

EASOM

European Association
of Schools of Occupational Medicine

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More Information about EASOM: <https://www.easom.eu/>

For comments and questions about this Bulletin, contributions and suggestions for the next one, please send an e-mail to: epauncu@gmail.com

Editorial of the President

Begoña Martínez-Jarreta

Dear Members of EASOM,

Dear Friends,

Ladies and Gentlemen,

Occupational Medicine faces many challenges, including unsolved issues that date back years, if not decades.

In spite of all efforts done, there is still no proper appreciation of the key role our speciality plays. Education and training are highly valuable tools to change perceptions and get an end to this kind of blindness. To do that there is a reality we need to see and show and some thoughts can bring us to it. The specialty of Occupational Medicine (OM) is still under-valued by doctors and is not clearly recognised as an exceptionally important and influential medical discipline producing transversal knowledge and skills which are necessary for general medicine and the vast majority of medical specialities. Among employees, the misconception persists that Occupational Medicine represents employers' interests and they are much more likely to turn to the family doctor or a public health system doctor before an occupational doctor. In practice, therefore, the family doctor is the person trusted most by workers when they need information or advice regarding work-related health problems, occupational hazards in their company or their fitness to return to work, even though we know family doctors and graduates in medicine in Europe generally receive very limited training in this field, and this is frequently insufficient for the responsibilities of an occupational doctor.

The progressive decline in the number of specialists in Occupational Medicine in many European countries is also worrying, constituting a pressing problem today, a key challenge for which we must seek an immediate, flexible, appropriate response. The proportion of doctors aged over 50 is higher among specialists in Occupational Medicine than in other specialities, suggesting retirements will outnumber new entrants, leading to a grave shortage of qualified specialists, impacting on the healthcare provided to workers and on the training and supervision of newly qualified Occupational Medicine specialists. To

make matters worse, we are seeing very limited opportunities for ongoing training and refresher courses in Occupational Medicine aimed at specialists in Occupational Medicine, nurses, doctors, family doctors, and other practitioners dealing with occupational health issues.

EASOM was established in 1993 and two essential missions and a special tool were defined for our association:

1. To promote the highest standards of education and training in Occupational Medicine in Europe (*mission 1*).
2. Exchange of knowledge, skills and experience of teaching and training between member schools (*mission 2*).
3. EASOM Annual Summer Schools as the major *exchange tool* in the academic calendar.

Furthermore, along the years certain statements have become the basis for developing a strategic EASOM vision: 1) to add value to member schools via access to European academic OM networks; 2) to improve European teaching for: students curricula, specialist training and continuing professional development; 3) exchange of students between EU countries; 4) support the development of a quality assurance system for education and training that can be endorsed and adopted by members/ schools; 5) cooperation with national, European and global organizations such as the EU, WHO, ICOH and ILO with regard to the different aspects of education and training in OM.

In August 2018, the eighteenth EASOM Summer School was held in Zagreb (Croatia), coinciding with its General Assembly, during which the Board of Management was renewed and a new Chairperson and Secretary appointed. Attendees had the opportunity of discussing on our association's work and objectives, the reasons for its existence, its strengths and what it could contribute in a changing future replete with challenges, as those described above. In the light of these observations, and based on the lively debate at the highly successful Summer School, we concluded that we need to build further on the association's unique position and role.

It was stated that EASOM's role in developing and strengthening the teaching of OM to physicians should not change in the future, but we should perhaps try to improve the way in which we work to achieve this. Also, that we should extend our efforts to all educational levels and to other disciplines, reaching out to other scientific societies and getting more deep collaboration with them. We need to focus on overall well-being, not only health and safety, involving more institutes, academia from different countries and individuals and professionals who can join us and become involved in EASOM activities.

We have the opportunity to continue the work that others did before us. We know how challenging this moment is for Occupational Medicine, but we also have confidence in our strengths and in what we can achieve if we remain united, because we all share the same enthusiasm and vocation for Occupational

Medicine and the same desire to overcome the challenges facing us regarding training in the field.

Together with the whole Board of Management I would be glad if we meet at the next Summer School that will take place in Riga (Latvia) in August 2019, to continue with this fruitful debate and to get the best of ourselves and from EASOM.

