Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS
Public Health Preparedness CPH 489/589
Fall 2012

Time: 1-3:50 Tues
Location: Drachman Hall A-116
Course Instructors: Jeff Burgess, MD, MPH (jburgess@u.arizona.edu)
Brenda Granillo, MS (bgranill@email.arizona.edu)
Mona Arora, MSPH (manand@email.arizona.edu)
Office/Office Hours: Drachman Hall Room A235/ Visits by Appointment
Teaching Assistant: Leaton Jones (letonjo@email.arizona.edu)
TA Office Hours: TBD

Course 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 Prerequisites: None. Priority will be given to current public health students.

Course Learning Objectives:
• Acquire a basic knowledge of public health preparedness issues, preparedness and response
• Gain skills in core public health preparedness competencies
• Receive incident command system training
• Recognize the diverse roles of members of the interdisciplinary field of public health preparedness
• Identify and use on-line and other resources to obtain preparedness response information
• Understand essential elements of critical incident programs, planning and implementation
• Review a mock critical incident event

Undergraduate Competencies:
• Describe the historical development of public health systems and their role in society.
• Appropriately incorporate determinants of health (environmental, social, cultural, behavioral and biological) when studying the causation of disease and access to health services.
• Write appropriately for an entry level position in the field of public health.
• Distinguish between the roles that morals, ethics and law have on public health.

Course Notes/Recommended Texts/Readings: On-line course materials will be available through the MWPERLC training portal at http://www.mwperlc.arizona.edu/. D2L will only be used for provision of study guide questions, submission of assignments and reporting of grades.

Course Requirements: In addition to class attendance and participation, you are expected to complete required on-line training by the assigned dates, submit written assignments on time, take exams on the specified dates and participate in the mock critical incident. You will be asked to provide a University of Arizona e-mail address unless you have permission of the instructors.

Grading/Student Evaluation: The grading system for this course is as follows:
Midterm examination 25%
On-line module and quiz completion 10%
Tabletop presentation 10%
Critical Incident Evaluation 20%
Final examination 25%
In-class participation 10%

Note: On-line module and quiz completion are due one week from assignment. Late submissions will not be scored.

Final grades will be based on the following relative point system:

A = 90-100%
B = 75-89%
C = 65-74%
D = 50-64%
E = < 50%

400/500 Co-Convened Course: The 500 level course expectations include a more in-depth understanding of the course material and additional tasks such as but not limited to completion of a Homeland Security Exercise and Evaluation Program (HSEEP) compliant After Action Report for the class exercise evaluation.

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.

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.

August 21 (In-class) Topic: Course Introduction & Personal Preparedness

Homework Assignment:
- Introduction to Public Health Online Course (4 modules)

August 28 (On-line) Topic: FEMA Training IS-100, IS-200, IS-700 and IS-800
(http://training.fema.gov/IS/viewall.asp)

September 4 (In-class) Topic: Incident Command System Scenario

September 11 (On-line) Topic: Emergency Management Readiness Track
Preparedness in the Southwest Online Course
- All-Hazards Emergency Response Plans
- Risk Assessment/Hazard Vulnerability
- Emergency Operations Center Management
- Continuity of Operations
- Emergency Management Quiz (must be completed by September 18, 2012)

Homework Assignment:
- FEMA IS-139 online training (http://training.fema.gov/EMIWeb/IS/is139.asp)

September 18 (In-class) Topic: Emergency Planning Process
Extra Assignment (graduate students only, see class handout for due dates):
- Community planning assignment

September 25 (In-class) Topic: Homeland Security Exercise and Evaluation Program (HSEEP)
Exercise Evaluation Guide (EEG) and After Action Report (AAR)
- Work in groups on designing a table top exercise
October 2  (On-line) Topic: Medical Countermeasures Readiness Track
- Mass Dispensing
- Strategic National Stockpile
- Isolation & Quarantine
- Medical Countermeasures Quiz (must be completed by October 9, 2012)

October 9  (In-class) Topic: Midterm Exam /Point of Dispensing (POD) Workshop

October 13  (Field) Topic: University of Arizona POD Full Scale Exercise
Date TBD:  (Field, Mid-October) Pima County Exercise Base X exercise-Extra Credit if scheduled

October 16  (On-line) Topic: Mass Care Readiness Track
- Volunteer Management
- Mass Casualty
- Shelter and Evacuation
- Mass Fatality
- Mass Care Quiz (must be completed by October 22, 2012)

October 23  (In-class) Topic: Table Top Exercise Presentations

October 30  (On-line) Topic: Mental Health Readiness Track
- Special Populations
- Crisis and Emergency Risk Communications
- Disaster Mental Health
- Mental Health Quiz (must be completed by November 6, 2012)

Homework Assignment:
- Tier II On-line Module Mass Prophylaxis Crisis and Emergency Risk Communication

November 6  (In-class-Computer Lab A319) Topic: GIS and Preparedness

November 13  (On-line) Topic: Epidemiology Readiness Track
- Epidemiology of Biological, Chemical, and Radiological Incidents
- Environmental Health Aspects of Disasters
- Epidemiology for Preparedness
- Outbreak Epidemiology
- Epidemiology Quiz (must be completed by November 20, 2012)

November 20  (In-class) Topic: Surveillance and Outbreak Investigations
Homework Assignment:
- Tier II On-line Module Community Preparedness for Tribal and Rural Communities

November 27  (Field, Morning Session: 9:00-12:00 pm) Topic: Inter-Professional Exercise: Pandemic Influenza-Arizona Health Sciences Collaboration
(In class, 1-3:50 PM) Topic: Optional review of EEGs/AARs (need to schedule ahead)

December 4  (In-class) Topic: AAR in-class presentations (graduate students only)/Final Exam Review and in class evaluations
- Assignments Due: EEGs (for 489 students) and AAR/IPs (for 589 students)

December 10  (In-class) Final exam Monday 1-3 PM (NOTE ROOM CHANGE TO A-120)
Communications: You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course website. Information about readings, news events, grades, assignments and other course-related topics will be communicated to you electronically. The official policy can be found at: http://www.registrar.arizona.edu/emailpolicy.htm

Disability Accommodation: 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; drc.arizona.edu) 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/2012%2D13/policies/disability.htm

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online. The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity.

Classroom Behavior: 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://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines. Students are expected to be familiar with the UA Policy on Disruptive 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.

Grievance 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/2012-13/policies/gradappeal.htm

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. Turn your cell phones to silent or vibrate in order not to disrupt the class or disturb your fellow students.

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.