



MEL AND ENID ZUCKERMAN
COLLEGE OF
PUBLIC HEALTH

**Mel and Enid Zuckerman College of Public Health
University of Arizona**

SYLLABUS

**Public Health Preparedness CPH 489/589
FALL 2017**

Time:	1:00 PM to 3:50 PM (Tuesdays)
Location:	Drachman Hall A-120
Course Instructors:	Mona Arora, MSPH (manand@email.arizona.edu)
Office:	Drachman Hall Room A219T/Visits by appointment only
Office Hours:	By appointment only as scheduled via e-mail (Note: Please allow up to 48 hours response time.)

Course Information

CATALOG DESCRIPTION

This course will provide the participants a basic knowledge of public health preparedness and response using an all hazards approach: nuclear, biological, chemical, and natural disaster, and an opportunity to apply this content in a mock critical incident event.

COURSE DESCRIPTION

This course is designed to introduce students to the emergency preparedness discipline of public health using course work designed for current public health practitioners. During this course, students can expect to gain proficiency in the National Incident Management System and attain CDC Emergency Responder Tier Two level credentials (i.e., Certification in FEMA courses ICS 100, 200, 700, and 800). Students will hear from subject matter experts on various topics in relation to public health emergency preparedness and develop a strong foundation in the principles of the discipline. The course is taught using a blended format of both online and in-class sessions.

COURSE PREREQUISITES

None. Priority will be given to current public health students.

COURSE LEARNING OBJECTIVES

Students who are engaged in the learning process and successfully complete all course requirement will be able to:

- 1) Acquire a basic knowledge of public health preparedness issues, preparedness and response.
- 2) Gain skills in core public health preparedness competencies.
- 3) Receive incident command system training.

- 4) Recognize the diverse roles of public health professionals and the various members of the public health system.
- 5) Characterize the role of the public health system before, during, and after a public health emergency.
- 6) Understand the ethical challenges faced by responders in public health emergencies.
- 7) Identify and use on-line and other resources to obtain preparedness response information.
- 8) Understand essential elements of critical incident programs, planning, implementation, and evaluation.
- 9) Participate as an evaluator in a mock critical incident event.

MPH COMPETENCIES COVERED

Analytical Skills

A.1. Defines a problem

Communications Skills

B. 1. Communicates effectively both in writing and orally (unless a handicap precludes one of those forms of communication)

B. 5. Leading and participating in groups to address specific issues, including ability to work in teams, span organizational boundaries, and cross systems

Cultural Skills

D. 2. Interacting competently, respectfully, and professionally with persons from diverse backgrounds

Basic Public Health Science Skills

E. 4. Understanding of the historical development and structure of state, local, and federal public health agencies

COURSE NOTES/RECOMMENDED TEXTS/READINGS

Online course materials will be available through the Mountain West Preparedness and Emergency Response Learning Center (MWPERLC) training portal at <http://moodle.publichealth.arizona.edu>. Select course readings will consist of review and completion of online training material developed by the Federal Emergency Management Agency (FEMA).

You are expected to take your own notes in class. Computers, phones, pads and other electronic device use is not allowed during class unless directed for specific class activities. Class lecture material will be posted on the Moodle course page following lecture.

COURSE REQUIREMENTS

In addition to class attendance and participation, students are expected to complete required on-line material by the assigned dates, submit written assignments and quizzes on time, take exams on the specified dates, and participate in the mock critical incident evaluation. Students will be required to collaborate with assigned group members and present a relevant case study during the semester (additional details will be provided in class). You will be asked to provide a University of Arizona e-mail address unless you have

permission from the instructor. Changes and other information about the class will be posted on the Moodle course page. It is your responsibility to check Course Announcements online.

Course Assignments

Students will be required to complete all course assignments designated during this course.

Online FEMA Courses: Students are expected to complete six FEMA courses as part of the assigned readings for the semester.

- 1) Introduction to Incident Command System (IS-100.b)
- 2) Incident Command System for Single Resources and Initial Action Incidents (IS-200.b)
- 3) National Incident Management System, An Introduction (IS-700a)
- 4) National Response Framework, An Introduction (IS-800.b)
- 5) An Introduction to Exercises (IS-120)
- 6) Exercise Evaluation and Improvement Planning (IS-130)

Upon completion of each online course and subsequent quiz, the student will receive a FEMA Certificate that must be uploaded to the course website to receive credit for this assignment. In the field, successful completion of the above courses renders the individual as having completed CDC Tier Two level credentials for incident command and emergency management responsibilities.