Begoña Martínez-Jarreta

President of EASOM



Report on the 18th EASOM Summer School - Zagreb, Croatia

Scope, Agenda, Activities and Results

Marija Bubas

Background

Croatian Institute for Health Protection and Safety at Work (CIHPSW) was unanimously elected by the General Assembly of EASOM, at Bled (Slovenia), as a full member of EASOM in August 2015. In this regard the Institute strived to actively contribute to the activities of EASOM in teaching and spreading knowledge and skills in the field of occupational medicine. With that regard, Institute proposed to host the 2018 EASOM Summer School in Zagreb, Croatia. Proposed topic represents valuable area for further exploration incorporating interdisciplinarity, having high level of importance not only to occupational medicine specialists, teachers in occupational medicine schools and departments, but also to other experts in the area of occupational health and safety, broader scientific community (like European Cooperation in Science and Technology regarding its projects) and public organizations (like European Network of Safety and Health Professional Organizations - ENSHPO, European Network for Education and Training in Occupational Safety and Health - ENETOSH) and agencies (European Occupational Safety and Health Agency - EUOSHA).

Introduction and scope

The Summer school aimed to upgrade skills of occupational medicine specialists in teaching agricultural health and safety as it deals with concepts of educational efficiency, effectiveness and quality - how to design, conduct and evaluate a good quality educational seminar in occupational health and safety with special address of health risks in agriculture.

Summer school data link: <https://www.easom.eu/summer-schools/past-summer-schools/13-summerschools/summerschools-detailed/51-summer-school-2018>.

Agriculture is chosen as a core topic being one of the most hazardous industries in Europe if measured by work-related injuries, illnesses, disabilities and deaths. Studies show great differences in national injury and illness rates, and in approaches for prevention.

Held under this topic the 2018 EASOM Summer School addressed:

- 1) current state in health and safety programs and approaches on European level,
- 2) identifying effective tools for education and training of agricultural workforce and upgrade skills of occupational medicine specialists in teaching prevention,
- 3) indicators for evaluating effectiveness of provided education.

Also, work in agriculture comprises a variety of many open-door activities thus providing floor for discussion on occupational UV exposure as one of the major reasons for onset of non-melanoma skin cancers (NMSC) as an increasing group of occupational skin cancers. Non-melanoma skin cancers comprise more than one-third of all cancers and are increasing worldwide, causing a significant economic burden at the individual and community levels. It is estimated that between two and three million people are diagnosed worldwide each year, with an average annual increase of up to 8%. The global incidence rates are expected to continue to rise in the coming years, due to growing exposure to ultraviolet sunlight. Supported with available data from published research we find a clearly marked open space for upgrading skills of occupational medicine specialists in teaching prevention. So, during this EASOM Summer School this topic found its audience in broader scientific community of e-COST Development and Implementation of European Standards on Prevention of Occupational Skin Diseases (StanDerm).

Under this topic EASOM Summer School 2018 potentiated importance of preventing risks from UV exposure, promoting safety culture by providing focus on behavioral changes achieved through education provided in most suitable and effective way. This topic, displayed and discussed during the 2018 EASOM Summer School 2018 provided upgrade skills of occupational medicine specialists in teaching prevention to target groups of workers with specific needs and higher levels of risk (migrant workers, temporary workers, young people, workers at increased risk because of the sector or job they work in (e.g. agriculture workers) and provided platform for sharing experiences, practical tools and examples of good practices. Finally, this EASOM Summer School, showed a marked area of evaluating effectiveness and quality of education, still open for addressing and upgrading. The role of EASOM is to promote the highest standards of education and training in occupational medicine in Europe through

the exchange of knowledge, skills and experience of education and training. Thereof, EASOM as a great community of educators in occupational medicine has had an obligation and an opportunity during this Summer School 2018 to provide the basic foundation for upgrading skills and competences of educators in the field of occupational health and safety. Held under this topic the 2018 EASOM Summer School gave basic information on which steps in every training session are important, necessary information and skills on how to design and conduct a good quality seminar (using some of the innovative techniques), displayed means of good evaluation in terms of efficiency and effectiveness and provided a platform to share the knowhow, experiences and examples of good practice.

