that have the potential to affect patient survival. The Medical Executive Committee has approved the requirement that residents maintain training in advanced life support. The purpose of this policy is to describe how residents must comply with the requirement of maintaining their training in advanced life support.

## **State of General Principles and Rules**

Residents will maintain certification in advanced life support through BLS. Renewal of certification is required at least every two years. \*ACLS is not required for this program, but can be maintained if desired.

WVUH will offer courses in BLS, ACLS and PALS to meet the educational needs of the residents. These courses will be provided free at no cost to the resident.

Residents whose certification expires have a maximum of 30 days to renew their certification and may not carry the code pager during this time. If certification has not occurred by the end of the 30-day grace period, patient care activities in the hospital will be suspended until certification is obtained.

Residents must maintain BLS certification during their program.

## **Procedure**

Provider and Renewal courses in BLS/ACLS and PALS will be provided at no cost to the resident through WVUH's Education and Training Department. WVUH will pay for an outside course in advanced life support *only* if WVUH fails to offer advanced life support training in the 6 months prior to the resident's expiration date or there is documented evidence that all classes were 100% full.

The resident is responsible for submitting proof of certification to the Program Manager.

- A. If certification expires, the House Staff office will notify the resident and the program coordinator. The resident shall have 30 days in order to renew his/her certification. The resident may not carry the code pager until he/she renews the certification.
- B. If certification is not obtained within 30 days after the expiration date, patient care activities will be suspended and the resident will be referred to their department for any further action.

## Educational Program

### PGY2, PGY3 (GPM-1, GPM-2): Academics and Didactics

The academic phase is based in the School of Public Health, West Virginia University, chaired by Dean Jeff Coben, MD. The Master in Public Health (MPH) program was designed with the needs of both preventive medicine trainees and public health professionals in mind.

It serves the public health training needs of West Virginia and the surrounding region, and has pioneered distance learning techniques to reach public health professionals throughout the state. It admitted its first class in 1996, and now has full accreditation status by the Council on Education in Public Health (CEPH).

Residents in general preventive medicine receive tuition support to obtain the academic coursework towards a Master of Public Health (MPH) degree. All residents in the academic phase enroll in the on-campus MPH degree, Epidemiology track.

Residents are required to complete all MPH coursework, however, to satisfactorily complete the residency and to sit for board certification examination by the American Board of Preventive Medicine (ABPM). Additional or alternative courses may be taken with approval of the Program Director. By the conclusion of training, the resident will, through academics (and didactics):

- Apply principles and methods of biostatistics and epidemiology effectively
- Plan, administer, and evaluate health systems and medical programs
- Recognize, assess, and control environmental and occupational health hazards
- Address social, cultural and behavioral factors influencing individual and public health
- Implement primary, secondary, and tertiary prevention for assessed needs
- Identify and counter disease and injury threats related to military service
- Communicate clearly to multiple professional and lay target groups, in both written and oral presentations, the level of risk from hazards and the rationale for and results of interventions

<b>Suggested Plan of Study</b>		
<b>FALL Semester</b>		
Leadership and Advocacy in PH Practice	PUBH 640 (F)	3
Contemporary Foundations of Public Health Practice	PUBH 610 (F)	2
Research Translation and Evaluation in PH Practice	PUBH 612 (F)	4
Systems Thinking in Public Health Practice	PUBH 641 (F)	3
Epidemiology for PH Practice	PUBH 61 (F)	2
Data Management and Reporting	BIOS 611 (M)	3
<b>SPRING Semester</b>		
Building and Sustaining Public Health Capacity	PUBH 620 (F)	2
Public Health Prevention and Intervention	PUBH 621 (F)	3
Applied EPI of Public Health	EPID 611 (M)	3
Electives		9
<b>SUMMER</b>		
<b>FALL Semester</b>		
Applied EPI for Public Health	EPID 612 (M)	3
MPH Field Practice	PUBH 630 (F)	3

<b>SPRING Semester</b>		
Graduate Seminar	PUBH 696 (F)	1
EPI Capstone	EPID 629 (M)	2
Graduate Seminar	EPID 696 (M)	2

**\*\* Schedule subject to change.**

Admissions & Records Schedule of Courses

[https://star.wvu.edu/pls/starprod/bwckschd.p\\_disp\\_dyn\\_sched](https://star.wvu.edu/pls/starprod/bwckschd.p_disp_dyn_sched)

**For more information:**

<http://publichealth.wvu.edu/students/residency-programs/forms-policies/>

## **PGY2, PGY3 (GPM-1, GPM-2): Practicum**

The GPM program is designed for residents to assume progressive authority and responsibility both within rotations and throughout the two years of training. Residents are overseen by faculty on site and their performance is reviewed quarterly by the program director. The resident will be closely supervised throughout the program with end-of-rotation faculty evaluations, resident feedback at each rotation, patient feedback (when appropriate) for clinical rotations, and review and recommendations of the Clinical Competency Committee. Academic progress will be measured by the MPH course evaluations and grades. The ACPM in-service examinations at the beginning of the GPM-1 and GPM-2 years will serve as another means to assess knowledge base and progression. During quarterly evaluations, the program director will review the milestones and progress made through all evaluations described above. Based on these evaluations, the resident will receive a letter outlining progress made to date, areas of improvement required, and direction for the next 3 month period with expectations for advancing in milestones, knowledge, responsibility, and authority. The resident will gain foundational knowledge in public health and general preventive medicine that will progress from the GPM-1 year to apply in the GPM-2 year.

For example, experience in the OM clinic (GPM-1) is progressive. Initially, residents are expected to discuss each patient with the attending before the patient is permitted to leave. As the resident gains skill, they are allowed to dismiss patients for fit-for-duty evaluations which are entirely normal and discuss them with the attending later during the clinic. For treatment and exposure assessment patients, while the attending physician must see and examine each patient before they leave, initially the attending will repeat much of the history and examination and will provide most of the communications to the patient. As the resident gains skill, the attending physician will still meet the patient, but the resident will be relied upon for the history, examination, assessment plan, and ultimately all communications with the patient and the insurance carrier.

In another example, experience in the KCHD rotation (GPM-2), which includes clinical and non-clinical experiences, is a progressive rotation that takes the various outpatient clinical experiences gained in the OM clinic, the Student Health Services Clinic, and the Cabin Creek Health Systems (CCHS) clinics and culminates in a supervised, acting health officer role which will closely simulate the leadership, authority, responsibility, and conditional independence that serves as a key experience in determining the resident's ability to perform the work of an independent practitioner once they have completed the program. The idea is to simulate the

role of a community health strategist as outlined in the Health and Human Services (HHS) Public Health 3.0 model. A health officer is expected to have a broad foundational knowledge of public health and preventive medicine, experience as a competent clinician within the scope of a preventive medicine physician, an understanding of the systems of care and the overlapping roles of primary care/clinical medicine, population health, and public health. A health officer is also expected to display professionalism, interpersonal and communication skills, understand and utilize practice-based learning and improvement.

**Rotations are described in detail in [Appendix A](#)**

### **Curriculum Organization and Resident Experiences (IV.A.6)**

Resident education must take place in settings where decisions about the health of defined populations are routinely made and where analyses and policies affecting the health of these individuals are under active study and development.

*IV.A.6.d).*

Residents must have a minimum of two months of direct patient care experience during each year of the program. *IV.A.6.d).(2)*

Residents must have a minimum of two months (or equivalent) experience at a governmental public health agency. *V.A.6.d).(4)*

All residents must maintain a Resident Learning Portfolio. This portfolio must be reviewed with the program director as part of the semiannual evaluation, and must include the following: Patient Care, Medical Knowledge, Practice Based Learning and Improvement, Interpersonal and Communication Skills, Professionalism, Systems based Practice, Evaluations *V.A.6.e)(1)-(7)*, Residents Scholarly Activities *IV.B.1.*

The curriculum must advance residents' knowledge of the basic principles of research, including how research is conducted, evaluated, explained to patients, and applied to patient care.*IV.B.1.*

Residents should participate in scholarly activity *IV.B.2.* The sponsoring institution and program should allocate adequate educational resources to facilitate resident involvement in scholarly activities. *IV.B.3.*

## Promotion

Each resident will meet with the Program Director, as well as other faculty when deemed appropriate by the Program Director, on a quarterly basis to evaluate the resident's performance in the academic and clinical phases of the residency. Evaluations, transcripts, in-service exams and milestones will be reviewed with the resident, and any areas of weakness or deficiency noted. In addition, more frequent meetings will be required if there is evidence of substandard performance on the resident's part. Preceptors of the practicum rotations are encouraged to contact the Program Director, who will attempt to address any problems, deficiencies, or concerns with the resident. Residents and faculty will devise a plan to address any serious deficiencies noted in practicum evaluations.

Continued progress in the residency will require that residents meet expectations of the faculty and practicum preceptors, and follow-through on correction of any noted deficiencies. The resident must throughout the year exhibit continued progress toward increased assumption of responsibility in the care of patients and in the management of occupational health and medical services, and must, at the end of the program, be ready for the independent assumption of these responsibilities.

### Academic or PGY-2 Level

Promotion to PGY-3 depends on successful completion of the PGY-2. The requirements include:

1. Successful completion of the MPH curriculum according to criteria established by the MPH degree program. \*Each resident will be responsible for seeing that the Program Director is sent a transcript of coursework and grades at the end of each semester.
2. Satisfactory quarterly reviews.

Note: Promotion from the academic to practicum year is also dependent upon successful completion and ongoing participation in General Preventive Medicine activities including the following:

- Clinical Activity: Residents must have a minimum of *two months of direct patient care experience in an occupational setting* under the direct supervision of the physician staff.
- Preventive Medicine departmental lectures.
- Other activities, including didactics, journal club, case presentation seminars, and research seminars.

### **The following exception to the promotional rules may be made at the discretion of the Program Director:**

- Residents not completing up to one-MPH course (incomplete grade) may begin practicum training at discretion of the Program Director, provided a concrete and mutually acceptable plan is presented. No credit will be given for practicum training until all MPH coursework is complete.

## **Practicum or PGY-3 Level**

Completion of the PGY-3 year is synonymous with residency completion. The requirements include:

1. Twelve months of clinical (*two months of direct patient care*)
2. Satisfactory completion of the MPH practicum and all MPH requirements.
3. Satisfactory evaluation from preceptors of the practicum rotations.
4. Satisfactory completion of expected competencies in preventive medicine. These are established by agreement with practicum rotation preceptors and will be outlined with the resident at the commencement of each practicum rotation. It is expected that each resident will fulfill all of the general categories of competency, although specific skills may vary between residents and between practicum sites.