Quizzes

There will be 6 quizzes given during the course of the term. Quizzes will be made up of multiple-choice, true and false or short answer questions. Questions will be taken from the online modules that you will be required to review. Quizzes will be administered online and range from 10-15 questions each. **Quizzes will be open from the Wednesday prior to due date at 8:00 AM until noon the following Tuesday. Once you begin the quiz, you will have one hour to complete and make your submission.** Each quiz will be available for one attempt; after which it will be graded automatically. Each quiz will be worth 10-20 points. It is up to the student to set aside time to complete these online quizzes. *No make ups quizzes will be allowed. However, you may drop the two lowest quiz scores at the end of the semester.*

Analysis Paper

Students will be required to submit one short 2-3 page analysis paper evaluating an existing children's show that focuses on community preparedness. You will be provided with a list of television shows that are targeted at young (i.e., preschool-elementary aged) children. The assignment will require you to view one of the television shows and provide an analysis of the how the topic was covered, critique the information presented, and provide recommendations. Additional details will be made available in class.

Due date: October 24th, 2017

Reflective Paper

Students will be required to submit **one** short 2-3 page reflective paper in response selected topics in preparedness during the semester. This assignment is designed for you to personally reflect on the topics presented in the course, the concepts that stood out to you and why. The reflective paper will require students to also include a section on your reflection of the course itself, including the course setup, assignments, instructors and any other aspect of the course. Additional details will be made available in class.

Due date: November 21st, 2017

Critical Incident Evaluation

Practical exercises are a critical component of the emergency preparedness field. The instructor will coordinate with local emergency management agencies and partners to provide students with an opportunity to observe and evaluate such an exercise. As such, students will be trained to serve as evaluators for this county-wide functional exercise. The goal of this mandatory field assignment is for students to observe the challenges and situations emergency responders face during disasters and gain practical experience in conducting exercise evaluation. As a result, students will be required to:

- 1) Participate in a pre-exercise briefing and evaluation training and post-exercise after action discussion. (To be held during routine class time.)
- 2) Report to their assigned exercise venue on exercise date.
- 3) All students: Complete and submit the evaluation documents (Exercise Evaluation Guides)

The instructor will make available an Exercise Excuse Letter that students can utilize to coordinate with any conflicting job or course commitments. **Students must communicate any unresolvable conflicts to the instructor by September 5th.**

Case Study Group Presentation

All students will be assigned into one of four groups at the beginning of the course and each group will be responsible for leading a one-hour case study analysis in class. The group assignment will involve researching a public health emergency preparedness topic relevant to one of the four preparedness readiness area, analyzing roles and responsibilities, and facilitating a one-hour, in-class presentation and discussion.

More details regarding the grading rubric and expectations will be available later in the semester.

Exams

There will be 2 midterm exams and one final, non-cumulative exam during this semester. The instructor will post a study guide two weeks prior to each exam and will hold a review session one week prior to each exam. Exams are worth 100 points each and will consist of the following types of questions: multiple-choice, short answer, fill-in-the blank, and matching. Except for emergency situation (e.g., medical, supported by appropriate documentation) make-up exams will not be given and zero credit will be awarded for missed exams.

Late Submission Policy

All due dates will be posted in the syllabus and on the Moodle course page. It is the student's responsibility to ensure that the assignments are turned in on time. All late assignments will be penalized 10% per day and late submissions will only be accepted within one week of the due date. After this time, the student will be awarded zero points for the assignment. Whenever you are unsure or cannot access the assignment submission function on Moodle, please email your assignment to the instructor.

GRADING/STUDENT EVALUATION

The grading system for this course is as follows:

Evaluation Component	Potential Points	
	Undergraduate (489)	Graduate (589)
3 exams @100 pts each	300	300
Assignments/Quizzes *drop lowest score	90	90
Critical Incident Evaluation <i>Grading Rubric:</i> <i>Briefing: 10 pts</i> <i>Attending: 10 pts</i> <i>Evaluation: 30 pts.</i>	50	50
Critical Analysis Paper	20	20
Reflective Paper	20	20
Group Case Study Presentation	100	100
Presentation & Paper <i>Grading Rubric:</i> <i>Project proposal: 10 pts</i> <i>Project Outline: 10 pts</i> <i>Paper: 50 pts.</i> <i>Presentation: 30 pts</i>	N/A	100
Total	580	680