Agenda

The schedule of the Summer School provided floor to 17 lectures, three workshops and a World Café. The summer school program and the PDF of keynotes and lectures can be found at: <https://www.easom.eu/summer-schools/past-summer-schools/13-summerschools/summerschools-detailed/51-summer-school-2018>.

Schedule of lectures explored the topics on importance of exploring health and safety issues with special interest in agriculture, tracking OSH in agricultural education and exploring current projects with educational interventions, addressed important issues in educational interventions, addressing the challenges of design, delivery and evaluation. Three parallel workshops were held under the topic of common aspects of educational design in three cases exploring the design of an educational seminar for farm owners and workers, design of an educational seminar on agricultural safety for OSH experts and design of an educational seminar for physicians/nurses having farmers for patients.

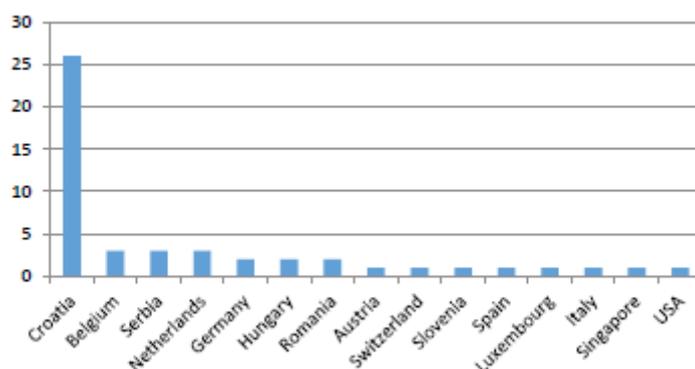
Participants and guests

The 2018 EASOM Summer School hosted nearly 50 participants from different parts of Europe. This is the first time in history of EASOM Summer Schools that participants from non – European countries (Singapore and USA) were invited not only to attend Summer School, but also to share their experiences in education and training as invited speakers. We have had a privilege and an honor to greet distinguished guests: Krunoslav Capak - Director General of the Croatian Institute for Public Health, Milan Milosevic - Director of the Croatian WHO Collaborating Centre on OH, Davide Bosio - representative of International Labor Organization-International Training Center in Torino (ILO-ITC),

representatives of several Scientific Committees of International Commission on Occupational Health (ICOH), Founders of the Learning and Developing Occupational Health Foundation (LDOH), and colleagues from fellow Universities and institutions in the great community of EASOM attended the Summer School.

This was also the first EASOM Summer school that gave floor to experts from outside Europe. James Carrabba from the Basset Healthcare Network, New York Center for Agricultural Medicine and Health, USA and Norbert Wagner, from Saw Swee Hock School of Public Health, NUS, Singapore joined the Summer School to give lectures on education in occupational health and safety in agriculture.

Last but not least, after the suggestion of the Croatian Institute for Health Protection and Safety at Work, this was the first time that the host and the EASOM joined efforts to fund residents in occupational medicine in attending the Summer school. Thus, this year we have had eight residents in occupational medicine, from all over Croatia, attending the Summer school.



2018 EASOM Summer School Participants

Interview session

During opening ceremony invited speakers and hosts were asked for a short interview concerning 2018 Summer School topic and related issues. Questions were related to current problems and challenges in education and training of agricultural workers, OSH experts as well as occupational health specialists. Also, speakers pointed out most important challenges in occupational medicine teaching, health protection of workers, future occupational health development and challenges for occupational medicine specialists in the next decade.

Krunoslav Capak, Director – General of Croatian Institute of Public Health, stressed out non-communicable diseases as one of the main issues in health in general. Being the main cause of morbidity, mortality, invalidity and absenteeism, it is important to do prevention at people’s workplaces. Link to the video: <https://youtu.be/fS466MzRINg>.

Frank van Dijk from LDOH foundation pointed out that most workers in the world don't have any occupational healthcare at all. In order to solve this problem, there has to be an agenda involving politicians, workers and employers. He also emphasized importance of multidisciplinary approach in occupational health and safety. Link to the video: <https://youtu.be/Vkqr-ceKcGk>

Begoña Martinez-Jarreta from University of Zaragoza accentuated that modern changes in a world of labour, such as new types of work, workers with chronic diseases, problems in recognition of occupational diseases and need for training in occupational medicine for primary physicians, demand special attention in order to preserve healthy working population.