## **Conditions for reappointment/Non-renewal of appointment or non-promotion**

In instances where a resident's agreement will not be renewed, or when a resident will not be promoted to the next level of training, the Sponsoring Institution must ensure that its programs provide the resident(s) with a written notice of intent no later than four months prior to the end of the resident's current agreement. If the primary reason(s) for the non-renewal or non-promotion occurs within the four months prior to the end of the agreement, the Sponsoring Institution must ensure that its programs provide the resident(s) with as much written notice of the intent not to renew or not to promote as circumstances will reasonably allow, prior to the end of the agreement.

Residents must be allowed to implement the institution's grievance procedures if they receive a written notice either of intent not to renew their agreement(s) or of intent to renew their agreement(s) but not to promote them to the next level of training.

<https://publichealth.hsc.wvu.edu/occmmed/residency-program/forms-policies/>

## **Dismissal/Termination**

The Program may take corrective or disciplinary action including dismissal for cause.

<https://publichealth.hsc.wvu.edu/occmmed/residency-program/forms-policies/>

## **Residency Completion**

Residents will be given notification of completion of training through a certificate, which may be used for board application purposes. (see ABPM Board Certification Requirements)

# Board Certification Requirements

## American Board of Preventive Medicine (ABPM)

### Overview

Preventive medicine focuses on the health of workers, including the ability to perform work; the physical, chemical, biological, and social environments of the workplace; and the health outcomes of environmental exposures. Practitioners in this field address the promotion of health in the workplace, and the prevention and management of occupational and environmental injury, illness, and disability.

### General Requirements

- **Medical License** – An unrestricted and currently valid license(s) to practice medicine in a State, the District of Columbia, a Territory, Commonwealth, or possession of the United States or in a Province of Canada is required. If the applicant has licenses in multiple states, no license may be restricted, revoked, or suspended or currently under such notice.
- **Medical Degree** – Graduation from a medical school in the United States which at the time of the applicant's graduation was accredited by the Liaison Committee on Medical Education, a school of osteopathic medicine approved by the American Osteopathic Association, an accredited medical school in Canada, or from a medical school located outside the United States and Canada that is deemed satisfactory to the Board is required.
- **Graduate Coursework** – At least 15 total equivalent hours of graduate level courses are required in the core coursework areas of biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences. The minimum 15 credit hours of coursework should appropriately reflect the 5 content areas listed above to ensure applicants are well grounded in foundational public health knowledge and should be graduate level courses. Courses that may include multiple content areas must meet the equivalent academic requirements and content of the traditional individual courses. Undergraduate courses and course work in medical school will not be considered to meet these requirements.

**For More Information:**

<https://www.theabpm.org/>

## **Schedules**

The Program Manager will work with the residents to coordinate a monthly schedule. Residents must have a minimum of four months of direct patient care experience in an occupational setting during each year of the program. Clinics, rotations and conferences are planned around the MPH course schedule.

## **Preventive Medicine Grand Rounds – Didactics**

Residents, faculty, interested staff and invited guests attend preventive medicine grand rounds and didactics. The purpose of the grand round lecture is to address scientific issues of concern to the practice of preventive/occupational medicine and to supplement the didactic component of the residency practicum.

Lectures also offer an opportunity for preceptors at participating sites, hospital faculty and residents to become acquainted and to facilitate scientific learning and interchange. The WVU Office of CME designates this live activity for a maximum of 1 *AMA PRA Category 1 Credit(s)*™.

All residents are required to attend grand rounds and didactics except when outside rotations prohibits their travel or when on vacation and/or sick.

As scheduling permits, residents are encouraged to attend the NIOSH Respiratory Health Division (RHD) seminars held on Wednesdays at 10:30 a.m. Residents are forwarded topic announcements each week via email.

## **Journal Club**

Journal Club is conducted monthly by the residents on a rotating basis.



# Learning and Working Environment

## Patient Safety

A culture of safety requires continuous identification of vulnerabilities and a willingness to transparently deal with them. Both residents and faculty participate in patient safety systems and contribute to a culture of safety (i.e. hospital committees)

## Quality Improvement

Residents will have the opportunity to participate in inter-professional quality improvement activities.

## Supervision and Accountability

### Levels of Supervision (V1.A.2.c)

**Direct Supervision** - physically present during patient encounters

#### **Indirect Supervision:**

- Director supervision immediately available - Attending is on site
- Direct supervision available – immediately available by phone and available to provide direct supervision

**Oversight** – the attending is available to provide review of procedures/encounters with feedback provided after care is delivered

**Junior resident:** residents that are in their PGY-2 year of training

**Senior resident:** residents that are in their PGY-3 year of training

**Attending faculty/Preceptor** – has ultimate responsibility for all medical decisions regarding the patient and therefore must be informed of all necessary patient information

1. The residency program will provide supervision of residents that is consistent with each resident's abilities, with patient care, and with educational needs of the resident guided by the Milestones.

a. Academic Year, PGY-2

Occupational Medicine residents are assigned to specific clinics throughout the two-year program. While in these clinics, residents are under the direct supervision of the faculty physician specifically designated in the clinic schedule. Each faculty physician supervises no more than two residents in clinic and no more than three residents are scheduled in clinic at any one time. Using the electronic medical record (EMR), all resident notes are directed to the supervising faculty physician for review and co-signature before encounters are closed. Senior residents do not supervise junior residents. The Program Director will provide feedback and formative evaluations concerning resident performances at 3-month intervals.

While enrolled in the MPH degree, each resident is indirectly supervised by a designated faculty advisor who is an occupational medicine physician cross-appointed to the School of Public Health.

Direct supervision is not necessary; however, residents are expected to report any departure from class schedule in advance.

b. Practicum Year, PGY-3

While on clinical rotations within WVU Healthcare but outside of occupational medicine, the resident is supervised by faculty according to the procedure of the relevant department. When on off-site rotations, the resident is supervised by the designated preceptor as outlined in the Program Letter of Agreement (PLA).

2. The resident should notify the attending of any significant changes in the patient's status or significant difficulty in developing a plan of care due to conflicts with the patient, their representatives or consultants. This should include but not be limited to: transfer of patient care or need to perform an invasive procedure.

3. The program will have methods for providing continuous evaluation of residents. This shall include, but not limited to, oral and written evaluations and chart audits. Written evaluations will be submitted by practicum preceptors at the end of every rotation. Reviews with the Program Director will be conducted quarterly, and a formative evaluation made in writing. These will be placed in the resident file. The trainee shall have access to this information. (V.A.2b)

4. Direct personal supervision will be provided by the Program Director and assigned faculty/preceptors. Supervision shall pertain to: discharge of all clinical duties; assessment of ability to gather appropriate information; assessment of ability to integrate and employ state of the art knowledge; application of knowledge to clinical and public health problem solving; ability to communicate this clinical information to patients and their families; ability to communicate public health implications to industry, labor, government, or others who may need it.

5. It is the goal and responsibility of the trainee to continuously demonstrate progress towards acceptance of the responsibility for provision of occupational health care. It is the role of the faculty/preceptor to accept these responsibilities and provide appropriate training to meet these goals. Toward this end, a list of expected competencies in occupational medicine (**Appendix B**) will be provided to the residents on commencement training.

An initial evaluative session between the resident and the Program Director will be held at the start of the residency in order to identify strengths and areas in which the resident could benefit from specifically directed training. The faculty/preceptor will be apprised in advance of the competencies that are expected of the residents at the completion of each rotation, usually through obtaining a copy of the rotation agreement.

6. Residents shall be responsible for compiling and submitting a record of activities. Faculty are responsible for using this information to assure that all required aspects of training occur.

## **Resident Forum**

A resident forum will be conducted on a quarterly basis. Any resident from the program(s) will have the opportunity to directly raise a concern to the forum. Residents also have the option, at least in part, to conduct their forum without the DIO, faculty members or other administrators present. Residents will have the option to present concerns that arise from discussions to the DIO and GMEC.

## **Dress Code**

ID Badges must be worn at all times. Employee name and picture must be visible. Hair should be kept neat and clean and pulled back if necessary.

Light-scented cologne, perfume, lotion, or aftershave is permitted.

Seasonal holiday clothing (tops, socks, ties) must be consistent with overall appearance standards. Seasonal holiday clothing may only be worn from November 15 – January 1<sup>st</sup>.

- **Clinic:**
  - Business casual; khakis or pants, full button-down shirt with tie, loafers or loafer-style shoes
  - NO t-shirts, shorts, jeans or flip-flops/open-toed sandals
  - Approved ID badge must be worn at all times at a location above the waist
  
- **Office/Didactics/MPH Classes:** Business casual; khakis or pants, casual button-down shirt, open-collar or polo shirt; loafers or loafer-style shoes
  - NO t-shirts, shorts, jeans or flip-flops/open-toed sandals

<http://wvumedicine.org/wp-content/uploads/2017/12/Dress-Code-Policy-122617.pdf>

## **Cell Phones**

Cell phones are not to be used for personal matters during clinic, grand rounds and didactics. During these times all phones should be turned to silent/vibrate only. This includes text messages.

## **Well Being**

### **Fatigue Mitigation**

The Occupational Medicine clinic is open 8:00 – 5:00 pm Monday-Friday. Occupational Medicine residents do not work nights or weekends, although most MPH courses are scheduled for the late afternoon/early evening.

Residents are encouraged to evaluate their schedule, create healthy sleep habits and get regular exercise.

Education, via didactic discussions and video, will be provided on signs and symptoms of fatigue.

The Program Director and faculty will monitor each resident carefully for signs of fatigue. The Program Director/Program Manager also monitors fatigue as it relates to duty hours as reported in e-Value submitted by the residents.

If a resident perceives that they are too fatigued or stressed to work, they should immediately notify their supervising attending and the program director/program manager.

A suitable arrangement will be made based on the individual situation. If a resident feels they are unable to drive they should ask for a ride from a co-worker, or taxi vouchers are available at the Emergency Room check-in desk for a taxi ride home.

### **Transitions of Care**

To minimize the number of transitions in patient care the OM clinic eliminated a separate residents' schedule and patients are now only scheduled with attending faculty physicians. Return appointments are scheduled using the following priority scheme:

1. Same resident, same attending
2. Different resident, same attending
3. Same attending (alone)

For OM, this includes primarily out-patients, but is also applicable to any in-patients we may be following as consultants.

All patient visits are completed by the same provider(s) who started the visit. All clinic notes are constructed with sufficient detail to allow for follow-up by another provider if necessary. The potential for transfer of care within the clinic occurs between the initial and subsequent visits. It is the goal in all clinic scheduling to minimize transfers of care.