Final grades will be based on the following relative point system (**undergraduate** and **graduate** students):

- A = 522 - 580 points OR 612 - 680 points
- B = 464 - 521 points OR 544 - 611 points
- C = 406 - 463 points OR 476 - 543 points
- D = 348 - 405 points OR 408 - 475 points
- E = < 347 points OR < 407 points

400/500 CO-CONVENED COURSE

The 500 level course expectations include a more in-depth understanding of the course material and additional tasks. Each graduate student will pick a public health emergency preparedness issue of interest and conduct an in-depth study and analysis of the topic. Each student will be required to submit a 1-2 page proposal by September 19th and paper outline by October 10th. Each graduate student must also present their paper during 15-20 minute presentation on December 5th.

Course Policies

DISABILITY ACCOMODATION

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; <http://drc.arizona.edu/students>) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: <http://catalog.arizona.edu/2014%2D15/policies/disability.htm>

NONDISCRIMINATION and ANTI-HARASSMENT POLICY

The University of Arizona is committed to creating and maintaining an environment free of discrimination, <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

GRIEVENCE POLICY

Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at: <http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy>

GRADE APPEAL POLICY

<http://catalog.arizona.edu/2014-15/policies/gradappeal.htm>

UA SMOKING AND TOBACCO POLICY

The purpose of this Policy is to establish the University of Arizona's (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles. The latest version of the policy is available at: <http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy>

SYLLABUS CHANGES

Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

TELEPHONE AND COMPUTER USE

You are not allowed to have your computer on during class, unless you are working on group assignments or taking notes for class. Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor.

STATEMENT OF COPYRIGHTED MATERIALS

Students are advised that all lecture notes, lectures, study guides and other course materials disseminated by the instructor to the students, whether in class or online, are original materials and, as such, reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by the student. Students may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the University's Intellectual Property Policy (available at http://www.ott.arizona.edu/uploads/ip_policy.pdf). Violations of the instructor's copyright may result in course sanctions and violate the Code of Academic Integrity.

PLAGIARISM

What counts as plagiarism?

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

COURSE SCHEDULE

Information contained in the course syllabus, other than the grade and absence policies, is subject to change with reasonable advance notice as deemed appropriate by the instructor.

Course Rules of Conduct

CLASS ATTENDANCE & PARTICIPATION

You are expected to attend classroom sessions and participate in class discussions. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion, and absences pre-approved by the University of Arizona Dean of Students (or Dean's designee) will be honored. Class make-ups can be arranged with instructor permission.

COMMUNICATIONS

You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings,

news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: <https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students>

ACADEMIC INTEGRITY

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

CLASSROOM BEHAVIOR

(Statement of expected behavior and respectful exchange of ideas)

The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>

Students are expected to be familiar with the UA Policy on Disruptive and Threatening Student Behavior in an Instructional Setting found at: <http://policy.arizona.edu/disruptive-behavior-instructional> and the Policy on Threatening Behavior by Students found at: http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf

DISRUPTIVE BEHAVIOR IN AN INSTRUCTIONAL SETTING

Disruptive Behavior is prohibited. "Disruptive behavior" means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the University. Students who engage in disruptive behavior may be directed by the instructor to leave the class for the remainder of the class period. If the student refuses to leave after being requested to do so, the instructor may summon the University Police. For involuntary removal for more than one class period, involuntary withdrawal from class, or more serious sanctions, the disciplinary procedures set forth in section C, below, must be utilized.

<http://web.arizona.edu/~policy/distruptive.pdf>

THREATENING BEHAVIOR IN AN INSTRUCTIONAL SETTING

Threatening Behavior is prohibited. "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the