When it comes to modern challenges, *Davide Bosio* from University of Turin (ILO ITC) pointed out the importance of effective education and training in future times. Link to the video: <https://youtu.be/0c-bRjzjRCQ>

Milan Milosevic from Andrija Stampar School of Public Health emphasised the importance of teaching new, modern educational topics as well as the need for changes in existing curriculum in occupational health and safety. He also stated that quality basic occupational education and training for all medical professionals in undergraduate study is vital. Link to the video: <https://youtu.be/yNnVhQyRbXI>

At the same time, *Lutgart Braeckman* from Ghent University pointed out lack of occupational medicine students and decreasing number of university teachers as one of the most important problems in occupational medicine teaching today, along with the need of international collaboration in teaching and future development of occupational health and medicine. Link to the video: <https://youtu.be/6mSAitl5WSg>

Mirjana Kujundzic Tiljak, Director of Andrija Stampar School of Public Health explained current main goals and challenges in leading the School of Public Health as well as in teaching pre-graduate and postgraduate medical professionals. Link to the video: <https://youtu.be/OWVDbTzwyqo>

As the most important challenge in occupational health today *Norbert Wagner*, assistant professor from Saw Swee Hock School of Public Health, identified "stepping out of a box" for both doctors and schools of occupational medicine. For doctors, it means learning new things and for schools of occupational medicine, teaching not only doctors, but also other experts like engineers, ergonomists and vocational trainers. Link to the video: <https://youtu.be/QW-pQ9nwZ-k>

Agricultural Safety Specialist from NYCAMH, *James Carabba*, from the practical stand of view, identified 3 main challenges in occupational health and safety in the next 10 years in the USA: First, funding for agricultural safety and health efforts, second, opioid crisis which is striking USA right now and third, mental health support for farmers. Link to the video: <https://youtu.be/9lVF3X9KdVA>

Giso Schmeisser, President of the European Association of Schools in Occupational Medicine, stressed out that organizations like EASOM should assist in communication and exchanging experiences on education and training on a professional level with an increase in occupational knowledge and skills as the main goal. Link to the video: <https://youtu.be/DqDTKajQ4aE>

From the perspective of *Marija Bubas*, Director of Croatian Institute for Health Protection and Safety at Work, occupational medicine specialists need to get more involved in workplaces of their workers and to work on improving working conditions, positively influencing workability. In that sense, occupational medicine will get more visibility on national health charts in each country. That approach, changing the current operating routine of occupational medicine specialists, will get the occupational medicine to the place where it belongs, Bubas concluded. Link to the video: <https://youtu.be/FPSgnWeus3o>

Activities and results

The three workshops aimed to provide answers to the question - what my target group needs to know? Each leader of the group reported on the results.

The overall conclusion was that target groups (farmers and workers, family doctors and safety experts) need different approach. The first problem that needs to be addressed is an attitude issue often encountered in farmers' population showing lack of interest towards health and safety at work. Thus, when teaching safety experts, wise approach is to prepare them for lack of interest into issues of health protection that farmers might have at the same time trying to lead the conversation in an open way, leaving the possibility to come back for future talks on the subject.



Photo by Marija Bubas

One of the workshops held during the Summer School



Photo by Marija Bubas:

One of the workshops held during the Summer School

So, to tackle this problem, during this Summer School a farm visit was organized aiming to on-site exploration of the health risks and possible consequences farmers meet in everyday work (here partly doing the preparatory work for the next day’s workshop after the farm visit) with insight into the specificities of a micro-sized family farm where each member of the family is involved and exposed to health risks. Farm visit was led by James Carrabba from the Basset Healthcare Network, New York Center for Agricultural Medicine and Health.