Interservice transitions of care are extremely infrequent, but may occur when a patient requires evaluation or treatment beyond the capabilities of the OM clinic for continued care. Examples would include patients with fracture(s) requiring orthopedic care or cardiovascular instability requiring evaluation in the Emergency Department. It is expected that the transfer will be done verbally with the receiving service. The resident is expected to contact a senior resident on the receiving service and provide them with all necessary medical information.

It is required that each resident be monitored by faculty for proficiency in verbal transitions of care annually. Following an actual or simulated inter-service transition of care, faculty will complete an evaluation of the transition, and the resident will be asked to complete a self-assessment. The goal of this is to guide the formation of the resident's inter-service transition skills.

Consistent processes of transfer of care as well as efficient communication are essential to ensure safe and effective patient care.

### **Work Hours**

Residents have no call or weekend responsibilities in the occupational medicine residency. Therefore, work hours should never be exceeded by any residents. Nevertheless, residents are expected to be in compliance with all of the ACGME Work Hour Rules at all times. The program complies with the ACGME policy for Work hours, including the requirement to record and monitor work hours for all residents. This policy is as follows:

Providing residents with a sound academic and clinical education takes careful planning balanced with concerns for patient safety and resident well-being. Our goal is to enhance the educational experience by allowing the resident adequate time for rest and activities outside the hospital environment.

Work hours are monitored by the Program Manager through the e-Value online system at [www.e-value.net](http://www.e-value.net) with a copy kept in their files.

Residents are responsible for watching their work hours using the e-Value system, as each month progresses. If they anticipate that they will be over their maximum number of hours by the end of the month, they should report this to the Program Manager, immediately upon discovery, but always in advance of the violation. Upon notification, the Program Manager will check e-Value to validate the hours and if a violation will occur as a result of the resident working the remainder of the rotation, alternative arrangements will be made to reduce the work hours for the resident to keep them in compliance with the maximum hours that they may work for that month.

Each program letter of agreement (PLA) indicates the start/end time, Monday – Friday, for that rotation. Residents have no obligations for working after hours or on weekends.

In any situation in which a resident believes he/she is being asked or expected to work in a manner, which is in conflict with the ACGME regulations, the resident is expected to bring this situation to the attention of the attending of the rotation. The attending will assess the situation and either state that he/she believes the situation is not a work hour violation, or provide coverage for the resident's patients to avoid a conflict. If the resident does not believe the matter is resolved, they should contact the Program Director or Program Manager.

*\* Work hours are defined as all clinical and academic activities related to the program, i.e., patient care (both inpatient and outpatient), administrative duties related to patient care, the provision for transfer of patient care, time spent in-house during call activities, and scheduled activities such as conferences. Work hours do not include reading and preparation time spent away from the duty site.*

*Work hours must be limited to 80 hours per week, averaged over a four week period, inclusive of all in house call activities and all moonlighting.*

*\* Moonlighting must not interfere with the ability of the resident to achieve the goals and objectives of the educational program, and must not interfere with the resident's fitness for work nor compromise patient safety*

*Time spent by residents in Internal and External Moonlighting (as defined in the ACGME Glossary of Terms) must be counted towards the 80-hour Maximum Weekly limit on duty hours.*

*\* Residents must be scheduled for a minimum of one day free of duty every week (when averaged over four weeks). At-home call cannot be assigned on these free days.*

*\* Work periods of PGY-2 residents and above may be scheduled to a maximum of 24 hours of continuous duty in the hospital. Programs must encourage residents to use alertness management strategies in the context of patient care responsibilities. Strategic napping, especially after 16 hours of continuous duty and between the hours of 10:00 pm and 8:00 am, is strongly suggested.*

*\* Intermediate-level residents (PM-1 as defined by the Review Committee) should have 10 hours free of duty, and must have eight hours between scheduled duty periods. They must have at least 14 hours free of duty after 24 hours of in-house duty.*

*\* Residents in the final years of education (PM-2 as defined by the Review Committee) must be prepared to enter the unsupervised practice of medicine and care for patients over irregular or extended periods.*

*\* Circumstances of return-to-hospital activities with fewer than eight hours away from the hospital by residents in their final years of education must be monitored by the program*

director. Such circumstances considered will be: required continuity of care for a severely ill or unstable patient; a complex patient with whom the resident has been involved; events of exceptional educational value, or humanistic attention to the needs of a patient or family.

[https://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/380\\_preventive\\_medicine\\_2016\\_TCC.pdf](https://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/380_preventive_medicine_2016_TCC.pdf)

## **Moonlighting**

Moonlighting by residents is defined as clinical activities outside the West Virginia University Hospital or approved off-site rotations. *Residents on J1 VISA's are NOT permitted to moonlight, either internally or externally.*

Residency training is a full-time commitment. Moonlighting is allowed only if it does not interfere with the ability of the resident to achieve the goals and objectives of the educational program. Nevertheless, it is recognized that for some residents it is an economic necessity.

Professional liability protection provided to residents through the West Virginia Board of Insurance and Risk Management does not extend to moonlighting activities performed outside the program.

Resident moonlighting is permitted in the PG-2 and PG-3 years if the following conditions are met:

- Residents must have received passing grades for all MPH coursework and satisfactory evaluations for all rotations.
- Any resident on probationary status is prohibited from moonlighting.
- The Program Director, on an individual basis, must approve the amount of moonlighting performed.
- Moonlighting must not conflict with resident responsibilities.
- Residents must complete any moonlighting activities at least 12 hours before they are required to be available for residency clinical activities or practicum rotation.

Any exceptions to this policy must be approved by the Program Director.

## **Practitioners Health**

West Virginia Medical Professionals Health Program is committed to the safety of the public by promoting the physical and mental well-being of West Virginia healthcare providers. WVMPHP offers the following:

- Assistance, Guidance and Support
- Confidentiality for “voluntary” participants
- Initial Assessments
- Interventions
- Assist with referrals for Evaluation and/or Treatment
- Multi-year Recovery Contract
- Case Management

- ADVOCACY with Regulatory agencies and hospitals
- Consultations for clinics, hospitals and other healthcare facilities
- <http://www.wmphp.org/>

Finding Balance in a Medical Life (book review)

[http://www.wmphp.org/Finding\\_Balance...\\_Book\\_review-P\\_Bradley\\_Hall\\_MD.pdf](http://www.wmphp.org/Finding_Balance..._Book_review-P_Bradley_Hall_MD.pdf)

Workplace Stress and the Healthcare Provider (article)

[http://www.wmphp.org/WVAPA\\_Bulletin\\_-\\_Workplace\\_Stress\\_and\\_the\\_Healthcare\\_Provider.pdf](http://www.wmphp.org/WVAPA_Bulletin_-_Workplace_Stress_and_the_Healthcare_Provider.pdf)

Physician Suicide (article) [http://www.wmphp.org/Selby-PhysSuicide\\_WVSMA\\_article.pdf](http://www.wmphp.org/Selby-PhysSuicide_WVSMA_article.pdf)

# Appendix A

## Participating Sites

Occupational Medicine Clinic  
West Virginia University School of Public Health  
Morgantown, WV

### Preceptors On-Site:

Anna Allen, MD, MPH	Board certified in Occupational/Family Medicine
Robert Gerbo, MD	Board certified in Family Medicine
ChuanFang Jin, MD, MPH	Board certified in Occupational Medicine
Jennifer Lultschik, MD, MPH	Board certified in Occupational Medicine
Christopher Martin, MD, MSc	Board certified in Occupational Medicine

Duration: 3-4 half-days/week

Setting: University medical center based practice serving regional industries and employers as a resource for evaluation and management of occupational illness and injuries, consultation to industry, labor, government, community groups, and academia, worksite evaluation in industrial hygiene and safety, and as a teaching and prevention resources.

Resources on site: Occupational health nursing; Industrial Hygiene and Safety resources and personnel available; Full spectrum of diagnostic testing; Computer resources

### Rotation Goals:

- How to evaluate work-related disease by developing clinical occupational medical skills, both in general assessment of patients, and in the areas of dermatology, infectious disease, musculoskeletal injury and orthopedics, ophthalmology, pulmonary medicine, surgery and toxicology as they relate to occupational and environmental illness.
- How to design and establish a medical surveillance program to prevent and detect work-related disease.
- How to establish an occupational health program and how to determine the types of occupational medical services necessary at an organization.
- How to conduct a plant walk-through and to interpret the results of industrial hygiene surveys to assess occupational hazards.
- How to recognize when a clinical study should be initiated in an outbreak of occupational illness. An understanding of epidemiology, biostatistics, and applied toxicology is critical. Trainees should recognize the importance of coordinating the efforts of a variety of professionals to conduct these evaluations.
- How to prepare educational programs and advise employers/employees on preventive measures (work practice controls, engineering controls, and personal protective equipment) in the workplace.
- Familiarity with the legal, ethical, and regulatory issues related to the practice of occupational medicine.



- Understanding the standards, including their basis and application, of the Occupational Safety and Health Administration which address occupational health hazards.
- Awareness of the important medical literature related to occupational and environmental medicine and ability to review and interpret the results of research studies.
- Familiarity with principles of environmental health, including the health effects of water and air pollution, indoor air pollution, hazardous waste in the environment, and ability to recommend measures to reduce health risks from the environment.
- How to develop research protocols in occupational medicine.

**Rotation Objectives:**

- Residents will form an integral part of a major occupational health program that serves as a resource to industries of all sizes and types, labor, and government, throughout West Virginia and neighboring states.
- Residents will interact directly with patients, employers, supervisors, administrative and human resource personnel, industrial hygienists, safety personnel, and labor groups under the direction of the faculty
- Residents will become familiar, and participate in, the West Virginia Worker’s Compensation system, to which the Institute serves as a consultant.
- Residents will learn how to prepare reports of patient evaluations for a variety of sources, including the state workers’ compensation system, referring physicians region, and for disability and legal uses.
- Residents are expected to use computer resources to access medical, toxicological, and legal information sources, and to integrate this information into their assessment of patients and worksites.