person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

<http://web.arizona.edu/~policy/threatening.pdf>

Course Schedule

Date	Course Topic	Homework & Due Dates
August 22	<u>In-class Session</u> <i>Course Overview & Introduction to Preparedness</i>	Introduction to Public Health Online Course (4 modules) Student Survey Due Date: August 25th, 2017 (Noon) Introduction to Public Health Preparedness Modules Quiz Due Date: August 29th, 2017 (Noon)
Unit 1: Emergency Management		
August 29	<u>On-line Session</u> <i>Introduction to the National Incident Management System and the Incident Command System</i>	<u>IS-100, IS-200</u> Upload FEMA Course Certificates to Moodle Due Date: September 5th, 2017 (Noon)
September 5	<u>In-class Session</u> <i>The Incident Command System in Practice (Cmdr. Brian Seastone, University of Arizona Police Department)</i> <i>Introduction to Emergency Response Plans</i>	<u>IS-700, IS-800</u> Upload FEMA Course Certificates to Moodle Due Date: September 12th, 2017 (Noon)
September 12	<u>On-line Session</u> Emergency Management Readiness Modules <ul style="list-style-type: none"> • Hazard Vulnerability Analysis (HVA)/Risk Assessment • All Hazards Emergency Operations Plan • Continuity of Operations • Emergency Operations Center Management • Emergency Management Quiz Emergency Management Readiness Modules Quiz Due Date: September 26th,	

	2017 (Noon)	
September 19	<u>In-class Session</u> <i>Homeland Security Exercise Evaluation Program (HSEEP): Part I (HSEEP Fundamentals and Program Management)</i> <i>Midterm I study guide posted on Moodle</i>	<i>FEMA IS-120: An Introduction to Exercises online training</i> http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-120.a <i>FEMA IS-130: Exercise Evaluation and Improvement Planning online training</i> http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-130 Upload FEMA Course Certificates to Moodle Due Date: September 26th, 2017 (Noon)
September 26	<u>In-class Session</u> <i>Group 1 Presentation</i> <i>HSEEP Fundamentals Part II (Exercise Design, Development, and Conduct)</i> <i>Midterm 1 Q& A Session (last 20 minutes of class)</i>	
October 3	<u>In-class Session</u> MIDTERM I <i>Healthcare Coalition Exercise Briefing</i>	Mass Care Readiness Series <ul style="list-style-type: none"> ▪ Mass Casualty ▪ Mass Fatality ▪ Shelter and Evacuation ▪ Volunteer Management ▪ Mass Care Quiz Due Date: October 17th, 2017 (Noon)
October 10	<u>No-class</u> Prepare for exercise evaluation	Medical Countermeasures Readiness Modules <ul style="list-style-type: none"> • Strategic National Stockpile • Mass Dispensing • Isolation & Quarantine • Medical Countermeasures Quiz Due Date: October 24th, 2017 (Noon)
October 11	SoAZHCC Full Scale Exercise (7am-Noon)	
October 17	<u>In-class Session</u> <i>Exercise Debrief</i> <i>Group 2 presentation</i> <i>Lecture: Outbreak Investigations</i>	

October 24	<p><u>On-line Session</u> <i>Midterm II Study Guide posted</i> <i>Analysis paper</i> Due Date: October 24th, 2017 (Noon)</p> <p><i>Epidemiology Readiness Series Modules</i></p> <ul style="list-style-type: none"> • Preparedness in Utah: Epidemiology of Chemical, Biological, & Radiological Incidents • Colorado: Environmental Health Aspects of Natural Disasters • Epi Modules Quiz <p>Due Date: October 31st, 2017 (Noon)</p>	
October 31	<p><u>In-class Session</u> <i>Group 3 presentation</i> <i>Pandemic Planning: University Perspective (Dr. Harry McDermott, UA Campus Health Services)</i> <i>Midterm II Q&A Session (last 20 minutes of class)</i></p>	
November 7	MIDTERM 2	<p>Functional Needs and Psychosocial Support Readiness Modules</p> <ul style="list-style-type: none"> ▪ Vulnerable Populations ▪ Crisis and Emergency Risk Communications ▪ Disaster Mental Health ▪ Mental Health Quiz <p>Due Date: November 14th, 2017 (Noon)</p>
November 14	<p><u>In-class Session</u> Group 4 Presentation Lecture: Emergency Preparedness on Tribal Lands (Tara Chico-Jarillo, MEZCOPH Health Promotion Sciences)</p>	<p>Climate Change & Public Health Readings TBD Due Date: November 28th, 2017 (Noon)</p>
November 21	<p><u>On-line Session</u> <i>GIS in Public Health</i></p>	<p>Reflective paper Due date: November 21st, 2017 (Noon)</p>
November 28	<p><u>In-class Session</u> <i>Framing CC as a Public Health (EP) Issue: Challenges & Opportunities</i></p>	

December 5	<u>In-class Session</u> Graduate Student presentations Final Exam Review and in class evaluations
December 12	<i>Final exam</i> Tuesday 1:00 PM - 3:00 PM