Photo by Lutgart Braeckman

James Carrabba inside a tractor explaining safety issues of driving a tractor



Photo by Marija Bubas

James Carrabba explaining safety issues to a farmer and participants of the Summer School



Photo by Marija Bubas

One of the workshops held during the Summer School

World Café report

During the second day, Summer School hosted the activity known as the World Café. The World Café is a process where people come together in a space similar to a café. Participants are split into groups as many as there are questions to be answered. Participants sit at the table. Each table is attended by the host. The

role of the host is to maintain lively but focused discussion so that he/she gathers as much as possible ideas and answers on presented question. Series of discussion rounds take place, each lasting approximately 20 minutes. After 20 minutes, participants switch tables. Coming to the next table, they meet the new host and discuss the question presented by the host of the table. The conversation takes place. The questions being explored are different and aimed to address core issues kept important by the organizer.

This years' EASOM Summer School World Café has been focused to improving future work of EASOM community. Conclusions were presented on the last day of the Summer School. Participants discussed four questions:

- 1) What is the most important point for me over EASOM?
- 2) What does my institution or what do I need from EASOM?
- 3) What could my institution like to offer, what is its specialty and how can I participate actively?
- 4) What would be the future role of EASOM?

In a nutshell, most answers were about better networking and generally the sharing of teaching-tools, new approaches, new ideas and examples of good practice.

Question 1: What is the most important point for me over EASOM?

Regarding the EASOM website, the ideas were displayed on inventory of projects and programs EASOM members are organizing or working at, a list of literature personally recommended by EASOM members. Interesting idea emerged to have organized within EASOM an informal network for its members and interested persons to exchange questions and information, especially for those who are not able to attend the summer schools, to provide and facilitate through EASOM exchange of students (and lecturers as well). European exam for OH is to be installed, EASOM could contribute for example by translating and publishing documents. A side-discussion arose about the question if EASOM should include activities for undergraduate students.

Question 2: What does my institution or what do I need from EASOM?

General remarks after discussion on what a member may need from EASOM is to provide: - collaboration - participation in the board - support to members and networking of members in education and research on education - attending EASOM Summer schools.

Suggestions:

- developing a basic education program that is used in all European countries
- developing European books on OH - developing European exams
- developing courses, especially on 'new' topics
- fundraising for these suggestions; collaboration with European Council

- inviting developers of basic medical education, medical specialists and/or important stakeholders to participate in EASOM Summer schools
- sharing bad practices as a learning strategy

(Institute of Brilliant Failures, prof. Dr. Paul Iske, University of Maastricht, School of Business and Economics, specialization 'combinatory innovation'
www.umexpert.nl/expert/paul-louis-iske/)

Specific items

Belgium:

- participating in EMUTOM
- book on MOOC
- epidemiology
- burn-out

Croatia

- multidisciplinary education (medicine, safety, psychology)
- education for stakeholders
- long-term and short-term education (lectures, seminars, courses)
- stress and psychosocial risk assessment
- safety-issues

Luxembourg:

- knowledge about OH-risks in different branches

Netherlands:

- program on quality assessment of postgraduate education in social medicine (OH, Insurance Medicine, Public Health)
- campaign to attract medical students and young doctors to specialize in OH

Romania:

- small institution, so choices have to be made in what they can do
- link between UEMS and EASOM
- participating in EMUTOM
- network-project/-learning (developed for their students; good evaluation)

Slovenia:

- exchange of trainees
- problem solving sessions with stakeholders

Spain:

- research on education
- contacts/link with European Council

US:

- suggests EASOM (Summer school) to be open for non-European countries/experts

Question 3: What can I or what can my institution offer to EASOM?

Participants suggested:

- collaboration in developing new educational programs and strategies
- sharing good practice examples and experiences in education and training
- collaboration in developing education and research methods and materials

Question 4: Future role of EASOM

The role of EASOM should not be changed in the future, however the way in which EASOM realizes its current role (developing and strengthening the teaching of OM to physicians) needs to be ameliorated and extended to all educational levels and other disciplines. The focus can be put on well-being, and not only health and safety.

To fulfill its role, more institutes and individuals should become member and involved in the activities.

The unique position and role of EASOM should be emphasized and new ways to promote the association should be used.

Summer School

A face-to-face meeting on an annual basis is needed to build fellowship and brotherhood? Networking and establishing collaboration are important.