*\*\*\*The only rotation taken by residents at both the PGY2 and PGY3 levels is the Occupational Medicine clinic. We intentionally do not provide different objectives and competencies for these two levels. Occupational Medicine is a discipline which places relatively greater emphasis on assessment rather than treatment. Therefore, our expectation is that residents progressively assume greater responsibility in achieving the same goals and competencies.*

**Milestones for Occupational Medicine Clinic**

Patient Care	<ul style="list-style-type: none"> <li>• Recognize, evaluate, and treat exposures to toxins at work or in the general environment</li> <li>• Assess if there is risk of an adverse event from exposure to physical, chemical, or biological hazards in the workplace or environment, and characterize, make recommendations for control of, and communicate the risk</li> <li>• Apply skills in emergency preparedness and response</li> </ul>
--------------	--

	<ul style="list-style-type: none"> <li>• Monitor, diagnose, and investigate community health problems</li> <li>• Inform and educate populations about health threats and risks</li> <li>• Develop policies and plans to support individual and community health efforts</li> <li>• Evaluate population-based health services</li> <li>• Provide evidence-based clinical evaluation and treatment for injuries and illnesses that are occupationally or environmentally related</li> <li>• Comply with regulations important to occupational and environmental health; workplace hazard related, and consumer/community hazard related</li> <li>• Determine if a worker can safely be at work/complete required job tasks, and provide guidance for integrating an employee with a disability into the workplace</li> <li>• Identify and address individual and organizational factors in the workplace in order to optimize the health of the worker and enhance productivity</li> <li>• Develop, evaluate, and manage medical surveillance programs for the workplace</li> <li>• Apply an ethical approach to promote the health and welfare of the individual worker and protect worker rights and privacy in the context of overriding workplace public health and safety</li> </ul>
Medical Knowledge	<ul style="list-style-type: none"> <li>• Behavioral health: identifies best practice and tools to assess risk behaviors</li> <li>• Environmental health: describes individual factors that impact susceptibility to adverse health effects from environmental exposures</li> <li>• Biostatistics: describes frequently used statistical tests</li> <li>• Epidemiology: knows methods for calculating basic measures of disease frequency and risk</li> </ul>
Practice Based Learning and Improvement	<ul style="list-style-type: none"> <li>• Identify strengths, deficiencies, and limits in one's knowledge and expertise; set learning and improvement goals and identify and perform appropriate learning activities utilizing information technology, evidence from scientific studies, and evaluation feedback; systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement</li> </ul>
Interpersonal and Communication Skills	<ul style="list-style-type: none"> <li>• Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds; communicate effectively with physicians, other health care professionals and health-related agencies; work effectively as a member or leader of a health care team or other</li> </ul>

	<p>professional group; act in a consultative role to other physicians and health professionals</p> <ul style="list-style-type: none"> <li>• Maintain comprehensive, timely and legible medical records, including electronic health records (EHR)</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Compassion, integrity, and respect for others, as well as sensitivity and responsiveness to diverse patient populations, including diversity in gender, age, culture, race, religion, disabilities, and sexual orientation; knowledge about, respect for, and adherence to the ethical principles relevant to the practice of medicine, remembering in particular that responsiveness to patients that supersedes self-interest is an essential aspect of medical practice</li> <li>• Accountability to patients, society and the profession</li> </ul>
Systems Based Practice	<ul style="list-style-type: none"> <li>• Work and coordinate patient care effectively in various health care delivery settings and system</li> <li>• Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care, as appropriate</li> <li>• Work in inter-professional teams to enhance patient safety and improve patient care quality; advocate for quality patient care and optimal patient care systems; participate in identifying system errors and implementing potential systems solutions</li> </ul>

**BrickStreet Mutual Insurance**  
**Charleston, WV**

**Preceptor:** Randall Short, DO, Medical Director

**Duration:** One month

**Setting:** Privatized compensation system

**Resources On-site:** Full time medical director; several part-time medical advisors; database manager and consultants to this agency

**Rotation Goals:**

- Apprehend the workings of an independent run workers' compensation system
- Learn the techniques of consultation to insurers, employees, governmental agencies, and the legal system
- Understand the means by which management and compensation of workers for occupational injuries and disease is performed
- Become familiar with the workers' compensation database, and understand the techniques and purposes of using a database in the examination and reduction of compensation costs

**Rotation Objectives:**

- The preceptor will coordinate interactions with various components of the BrickStreet Insurance to allow the resident to understand how this system operates. The resident should understand the “life of a claim” from the point of a claim is filed to various outcomes such as acceptance, denial and appeal, final closure, etc.
- The resident would participate, as appropriate, in providing medical consultation for BrickStreet Insurance personnel. This will involve formal written file reviews under the supervision of medical staff, as well a less formal verbal interactions

<b>Milestones for BrickStreet</b>	
Patient Care	<ul style="list-style-type: none"> <li>• Make informed decisions about diagnostic and therapeutic interventions based on patient information, up to date scientific evidence and clinical judgment</li> <li>• Work with health care professionals, including those from other disciplines, to provide patient focused care</li> <li>• Ability to perform disability and impairment rating examinations</li> </ul>
Medical Knowledge	<ul style="list-style-type: none"> <li>• Understanding of the independent medical examiner role</li> <li>• Ability to write appropriate work restrictions</li> <li>• Ability to provide expert opinions and testimony regarding the work relatedness of disease</li> <li>• Knowledge of workers’ compensation services rules and reimbursement issues</li> </ul>
Practice Based Learning and Improvement	<ul style="list-style-type: none"> <li>• Ability to recognize and manage delayed recovery</li> <li>• Understanding of medical information systems and application to surveillance and tracking of worker disability</li> </ul>
Interpersonal and Communication Skills	<ul style="list-style-type: none"> <li>• Ability to advise patients about the basic elements of workers compensation law</li> <li>• Understanding of the nursing role in an occ. Health services; ability to work effectively with the OHN</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Knowledge of the legislation protecting the handicapped in workers selection (Americans with Disabilities Act)</li> <li>• Ability to determine employees’ rights to confidentiality in employer requests for medical records information</li> </ul>
Systems Based Practice	<ul style="list-style-type: none"> <li>• Manage worker insurance documentation and paperwork, for work related injuries that may arise in numerous work settings</li> <li>• Ability to properly report cases of occupational injury and illness according to existing regulations</li> </ul>

National Institute for Occupational Safety and Health  
Respiratory Health Division (RHD)  
Morgantown, WV

**Director:** David Weissman, MD

**Preceptors:** Rachel Bailey, DO and Randall Nett, MD

**Duration:** Six months (1.5 days/week)

**Setting:** The Division provides national and international leadership for preventing work-related respiratory disease and optimizing workers' respiratory health by generating new knowledge and transferring that knowledge into practice for the betterment of workers. RHD has a multidisciplinary approach and specializes in identifying, evaluating, and preventing a spectrum of work-related respiratory diseases, such as work-related asthma, chronic obstructive pulmonary diseases, and pneumoconiosis.

**Rotation Goals:**

- To introduce the resident to NIOSH and its role in occupational respiratory diseases research, surveillance, and service
- To provide the resident with specialized training experiences in research, surveillance, and service related to occupational respiratory disease
- To allow the resident to actively participate in at least one field investigation, such as a Health Hazard Evaluation
- To allow the resident to explore career opportunities in occupational medicine at NIOSH

**Rotation Objectives:**

- Work with health care professionals, including those from other disciplines, in outgoing studies, as well as surveillance activities. Emphasis will be placed on principles of surveillance and epidemiology
- Mentored self-study of ILO classification of radiographs of pneumoconiosis using NIOSH syllabus. Develop an understanding of the NIOSH B-reader program. Assist and work effectively with others as a team on the national coal workers' pneumoconiosis surveillance program
- Become familiar with the various means for communicating occupational respiratory disease abatement information to multiple professional and lay target groups, both in oral and written presentations. Respond, as appropriate, to selected inquiries concerning occupational respiratory disease and related matters.
- Attend team meetings and assist in field investigations and evaluations, as well as in search for and reviewing pertinent existing information. Emphasis will be placed on demonstrating an investigatory and analytical thinking approach to identify disease conditions and potential risk factors and develop recommendations for preventing occupational respiratory diseases.

**Milestones of NIOSH - RHD**

Patient Care	<ul style="list-style-type: none"> <li>• Ability to advise workers regarding industrial hygiene controls such as work practices, personal protective equipment use, and engineering controls</li> </ul>
Medical Knowledge	<ul style="list-style-type: none"> <li>• Knowledge of the key elements of a good respirator program, and ability to perform respirator certification exams</li> <li>• Knowledge of the proper response to non-occupational public health problems, such as an outbreak of food-borne illness</li> <li>• Knowledge of primary, secondary, and tertiary methods of prevention</li> </ul>
Practice Based Learning and Improvement	<ul style="list-style-type: none"> <li>• Ability to perform a workplace walk through and to identify major health and safety hazards</li> <li>• Ability to recommend control measures to employers to reduce safety and health hazards</li> <li>• Ability to evaluate and interpret the results of basic industrial hygiene surveys</li> <li>• Ability to evaluate the health effects of toxic exposures in the workplace, including mixtures</li> </ul>
Interpersonal and Communication Skills	<ul style="list-style-type: none"> <li>• Communicates professionally with personnel, including supervisors, support staff and outside professionals</li> <li>• Sensitivity to gender, culture, age and disability issues</li> <li>• Computer applications relevant to occupational medicine – use of statistical and database software in research work</li> <li>• Ability to use a computer database to research the health effects of a chemical substance</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Timeliness</li> <li>• Demonstrates compassion and integrity</li> <li>• Adheres to ethical principles</li> </ul>
Systems Based Practice	<ul style="list-style-type: none"> <li>• Monitor/survey workforces and interpret monitoring/surveillance data for prevention of disease in workplaces and to enhance the health and productivity of workers</li> <li>• Recognize outbreak events of public health significance, as they appear in clinical or consultation settings</li> <li>• Ability to apply OSHA PEL's, NIOSH REL's, ACGIH TLV's, EPA standards, and other criteria in the assessment of workplace chemical exposures</li> </ul>

National Institute for Occupational Safety and Health  
 Division of Safety Research (DSR)  
Morgantown, WV

**Director:** Dawn Castillo, MD  
**Preceptor:** TBD  
**Duration:** Six months (1.5 days/week)

**Setting:** The Division works to address the safety issues of the 21<sup>st</sup> century workplace, and is the focal point for traumatic injury research at NIOSH. Through research they identify, reduce, and prevent work-related injuries and deaths across all industries. Programs are rooted in a public health approach which includes: injury data collection and analysis; field investigations; analytic epidemiology; protective technology and safety engineering.

**Rotation Goals:**

- To introduce the resident to NIOSH and its role in occupational safety and health research, surveillance, and service
- To provide the resident with specialized research and training experience related to occupational safety and health
- To allow the resident to actively participate in field investigations, such as fatality investigations
- To allow the resident to explore career opportunities in occupational medicine at NIOSH

**Rotation Objectives:**

- Resident would work effectively with others as a member or leader of a health care team. The resident would attend team meetings and may assist in field investigations and evaluations. Emphasis would be placed on investigation methods and techniques to identify potential risk factors and develop recommendations for preventing future similar deaths
- Observe and participate as appropriate in ongoing morbidity and mortality studies, as well as surveillance activities. Emphasis will be placed on principles of surveillance and epidemiology.
- Use computers for work processing, reference retrieval, statistical analysis and communication. Observe and participate, as appropriate, in ongoing laboratory and computer simulation studies to collect data on human subjects, identify risk factors, and evaluate promising prevention strategies.
- Acquire skills to provide appropriate safety information and education to workers and managers

## Milestones for NIOSH - DSR

Patient Care	<ul style="list-style-type: none"> <li>• Ability to advise workers regarding safety hazards they are likely to encounter at work and steps that can be taken to reduce the risk for injury</li> </ul>
Medical Knowledge	<ul style="list-style-type: none"> <li>• Knowledge of the key elements of a comprehensive safety and health plan</li> <li>• Knowledge of the role of protective technology and human factors research in studying the etiology and prevention of occupational injuries</li> <li>• Knowledge of existing occupational injury and illness surveillance systems, their strengths and limitations</li> <li>• Knowledge of primary, secondary and tertiary methods of prevention</li> </ul>
Practice Based Learning and Improvement	<ul style="list-style-type: none"> <li>• Ability to perform a workplace walk through and to identify major safety hazards</li> <li>• Ability to identify probably hazards in specific work places through use of available data systems and published research and resources</li> <li>• Ability to design an occupational injury surveillance system in a medical or employment setting</li> <li>• Ability to recommend control measures to employers to reduce safety hazards in the work place</li> <li>• Ability to identify and apply mandatory and voluntary standards (e.g. OSHA, Wage and Hour, ANSI) to control safety hazards or minimize worker injury</li> <li>• Ability to describe patterns and risk factors for injury using surveillance data</li> </ul>
Interpersonal and Communication Skills	<ul style="list-style-type: none"> <li>• Communicates professionally with personnel, including supervisors, support staff and outside professionals</li> <li>• Sensitivity to gender, culture, age and disability issues</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Timeliness;</li> <li>• Demonstrates compassion and integrity</li> <li>• Adheres to ethical principles</li> </ul>
Systems Based Practice	<ul style="list-style-type: none"> <li>• Understanding of the use of source records such as medical records and OSHA 100 logs in occupational injury surveillance systems, and knowledge about critical information to include in these records</li> <li>• Knowledge about variety of coding systems used to classify industries, occupations and injury circumstances</li> </ul>



National Institute for Occupational Safety and Health  
Health Effects Laboratory Division (HELD)  
Morgantown, WV

**Director:** Don Beezhold, Ph.D.

**Duration:** Six months (1.5 days/week)

**Setting:** The Division conducts basic and applied laboratory research. Primarily staffed by engineers and biologists, its focus is to establish the causes of occupational disease and injury, and to contribute to the development of valid strategies of intervention and prevention.

**Rotation Goals:**

- Introduce the resident to NIOSH and its role in occupational safety and health research, in particular the importance of the linkage between causal mechanism and public health relevance
- To provide the resident with specialized research and training experiences related to occupational safety and health
- To allow the resident to actively participate in literature reviews, seminars, and guided discussions to assess how laboratory and epidemiology methods focused on causal mechanism establish public health relevance

**Rotation Objectives:**

Objectives are tailored to the missions of the six Branches within HELD. For all Branches, the resident will participate in literature reviews, seminars, and guided discussions to assess how laboratory and/or epidemiologic methods focus on establishing the causal mechanism to characterize public health relevance. The resident may engage in the conduct of actual investigations depending on capabilities, expertise, and availability of HELD staff to train and monitor the resident at this level of involvement.

A. Allergy and Clinical Immunology Branch (ACIB)

... transmission of influenza, characterization of allergens derived from molds and fungi relevant to occupational disease, and characterization of epitopes involved in chemical modification of *in vivo* proteins by exposure to chemical agents.

B. Biostatistics and Epidemiology Branch (BEB)

... 1) research methodology, data management, statistical analysis, and quality assurance for laboratory, epidemiologic and public health research; 2) development of new statistical methods to directly support emerging research issues; and 3) conducting collaborative population-based research in occupational health and facilitating use of laboratory-based methodology in epidemiologic research. Involvement in the Buffalo Cardio-metabolic Occupational Police Stress (BCOPS) Study may be of particular interest to the resident.

- C. Engineering and Control Technology Branch (ECTB)  
... conducting research that provides workers, employers, researchers, occupational health practitioners, manufacturers, and those responsible for the dissemination of guidelines and standards with the capability to better assess and understand the relationship between physical work activities and worker health. Particular expertise is focused on hand-arm vibration and biomechanical modeling and assessment.
- D. Exposure Assessment Branch (EAB)  
... exploring and developing novel and improved techniques for assessing the exposure of workers to principally chemical, but also physical and biological hazards. EAB is particularly involved in the interface between research results and standards organizations.
- E. Pathology and Physiological Research Branch (PPRB)  
... 1) research into innovative techniques to identify disease mechanisms; develop biomarkers and functional tests to identify dysfunction in its early pre-clinical state; identify mechanisms for repair or resolution of disease; and develop and apply new imaging techniques for the evaluation of structure/function;
- 2) examining in an applied and preventive research mode, the effects of workplace exposures in human and animal models, evaluate changes in system and organ function, cellular response, and receptor activation, and evaluate their role in the development of disease/dysfunction. Researchers will reveal mechanisms of action, identify early functional markers of detection, and make recommendations for prevention and control/intervention;
- 3) providing advice and collaborative service for NIOSH investigators interested in physiological/pharmacological /pathological effects of workplace exposures on field-based and animal/cellular systems;
- 4) examining the alteration of function based on pre-existing disease, exposure- induced disease, or cellular/organ structural impairment in the context of responses to occupational exposures, both actual and laboratory-generated;
- 5) providing animal exposure and pathological support to HELD and other NIOSH divisions in the development, use, and evaluation of exposure systems that mimic the occupational situation, reach the various target organs, and results in sensitive models of structural or functional change; and
- 6) developing sensitive animal-specific tools, molecular probes, or imaging techniques that can be modified or used for animal models of occupational disease/exposure to provide animal pathology support to researchers.
- F. Toxicology and Molecular Biology Branch (TMBB)  
... 1) focusing on understanding changes and differences of biological systems at the molecular, cellular, tissue, and organ level. This includes exploration of basic integrative links between various organ systems as they pertain to human health effects of workplace exposures;
- 2) providing a scientific basis for the development of strategies for early detection, intervention, and therapy of occupational diseases and applying these strategies to practice in the workplace. This includes facilitating the design of studies for the prevention of occupational

diseases through the development of new techniques, new biomarkers, and collaborations with scientific and technical staff from within NIOSH and outside organizations.

## Milestones for NIOSH – HELD

### Basic Science, Medical, and Public Health Knowledge

- Conceptual grounding and specific understanding of the links between establishing a causal mechanism, clinical manifestation, and particularly public health relevance.
- Capabilities to conduct a literature review and inform as well as be informed by basic and/or observational scientists.

### Interpersonal and Communication Skills

- Communicates professionally with personnel, including supervisors, support staff and outside professionals
- Sensitivity to gender, culture, age and disability issues

### Professionalism

- Timeliness
- Demonstrates compassion and integrity
- Adheres to ethical principles

Occupational Safety and Health Administration (OSHA)  
Office of Occupational Medicine – Resident Elective  
Washington, DC

**Preceptor:** Richard Thomas, MD

**Duration:** Two months

**Setting:** Governmental Investigative and Enforcement Agency

**Rotation Goals:**

- Become familiar with the organizational structure and function of the OSHA and the Office of Occupational Medicine (OOM)
- Become familiar with OSHA's regulatory process; the Occupational Safety and Health Act of 1970; and rulemaking activities
- Become familiar with OSHA's programs to promote occupational safety and health
- Increase individual proficiency in responding to occupational health related inquiries from health care professionals, academic, industry and the public

**Rotation Objectives:**

- Communicate clearly to multiple professional and lay target groups, in both written and oral presentations, by actively participating in the Office of Occupational Medicine's office activities including staff meetings. A written summary of the work completed during the rotation will be presented at the end of the rotation.
- Work with health care professionals, including those from other disciplines to acquire insight as to their functions and current roles in OSHA activities
- Gather essential and accurate statistics by using information technology to manage data and access on line medical information
- Answer inquiries (verbal and/or written) from other health professionals, government agencies, and/or the public
- Actively participate in a field investigation with OSHA personnel and prepare a written report

## Milestones for OSHA

<p>Medical Knowledge</p>	<ul style="list-style-type: none"> <li>• Interpret monitoring/surveillance data for prevention of disease in work places and to enhance the health and productivity of workers</li> <li>• Recognize outbreak events of public health significance, as they appear in clinical or consultation settings</li> <li>• Work with computer applications relevant to occupational medicine – use of statistical and database software in research work</li> </ul>
<p>Interpersonal and Communication Skills</p>	<ul style="list-style-type: none"> <li>• Communicate effectively while addressing a public audience – presentation of research work at OSHA</li> <li>• Demonstrate sensitivity to gender, culture, age, and disability issues</li> </ul>
<p>Practice Based Learning and Improvement</p>	<ul style="list-style-type: none"> <li>• Gain an understanding of public health policy development and enforcement</li> <li>• Help identify OSHA's various roles in occupational medicine, including enforcement, standards, guidance, compliance assistance and jurisdictional oversight</li> <li>• Answer inquiries from health professionals, government agencies and the public</li> <li>• Develop an appreciation for the application of epidemiologic and scientific research to public health policy, individuals and populations</li> </ul>
<p>Professionalism</p>	<ul style="list-style-type: none"> <li>• Ability to meet deadlines and reporting requirements</li> <li>• Demonstrate adherence to ethical principles and business practices</li> </ul>
<p>System Based Practice</p>	<ul style="list-style-type: none"> <li>• Partake in public health risk assessment and risk communication</li> <li>• Develop Safety and Health Information Bulletins (SHIBs)</li> <li>• Assist OSHA field offices in compliance investigations</li> <li>• Design an appropriate health screening questionnaire for workers exposed to toxic materials</li> </ul>

# Kanawha Charleston Health Department

## Charleston, WV

**Preceptor:** Lolita Kirk, Acting Executive Director

**Duration:** One Month

### **Rotation Goals:**

- Be knowledgeable and familiar with the many program and activities of a public health department
- Be familiar with the West Virginia code establishing the organization and mandated activities of the Department
- Understand the budget process and funding of Department programs
- Be familiar with the basis for the authority of the Public Health Officer as well as the interaction with the legal system
- Understand the essential elements of public health administration and the community health assessment planning process