At the (official) opening of the summer school, a responsible of the present host can present the OHS structure and training program of the country. These presentations can be collected and put on the website. After some years, we will have a nice overview and examples from several countries which can help in harmonizing the curricula. Interesting examples of multidisciplinary team work can be presented: good and bad examples.

Besides summer school, more active events can take place such as webinars. Communication needs to be improved: website and other media.

Website

Make it more active and attractive by including learning tools and material of good quality and tailor made. Especially material on new emerging risks.

We can put comments, feedback, quotes of participants and members on the website, so people become curious and interested.

Discussion platform: pose questions and receive in an easy and quick manner expert answer; list of the expertise of each member.

Social media

Use Facebook, Instagram, YouTube

Example: professors put short abstracts of new articles and Cochrane reviews on Facebook with link to the full article

Mobility of teachers and students

Involvements of trainees/residents in summer schools (of the local host and other countries): idea of scholarships

Exchange visits of teachers and students: mobility grant/Erasmus

Collaboration

Harmonized curricula, new curricula: collaboration with UEMS (one European exam)

Teaching projects EMUTOM, Virtual patients: members submit a joint proposal

These were developed for medical students; new teaching material for other target groups and disciplines: collaboration with SCETOH and ENETOSH

Idea that EASOM can have a declaration that it is willing to support teaching projects by supporting members and colleagues with data collection and dissemination and valorization of results. The results of the World Café shall be picked up at the next Board meeting of EASOM and carefully discussed together with plans for the future activities of EASOM.

General Assembly

Finally, this report covers the General Assembly of the members of the EASOM. Assembly was held on the 23rd of August 2018. Few members have had this year their last term to serve as members of the Board.

They were succeeded with the new members elected by voting during the General Assembly.

New members of the Board since 23rd of August 2018 are: Petar Bulat, Lode Goderis, Soile Jungewelter, Marija Bubas. Nicole Majery was elected to serve as the Secretary General. President of EASOM, Giso Schmeisser was succeeded by the new President also elected by voting. For the next four years Begoña Martinez Jarreta will serve as the President of EASOM.

Report written by Marija Bubas, Croatian Institute for Health Protection and Safety at Work, Zagreb, 15th September 2018.

Acknowledgments: To Marjolein Bastiaanssen, Davide Bosio, Lutgart Breackman, Dieter Weigel, Karmen Bradvica Kelava and Marina Milakovic for support in writing this report.



Photo by c<ya:

Participants of the EASOM Summer School 2018 in front of the Andrija Stampar School of Public Health, after the Opening Ceremony on 22nd Aug, 2018

link to the video of Highlights: <https://youtu.be/bC8px7AQvZQ>

link to the video of the Opening ceremony with speeches:
<https://youtu.be/bZlloN74xsl>

EASOM Summer School 2019

This year the Summer School will be organized in Riga, Latvia, from Thursday 29th to the 31th of August 2019.

The topic will be Occupational Cancers.

Further information about the venue and the program will be published on the Website after the 15th of April.



***Center of Occupational and Radiological Medicine of Pauls Stradins
Clinical University Hospital (Center)***

https://www.rsu.lv/sites/default/files/imce/Projekti/Pielikumi/posteri/Center_of_Occupational.pdf

Actual EASOM Board Structure, 2019

President: *Prof. Dr. Begoña Martínez Jarreta*

University of Zaragoza, Faculty of Medicine, School of Occupational Medicine

Secretary general: *Dr. Nicole Majery*

Service de Santé au Travail Multisectoriel

Board Members:

Prim. Marija Bubas, MD, PhD

Croatian Institute of Public Health

Prof. Dr. Petar Bulat

University of Belgrade Faculty of Medicine-Serbian Institute of Occupational Health

Prof. Dr. Lode Godderis

KU Leuven, Centre for Environmental and Health

Dr. Soile Jungewelter

Finnish Institute of Occupational Health - FIOH

Prof. Dr. Elena-Ana Păuncu

University of Medicine and Pharmacy "Victor Babeş", Discipline of Occ. Medicine

Dieter Weigel MD

Akademie für Arbeitsmedizin und Gesundheitsschutz in der Ärztekammer Berlin