### **Rotation Objectives:**

- Participate in the clinical public health clinics/programs: Sexually Transmitted Disease, Well Child, Tuberculosis and other chest disease, Breast and Cervical Cancer Screening, Early Periodic Screening Testing and Diagnosis, Hypertension and diabetes screening, Family Planning Services, Immunization Services, Right from the State High Risk Infants and Mothers Case Management
- Participate in the environmental programs: Well water, Septic system inspection and permitting, municipal water and sewage treatment monitoring, Restaurant and food service inspection, Emergency response to industrial chemical releases and natural disasters, Animal bite management, Indoor air quality, Environmental contamination: air, water and ground
- Observe medical service to boards of community organizations, study groups and appointed task forces

## Milestones for Kanawha Charleston Health Department

Patient Care	<ul style="list-style-type: none"> <li>• Knowledge of infectious disease; chronic disease; individual behavior interventions, community based behavior interventions</li> <li>• Identify resources to improve a communities health</li> <li>• Appropriately recommends routine adult immunizations</li> </ul>
Practice Based Learning and Improvement	<ul style="list-style-type: none"> <li>• Employs standard procedures and protocols for the management of hazardous materials incidents</li> <li>• Assist with development of disaster planning for public health and terrorism response</li> <li>• Identifies practical challenges to the design of health screening programs</li> </ul>
Medical Knowledge	<ul style="list-style-type: none"> <li>• Ability to recommend methods of reducing environmental health risks</li> <li>• Ability to recommend methods of control for indoor air pollution problems</li> <li>• Ability to explain the controversies associated with electromagnetic field exposures</li> </ul>
Systems Based Practice	<ul style="list-style-type: none"> <li>• Recognizes outbreak events of public health significance, as they appear in clinical or consultation settings</li> <li>• Recommends primary, secondary, and tertiary methods of prevention, as appropriate</li> <li>• Responds appropriate to non-occupational public health problems such as an outbreak of food borne illness</li> </ul>
Interpersonal and Communication	<ul style="list-style-type: none"> <li>• Communicate effectively with the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</li> <li>• Communicate effectively with physicians, other health professionals, and health related agencies</li> <li>• Work effectively as a member or leader of a health care team or other professional group</li> <li>• Maintain comprehensive, timely and legible medical records, if applicable</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Compassion, integrity, and respect for others</li> <li>• Responsiveness to patient needs that supersedes self-interest</li> <li>• Respect for patient privacy and autonomy</li> <li>• Sensitivity and responsiveness to a diverse patient population</li> </ul>

## Appendix B

### Competencies

The Public Health/General Preventive Medicine Residency Program at West Virginia University School of Public Health is a two-year program designed to meet the requirements for board certification in General Preventive Medicine by the American Board of Preventive Medicine (ABPM) (<https://www.theabpm.org/>)

The academic and practicum phases of training are provided concurrently. Residents complete coursework over the two-year program to satisfy the requirements for a Master of Public Health (MPH) degree and participate in the clinical rotations at WVU in Morgantown, WV. During the second year, they continue the academic, didactic and practicum experiences in Charleston, WV. *In the event you have already completed an MPH, you will still be required to complete a two-year program.*

Residents are expected to develop specific competencies to satisfactorily complete the program.

#### **Patient Care**

ACGME defines patient care as providing compassionate, appropriate, and effective care for the treatment of health problems. Residents in the general preventive medicine program are expected to:

- Monitor health status to identify community health problems
- Diagnose and investigate medical problems and medical hazards in the community
- Inform and educate populations about health threats and risks
- Mobilize community partnerships to identify and solve health problems
- Develop policies and plans to support individual and community health efforts
- Apply laws and regulations that protect health and ensure safety of communities
- Link individuals to needed personal health services and ensure the provision of health care when otherwise unavailable
- Evaluate the effectiveness, accessibility, and quality of individual and population-based health services
- Conduct research for innovative solutions to health problems
- Assume progressive responsibility for patients and the clinical and administrative management of populations or communities
- The ability to develop, deliver, and implement appropriate clinical services for both individuals and populations in order to diagnose and treat medical problems and chronic conditions, and
  - Apply primary, secondary, and tertiary preventive approaches to individual and population-based disease prevention and health promotion, and
  - Develop, implement, and evaluate the effectiveness of appropriate clinical preventive services for both individuals and populations
- Demonstrate skills in occupational and environmental health, including the ability to assess and respond to individual and population risks for common occupational and environmental disorders
- Demonstrate skills in emergency preparedness programs, including:
  - Determining the nature and extent of injuries sustained and individuals' need for subsequent treatment
  - Planning emergency preparedness programs and training exercises
  - Evaluating emergency preparedness training exercises to ensure the health and safety of those involved



- Demonstrate ability to investigate a disease outbreak, while assessing the medical needs of both individual patients and populations
- Demonstrate ability to implement programs to reduce the exposure to risk factors for an illness or condition in a population with the ability to:
  - Conduct policy analyses to improve the health of a population
  - Design and operate a surveillance system
- Demonstrate ability to manage and administer programs that provide recommended immunizations, chemoprophylaxis, and screening tests to individuals and appropriate populations

### **Medical Knowledge**

ACGME defines medical knowledge as demonstrating knowledge about established and evolving biomedical, clinical, and cognate (e.g., epidemiological and social-behavioral) sciences and the application of this knowledge to patient care. Residents in the general preventive medicine program are expected to demonstrate knowledge in the areas listed above under patient care and in these areas:

- Advanced health services management
- Risk/hazard control and communication
- Clinical preventive services

### **Practice Based Learning and Improvement**

ACGME defines practice based learning and improvement as the ability to investigate and evaluate patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices. Residents in the general preventive medicine program are expected to:

- Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.
- Identify strengths, deficiencies, and limits in their knowledge and expertise (self-reflection and self-assessment); set learning and improvement goals; and identify and perform appropriate learning activities to achieve self-identified goals
- Engage in quality improvement activities or projects that will allow them to demonstrate the ability to analyze, improve, and change practice or patient care
- Demonstrate competence in using computers for reference retrieval, statistical analysis, graphic display, database management, and communication
- Participate in the education of patients, families, students, residents, and other health professionals
- Develop the skills needed to use information technology to locate, appraise, and assimilate evidence from scientific studies and apply it to their patients' health problems
- Demonstrate competence in using epidemiology principles and biostatistics methods
- Demonstrate competence in designing and conducting an epidemiologic study
- Demonstrate competence in conducting an advanced literature search for research on a preventive medicine topic

### **Interpersonal and Communications Skills**

ACGME defines interpersonal and communication skills as the ability to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their patients families, and professional associates. Residents in the occupational medicine program are expected to:

- Use effective listening skills; elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills

- Communicate detailed health information to patients and families with a wide range of intellectual, cultural and socioeconomic backgrounds
- Collaborate effectively with others as a member or leader of a health care team or other professional group

### **Professionalism**

ACGME defines professionalism as demonstrating a commitment to carrying out professional responsibilities, adhering to ethical principles, and exhibiting sensitivity to a diverse patient population. Residents in the general preventive medicine program are expected:

- Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development
- Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities
- Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices

### **Systems Based Practice**

ACGME defines systems based practice as demonstrating an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value. Residents in the general preventive medicine program are expected to:

- Work effectively in various health care delivery systems
- Establish and maintain accurate patient records
- Coordinate patient care within health systems
- Administer and manage their knowledge and skills to plan, design, implement, manage, and evaluate public health programs and projects
- Obtain knowledge and skills necessary to recognize potential environmental causes of concern to the individual as well as to the community health
- Apply knowledge of the health effects of the broad physical and social environment, which includes housing urban development, land use and transportation, industry and agriculture
- Participate in a patient safety culture that considers systems and working in multidisciplinary teams to improve patient outcomes
- Integrate continuous quality improvement in clinical and public health systems to improve population health outcomes.

# **Appendix C**

## **Milestones**

### **General Preventive Medicine Milestones**

<https://www.acgme.org/Portals/0/PDFs/Milestones/PreventiveMedicineMilestones-PublicHealthandGeneralPreventiveMedicine.pdf?ver=2016-03-13-093616-740>

### **Milestones Guidebook for Residents and Fellows**

<http://www.acgme.org/Portals/0/PDFs/Milestones/MilestonesGuidebookforResidentsFellows.pdf?ver=2017-06-29-090859-107>

## Appendix D

### Evaluations

1. An initial evaluative session between the resident and the Program Director will be held at the start of their residency in order to identify strengths and areas in which the resident could benefit from specially directed training.
2. All residents will meet quarterly with the Program Director. A formative evaluation is written detailing the discussion and a copy kept in the resident's file.
3. At the end of each rotation, the preceptor will evaluate the resident on the basis of acquired knowledge and skills as demonstrated while the resident will provide an evaluation of the rotation regarding strengths and weaknesses and recommendations for modifications or enhancements. All rotation evaluations will be discussed and signed by both resident and Residency Director. Originals are kept in the residents file.
4. All residents will evaluate and/or be evaluated, annually, by (random) patients, staff members, peer and self.
5. All residents and faculty members will be asked to complete an annual program evaluation. Evaluations will be discussed during the annual program review of the residency program.
6. Confidentiality will be maintained. Residents have access to his/her academic file and evaluations at all times.

## Appendix E

### Selected References in Occupational and Preventive Medicine

#### Preventive Medicine

Control of Communicable Disease Manual. 20<sup>th</sup> ed. (David L. Heymann)

Maxcy-Rosenau-Last Public Health and Preventive Medicine. 15th ed. (Robert B. Wallace)

A Study Guide to Epidemiology and Biostatistics. 7th ed. (J. Richard Hebel, Robert J. McCarter)

Guide to Clinical Preventive Services, (Recommendations of the US Preventive Services Task Force)  
<https://www.uspreventiveservicestaskforce.org/browserec/index>

Mayo Clinic Preventive Medicine and Public Health Board Review (Mayo Clinic Scientific Press) 1<sup>st</sup> Edition (Prathibha Varkey MD, MPH MHPE)

#### Occupational Medicine

Brooks S. Environmental Medicine. St. Louis. Mosby-Year Book Inc. 1995

Felton JS. Occupational Medical Management. Boston. Little, Brown & Co. 1989

Guidotti, Tee. The Praeger Handbook of Occupational and Environmental Medicine (3 volumes).

LaDou, J. Occupational Medicine. Norwalk, CT. Appleton & Lange. 1996

Levy BS, Wegman DH. Occupational Health: Recognizing and Preventing Work-Related Disease. 3rd ed. Boston. Little, Brown & Co. 1995

McCunney RJ. A Practical Approach to Occupational and Environmental Medicine. 2nd ed. Boston. Little, Brown & Co. 1994

Moser R. Effective Management of Occupational and Environmental Health and Safety Programs. Beverly, MA. OEM Press. 1992

Occupational Medicine State-of-the-Art Reviews. Volumes 1-11. 1985-present. Philadelphia. Hanley & Belfus

Rom W. Environmental and Occupational Medicine. 3rd ed. Boston. Little, Brown & Co. 1998

Rosenstock L, Cullen MR. Textbook of Clinical Occupational and Environmental Medicine. Philadelphia. WB Saunders Co. 1994

Sullivan and Krieger. Hazardous Materials Toxicology. Baltimore. Williams and Wilkins. 1992

Zenz C, Dickerson OB, Horvath EP. Occupational Medicine. 3rd ed. St. Louis. Mosby-Year Book Inc. 1994

## Recommended Journals

Residents are also expected to become familiar with occupational medicine journals including:

***Journal of Occupational and Environmental Medicine***

***The American Journal of Industrial Medicine***

***Occupational and Environmental Medicine (formerly British Journal of Industrial Medicine)***

***Scandinavian Journal of Work, Environment & Health***

***Archives of Environmental Health***

***American Journal of Public Health***

***American Journal of Preventive Medicine***

Many of these journals are maintained in the residency director's office and are also available at the WVU School of Medicine Library.

Residents are also expected to become familiar with articles of occupational medicine importance that are published in major medical journals such as the New England Journal of Medicine and the Journal of the American Medical Association.

## Electronic Literature Access

Extensive computer resources are maintained for the residents by the Department. Facilities for tracking and searching relevant occupational medical data, including HTTP browsers, FTP servers, and other connections are available. A CD-ROM collection, including NIOSHTIC, OEM Silver Platter, and the Code of Federal Regulations, is available in the library.

The library maintains a connection to the National Library of Medicine's MEDLINE literature search service and searchable catalogues of books through MountainLynx. Residents can search the medical literature for preparation of medical reports, research projects, and public health coursework by accessing <http://www.libraries.wvu.edu/>

## Appendix F

### Policies

All other policies can be viewed at our website

<http://publichealth.wvu.edu/students/residency-programs/forms-policies/>

### Substance Abuse

#### **WVUH Policy V.231 (Effective 04/18/90; Revised 6-9-17)**

Substance abuse by employees, staff, residents, or students at West Virginia University Hospitals, Inc. (WVUH) is unacceptable and will not be tolerated. Our patients have a right to care by providers who are not under the influence of drugs or alcohol. Federal law entitles all employees the right to work in a drug free environment.

It is everyone's responsibility to report suspected use of alcohol or drugs to the appropriate supervisor. For residents, students, UHA allied health providers, and medical/dental staff, suspected substance abuse should be reported to the Department Service Chief, Chief-of-Staff, or Hospital Administration. For WVUH employees, suspected substance abuse should be reported to the Department Manager/Director, Administrator, Human Resources, or Hospital Administration.

Uniform policy statements are provided in order to create uniform responses to questions of practitioner impairment due to alcohol or drug abuse. At the same time, other Health Science entities should implement similar policies.

1. Treatment of physicians and dentists, UHA allied health providers, and all other WVUH employees with drug or alcohol abuse will not be punitive, so long as the individual voluntarily complies with treatment, aftercare, and monitoring.
2. Physicians, dentists, and UHA allied health providers credentialed by the Medical Staff Affairs Office will require consultation with the Physician Health Committee immediately for all suspected cases of drug or alcohol abuse.
3. Any suspected problem shall be immediately reported to the Service Chief, Chief-of-Staff, Administrator, Manager/Director, Human Resources, or Hospital Administration. The individual will be removed from patient care responsibilities pending further investigation.
4. Immediate drug and alcohol testing is expected and appropriate after any incident or report suggesting drug or alcohol abuse. Incidents that justify testing may include the discovery of evidence such as improperly disposed of syringes and missing or improperly accounted for

medications. In such cases, the testing must be performed in a nondiscriminatory manner, with all individuals in a particular department, on a particular shift or in a particular job classification, as the Service Chief, Chief-of-Staff, Manager/Director, Human Resources, or Hospital Administration determines is appropriate, evaluated on the same basis and in the same manner.

## PHYSICIAN HEALTH COMMITTEE

The Physician Health Committee will be made a standing committee and will have status in the Medical Staff Bylaws. Its charge includes: a) Education, b) Assessment, c) Intervention, d) Contracts of Treatment, e) Monitoring, and f) Aftercare Supervision.

## TESTING

Confidential, independent testing will continue to be available 24 hours a day, seven days a week. The Physician Health Committee and Faculty Staff Assistance Program (FSAP) will ensure that testing and reporting methods continue to support this policy.

## APPLICATION

These standards are to be followed by all WVUH and UHA departments.

1. At the discretion of the Chief-of-Staff, Department Service Chief, Hospital Administration, or Human Resources an individual department may establish more stringent standards, including, but not limited to, additional testing and educational programs.

WVU-HR-9

## DISCIPLINE POLICY

### DISCIPLINARY PROCEDURE

#### PURPOSE:

**The purpose of disciplinary action is to correct, not to punish, work related behavior. Each employee is expected to maintain standards of performance and conduct as outlined by the immediate supervisor and to comply with applicable policies, procedures and laws. When an employee does not meet the expectations set by the supervisor or other appropriate authority, counseling and/or disciplinary action may be taken to address the employee's behavior.**

#### WHO IS COVERED BY THESE PROCEDURES:

**All classified employees at WVU are covered by these disciplinary procedures.**

#### COUNSELING:

**Counseling is not discipline. Counseling makes the employee aware of the concern and**



provides the employee with information regarding expectations, basis and measures. The supervisor must listen to the employee's explanation for the behavior in question, consider management options, explain what is unsatisfactory, what is expected and how to avoid recurrence and/or improve performance. Counseling may or may not be documented, at the discretion of the supervisor. Documented counseling may or may not be submitted to the employee's personnel file, at the discretion of the supervisor. Documented counseling should confirm the concern, the operational expectation, and the time line for attainment of objectives.

#### **DISCIPLINARY ACTION:**

Discipline may be issued to an employee at the discretion of his/her supervisor, dean or director, following an investigation of the matter. Such investigation would include discussions with the employee. Disciplinary actions inform the employee of what is operationally expected and what the consequences are if improvement to a sustained, satisfactory level does not occur.

Discipline may be warranted when the employee fails to meet the performance or conduct standards for his/her position or does not adhere to policy or law requirements.

Disciplinary action may be taken whenever the behavior of an employee violates a statute, rule, policy, regulation or agreement that adversely affects the efficient and effective operations of his/her unit or brings discredit to the University or a subdivision. Dependent upon the actual and potential consequences of the offense, employee misconduct may be considered minor misconduct or gross misconduct.

Minor misconduct is generally of limited actual and potential consequence and deemed by the supervisor as correctable by counseling and/or instruction through progressive discipline for subsequent similar behavior. Progressive discipline requires notice of concern and expectations to the employee through letter(s) of warning. These warning letters are provided progressively for subsequent similar offenses and may provide for suspension, demotion and ultimately termination.

Gross misconduct is of substantial actual and/or potential consequence to operations or persons, typically involving flagrant or willful violation of policy, law, or standards of performance or conduct. Gross misconduct may result in any level of discipline up to and including immediate dismissal at the supervisor's discretion.

#### **BEFORE DISCIPLINARY ACTION IS TAKEN:**

Before disciplinary action may occur, the supervisor must give the employee oral or written notice of the charges against him/her, why the behavior is unsatisfactory, an explanation of the employer's evidence, and an opportunity to present his/her explanation of the behavior in question.

Written notice of intent must be issued for situations impacting wages and/or terms of employment: i.e. demotion, suspension, or termination, with an opportunity for the employee to present his/her explanation of the behavior in question, prior to any disciplinary action being taken.

All disciplinary action taken will be confirmed in writing to the employee.

See specific sections for details of steps to be taken.

#### **DISCIPLINE DOCUMENTATION:**

All disciplinary actions are to be documented. The documentation should include the issue(s) of concern and the impact; the policy, law or standard violated; the operational expectation; the improvement/corrective plan and time line; and the specific level of subsequent discipline for failure to improve and sustain behavior at a satisfactory level.

A copy of the disciplinary documentation is to be forwarded to the Department of Human Resources for inclusion in the employee's personnel file.

Unless otherwise required (through administrative directive) disciplinary documentation will be removed from the employee's file following twelve (12) months of active, continuous employment, and considered inactive.

Provided there has not been a subsequent disciplinary action for a similar or related offense, inactive disciplinary documentation may not be used for the purpose of furthering progressive discipline with an employee.

#### **TYPES OF DISCIPLINE**

##### **WRITTEN WARNINGS:**

Written warnings may be issued without counseling for minor misconduct, if the employee knows the standard of performance or conduct, policy or law violated.

A non-probationary employee with more than six (6) months of consecutive service with the University may be dismissed under progressive discipline after prior issuance of two (2) written warnings for similar offenses (cross reference Probationary Period policy).

In absence of six (6) months of consecutive service within the University, an employee may be dismissed under progressive discipline after prior issuance of one (1) written warning for a similar offense.

Gross misconduct may result in a one-time warning letter.

Written warnings may be issued without counseling for minor misconduct, if the employee knows the standard of performance or conduct, policy or law violated.

A non-probationary employee with more than six (6) months of consecutive service with the University may be dismissed under progressive discipline after prior issuance of two (2) written warnings for similar offenses (cross reference Probationary Period policy).

In absence of six (6) months of consecutive service within the University, an employee may be dismissed under progressive discipline after prior issuance of one (1) written warning for a similar offense.

Gross misconduct may result in a one-time warning letter.

1-15 working days when, in the judgment of the supervisor, improved performance is

attainable without resorting to discharge. Exempt employees may be suspended without pay for a period of 1-15 working days, for a major safety violation. In all other circumstances, exempt employee suspensions must be in week long increments to a maximum of three weeks. Suspension shall only occur after consultation with the Department of Human Resources Employee Relations staff at 293-5700. The Department of Human Resources shall consult with the Office of General Counsel regarding the situation prior to any disciplinary action.

Before disciplinary action may occur, the supervisor must give the employee written notice of the intent to suspend, the charges against him/her, why the behavior is unsatisfactory, an explanation of the employer's evidence, and an opportunity to present his/her explanation of the behavior in question within a reasonable timeframe.

Any suspension action taken will be confirmed in writing to the employee.

#### **DISMISSAL:**

An employee with less than six (6) months of consecutive service with the University may be dismissed under progressive discipline after prior issuance of one (1) written warning for a similar offense.

A non-probationary employee with more than six (6) months of consecutive service with the University may be dismissed under progressive discipline after prior issuance of two (2) written warnings for similar offenses (cross reference Probationary Period policy).

Gross misconduct may result in immediate dismissal.

Dismissal shall only occur after consultation with the Department of Human Resources Employee Relations staff at 293-5700. The Department of Human Resources shall consult with the Office of General Counsel regarding the situation prior to any disciplinary action.

Before disciplinary action may occur, the supervisor must give the employee written notice of the intent to terminate (dismiss), the charges against him/her, why the behavior is unsatisfactory, an explanation of the employer's evidence, and an opportunity to present his/her explanation of the behavior in question within a reasonable timeframe.

Upon notice of intent to terminate the employee may be assigned work to take place outside of the workplace until the projected date of termination.

Any dismissal action taken will be confirmed in writing to the employee.

#### **VIOLATIONS CONSIDERED GROUNDS FOR DISCIPLINARY ACTION:**

Any policy, law or standard of performance or conduct violation may result in disciplinary action.

Behaviors considered gross misconduct and subject to immediate dismissal include, but are not limited to:

- Insubordination and/or disobedience
- Illegal activities

- Neglect of duties, including failure to properly report off work for three (3) consecutive workdays; sleeping on the job; leaving the work site without authorization; disguising or removing defective work; willfully limiting production and/or influencing others to do the same
- Jeopardizing the health, safety or security of persons or University property; verbal or physical assault, bringing weapons to the work site, arson, sabotage
- Supervisory grievance default
- Reporting to work under the influence of alcohol or narcotics, using, possessing or distributing same in the course of employment
- Dishonesty and/or falsification of records
- Convictions with a rational employment nexus

**APPEALS:**

An employee who believes he/she has been disciplined unjustly may pursue a grievance.

**FOR ASSISTANCE AND INFORMATION:**

Additional information or questions regarding disciplinary actions should be directed to the Employee Relations Unit in the Department of Human Resources at 293-5700.

**EFFECTIVE DATE: July 7, 2000.**

**WVU POLICY REFERENCE:**

[http://www.wvu.edu/~adminfin/policies/hr\\_policies/WVU-HR-09.html](http://www.wvu.edu/~adminfin/policies/hr_policies/WVU-HR-09.html)

# Appendix G Accreditation Status

## Accreditation Council for Graduate Medical Education

401 North Michigan Avenue Suite 2000  
Chicago, IL 60611

Phone 312.755.5000  
Fax 312.755.7498  
www.acgme.org

3/26/2019

Christopher J Martin, MD, MS Designated Institutional Official  
WVU School of Public Health Division of Occupational Medicine  
PO Box 9145  
Morgantown, WV 26506-9145 Dear Dr. Martin,



The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

West Virginia University School of Public Health  
Morgantown, WV

Institution: 8005500935

Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation Effective  
Date: 01/14/2019  
Approximate Self-Study Due Date: 01/01/2029

### **AREAS NOT IN COMPLIANCE (Citations)**

The Review Committee cited the following areas as not in substantial compliance with the ACGME's Institutional Requirements for Graduate Medical Education:

### **NEW CITATIONS**

#### **GMEC | Since: 01/14/2019 | Status: New**

Structure for Educational Oversight, GMEC, Meetings and Attendance (Institutional Requirement I.B.3)  
The GMEC must meet a minimum of once every quarter during each academic year. (Core)

The information provided to the Institutional Review Committee ("IRC") does not demonstrate substantial compliance with the requirements. It is not apparent that the Graduate Medical Education Committee ("GMEC") meets a minimum of once every quarter. Meeting minutes of the

GMEC provided by the Sponsoring Institution do not record GMEC meetings that occurred between February 5, 2016 and March 20, 2017; between March 20, 2017 and July 19, 2017; and between September 22, 2017 and July 17, 2018.

(Institutional Review Questionnaire (“IRQ”), Attachment—GMEC Minutes)

**GMEC | Since: 01/14/2019 | Status: New**

Christopher J Martin, MD, MS  
Page 2

Structure for Educational Oversight, GMEC, Responsibilities (Institutional Requirements I.B.4, I.B.4.a), I.B.4.a).(1))

GMEC responsibilities must include: oversight of: the ACGME accreditation status of the Sponsoring Institution and each of its ACGME-accredited programs (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. Meeting minutes of the GMEC do not document oversight of the ACGME accreditation status of its Preventive Medicine residency programs.

(IRQ, Attachment—GMEC Minutes)

**GMEC | Since: 01/14/2019 | Status: New**

Structure for Educational Oversight, GMEC, Responsibilities (Institutional Requirement I.B.4, I.B.4.b), I.B.4.b).(2))

GMEC responsibilities must include review and approval of annual recommendations to the Sponsoring Institution’s administration regarding resident/fellow stipends and benefits. (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. Meeting minutes of the GMEC do not document review and approval of annual recommendations to administration regarding resident stipends and benefits.

(IRQ, Attachment—GMEC Minutes)

**GMEC | Since: 01/14/2019 | Status: New**

Structure for Educational Oversight, GMEC, Responsibilities (Institutional Requirements I.B.5, I.B.5.b), I.B.5.b).(2))

The GMEC must demonstrate effective oversight of the Sponsoring Institution’s accreditation through an Annual Institutional Review (AIR). (Outcome) The DIO must annually submit a written executive summary of the AIR to the Sponsoring Institution’s Governing Body. The written executive summary must include: action plans and performance monitoring procedures resulting from the AIR. (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The written executive summary of the Annual Institutional Review (“AIR”) does not appear to include monitoring procedures for AIR action plans.

(IRQ, Attachment—AIR Summaries)

**RESOLVED CITATIONS**

The Review Committee determined that the following citations have been resolved:

**Sponsoring Institution | Since: 08/11/2016 | Status: Resolved**

Structure for Educational Oversight, Sponsoring Institution (Institutional Requirements I.A.5, I.A.5.a-b))

Christopher J Martin, MD, MS  
Page 3

The Sponsoring Institution must identify a Designated Institutional Official (DIO): The individual who, in collaboration with a Graduate Medical Education Committee (GMEC), must have authority and responsibility for the oversight and administration of each of the Sponsoring Institution's ACGME-accredited programs, as well as for ensuring compliance with the ACGME Institutional, Common, and specialty/subspecialty-specific Program Requirements; and [a] Governing Body: The entity which maintains authority over the Sponsoring institution and each of its ACGME-accredited programs. (Core)

The information provided to the Institutional Review Committee (IRC) did not demonstrate substantial compliance with the requirements. It is not apparent that the Designated Institutional Official (DIO) collaborates with the Graduate Medical Education Committee (GMEC) to ensure compliance with ACGME requirements; or that there is a Governing Body with authority over the Sponsoring Institution's programs. The organizational charts attached to the Institutional Application ("IA," or "the application") depict neither the GMEC nor the Sponsoring Institution's Governing Body, or their relationships to the DIO of the Sponsoring Institution's senior leaders.

(IA, Attachments—Organizational Chart 1, Position of GMEC; Organizational Chart 2, Position of DIO)

**Sponsoring Institution | Since: 08/11/2016 | Status: Resolved**

Structure for Educational Oversight, Sponsoring Institution (Institutional Requirement I.A.6)  
A written statement must document the Sponsoring Institution's commitment to GME by providing the necessary financial support for administrative, educational, and clinical resources, including personnel, and which must be reviewed, dated, and signed at least once every five years by the DIO, a representative of the Sponsoring Institution's senior administration, and a representative of the Governing Body. (Core)

The information provided to the IRC did not demonstrate substantial compliance with the requirement. The Sponsoring Institution's written statement of commitment is undated.

(IA, Attachment—Statement of Commitment)

**GMEC | Since: 08/11/2016 | Status: Resolved**

GMEC, Membership, Meetings and Attendance (Institutional Requirement I.B.3.a))  
Each meeting of the GMEC must include attendance by at least one resident/fellow member. (Core)

The information provided to the IRC did not demonstrate substantial compliance with the requirement. Attendance records in the minutes of the GMEC meeting on February 5, 2016 indicated the absence of both resident members of the GMEC.

(IA, Attachments—GMEC Membership, GMEC Minutes)

**OTHER COMMENTS**

The Sponsoring Institution is encouraged to review the focused revision of the Institutional Requirements that became effective July 1, 2018.

With this accreditation review, your institution is transitioning to the Next Accreditation System (NAS). Your institution's first Self-Study Visit in the NAS is scheduled to occur on the date shown above. The actual date of the Self-Study Visit will be in a window beginning

approximately four months before and ending approximately four months after the date shown above.  
The actual date will be announced approximately 12 months in advance.

The ACGME must be notified of any major changes in the organization of the institution. When corresponding with the ACGME, please identify the institution by name and number as indicated above. Changes in participating sites and changes in leadership must be reported to the Review Committee using the ACGME Accreditation Data System (ADS).

Sincerely,

A handwritten signature in black ink, reading "Olivia Orndorff". The signature is written in a cursive, flowing style.

Olivia Orndorff, MSLIS Associate  
Executive Director Institutional Review  
Committee

oorndorff@acgme.org

Participating Site(s):  
Kanawha-Charleston County Health Department West Virginia  
University Hospitals



**Accreditation Council for Graduate Medical Education**

401 North Michigan Avenue Suite 2000  
Chicago, IL 60611

Phone 312.755.5000  
Fax 312.755.7498  
www.acgme.org

1/25/2019

Christopher J Martin, MD, MSc  
Professor and Residency Director, Occupational Medicine, School of Public Health, West Virginia University  
West Virginia University School of Public Health PO Box 9145  
3852 Health Sciences Center South Morgantown, WV 26506-9145

Dear Dr. Martin,



The Review Committee for Preventive Medicine, functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following program:

Preventive medicine

West Virginia University School of Public Health Occupational Medicine Program  
West Virginia University School of Public Health  
Morgantown, WV

Program 3805577094

Based on the information available to it at its recent meeting, the Review Committee accredited the program as follows:

Status: Continued Accreditation  
Maximum Number of Residents: 8  
Effective Date: 12/06/2018

The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements and/or Institutional Requirements without any new citations.

The ACGME must be notified of any major changes in the organization of the program. When corresponding with the ACGME, please identify the program by name and number as indicated above. Changes in participating sites and changes in leadership must be reported to the Review Committee using the ACGME Accreditation Data System (ADS).

Sincerely,

Handwritten signature of Lorraine C Lewis EdD, RD in cursive script.

Lorraine Lewis, EdD, RD  
Executive Director, International Accreditation, ACGME International (ACGME-I)  
Review Committee for Preventive Medicine 312.755.5043  
llewis@acgme-i.org

CC:

Christopher J. Martin, MD, MS

Participating Site(s):  
BrickStreet, Inc.  
Kanawha-Charleston County Health Department  
National Inst for Occupational Safety and Health (Morgantwn) West Virginia  
University Hospitals  
West Virginia University School of Public Health