Time: Online

Location: Online

Instructor(s) and Contact Information:

1. Naqib Safi, MD, MCommH, safi@email.arizona.edu

Instructor Availability: (No appointment needed, during office hours); Online courses: clarify the instructor’s response time to questions (24 – 48 hours except weekends)

Teaching Assistant: (TA name, contact information, office address)

TA Office Hours: (When can students come to see teaching assistant?)

Catalog Description:
Students will develop the knowledge and skills to work in national and international contexts by contributing to and managing global public health humanitarian crises and programs.

Course Description:
This course is designed to comprehensively meet the needs of public health practitioners to learn the overall management of public health emergencies and to equip them with knowledge and skills beyond specific diseases of concern, but also in overall coordination, leadership, communication and resources mobilization. The course has three major domains, including: a) Principles of Communicable Diseases Control and Humanitarian Coordination Architecture, b) Communication (Risk Communication, Behavior Change Communication, Advocacy and External Communication), and c) Response planning.

Course Prerequisites:
Previous experience in public health and emergencies setting is an asset but not a requirement.

Course Objectives and Expected Learning Outcomes:

- Course Objectives
  At the end of the course, students should be able to develop an emergency response plan, based on analysis and interpretation of available data and comprehensive situation analysis.
• **Expected Learning Outcomes:**

  Undergraduate and graduate students will learn the following objectives. Graduate students will have advanced level material and assignments as shown in italics:

  • Demonstrate foundational knowledge of communicable diseases control including the challenges and lessons learned from major public health emergencies, using case studies of the Ebola outbreak and COVID-19 pandemic analyze the effect of political leadership and the response outcome.
  
  • Prepare a comprehensive Emergency Response Plan applying theories and knowledge gains during the course.
  
  • Describe the basics of vaccine preventable disease outbreaks and control measures by reviewing latest disease outbreaks in high-income countries, their causes, lessons learned with regard to response planning and implications for future actions.
  
  • Identify basic and introductory concepts, identify tools, and apply processes of situation analysis, risk and vulnerabilities/impact analysis, and stakeholders mapping.
  
  • Apply the Inter-Agency Standing Committee (IASC) guidelines of mental health and psychosocial well-being in the contexts of emergencies.
  
  • Explain the principles of behavior change communication and risk communication during a public health emergency and apply common strategies and tools.
  
  • Describe the basics of advocacy and resources mobilization. Evaluate the importance of early communication, planning and resource mapping, identifying the DOs and DON’Ts of external communication.
  
  • Explain and compare the existing interagency funding mechanisms, flash appeals, joint funding appeals and how they can be accessed.

**Course Notes:** Class PowerPoint presentations will be posted on D2L.

**Required Texts or Readings:**

Readings are posted on D2L by week of assignment. A schedule of readings is included within the course schedule below. The amount of reading varies throughout the semester. Some weeks the readings are many and other weeks relatively little. Space the readings out and prioritize your time accordingly.

All required readings, including PowerPoint presentations, and planning tools and guidelines will be shared in advance with the students. Below is an initial list of references.


- Inter Agency Standing Committee (IASC). (2019, April 1). Protocol for the Control of Infectious Disease Events. Retrieved May 15, 2020, from
https://interagencystandingcommittee.org/system/files/190404_iasc_infectious_disease_scale-up_activation_protocol_web.pdf


  (students to familiarize with the Health, Water and Sanitation, Nutrition and Food Security Standards)


**Course Requirements:**

Full participations in the class via D2L as described below.

*Students will be expected to have more comprehensive class discussion based on the relevant literature and deliver an assignment using their analytical skills and experience*
Submission of 3 assignments, incrementally building up the comprehensive emergency response plan:

- Each student will agree with the instructor in the first two weeks of the course. As lessons progress, students will prepare a hypothetical emergency response plan during the course and submit it at end of the course. This will be the main product and as the lessons progresses each part of the plan will be developed by the students, with following chapters:
  
  - Introduction of the context (1st submission)
  - Situation Analysis including risks, hazards and vulnerabilities (1st submission)
  - Response plan of what, where, when, who and required resources (2nd submission)
  - Response strategies (how will you implement it) Response coordination and management (2nd submission)
  - Communication and advocacy strategy and plan (3rd submission)
  - Resources mobilization strategy (only postgraduates) (3rd Submission)
  - FINAL: Complete Emergency Response Plan (4th and final submission)

Grading Scale/Student Evaluation and Policies:

The graduate level students will have advanced level lectures providing opportunities to learn from both high level theoretical and up-to-date policies and guidelines that are in practice. Moreover, the graduate level students will have a relatively higher number of required readings from the peer reviewed journal articles and current policy and strategies. The assignments for the graduate level students will require in-depth analysis and critical writing. These all will reflect in the grading system and assessment.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Undergraduate Points</th>
<th>Graduate Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
<td>900-1000</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>80%-90%</td>
<td>800-899</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
<td>700-799</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
<td>600-699</td>
<td>600-699</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 60%</td>
<td>&lt;600</td>
<td>&lt;600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (Outbreak Response Plan) for a hypothetical situation</td>
<td>Friday of 3rd week@ 11:59pm AZ time</td>
<td>450 (3 @ 150 points)</td>
</tr>
<tr>
<td></td>
<td>Friday of 5th week@ 11:59pm AZ time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday of 6th week@ 11:59pm AZ time</td>
<td></td>
</tr>
<tr>
<td>Discussion and Participation: posts and response to posts on D2L</td>
<td>Weekly (please see description and details below)</td>
<td>280 (14 @ 20)</td>
</tr>
<tr>
<td>Final assignment (response plan)</td>
<td>Friday of the 7th week @11:59pm AZ time</td>
<td>270 (1 @ 270)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>
Paper: Students to write a complete response plan to a hypothetical public health emergency, based on their past, present or future hypothetical context/scenario and data. It will be built in an incremental manner as follows:

- **First submission on Friday of the 3rd week @ 11:59PM AZ time:** Introduction of the context/country, situation analysis and objectives of the plan. *Graduate students shed light on any socio-economic disparities and policies that might have contributed to it*
- **Second submission on Friday of the 5th week @ 1159PM AZ time:** Response plan and strategies or in other words, responding to questions of: what activities should be undertaken and when? How you want to implement it and who will do it?
- **Third submission on Friday of the 6th week @ 11:59PM AZ time:** Communication plan and strategy, responding to questions of: what you want to communicate? To whom you want to communicate (local communities, national or international communities)? How you want to do it? What medium will you use? *Graduates students will also develop the RESOURCES mobilization plan and strategy, responding to questions of: how much funds do you need and when? How will you mobilize to secure the funds? Describe your approach to overall resources mobilization from building internal capacity to reaching out to domestic and international donors.*
- **Final submission on Friday of the 7th week @ 11:59PM AZ time:** Submission of a complete and comprehensive Emergency Response Plan, which is the compilation, adjustment and finetuning of your earlier 3 submissions

**Discussion:** Prior to each weekly session, students read the assigned readings and actively participate in the online course discussion forum.

Class discussion will be a major part of this course. Each week, students will be asked to participate in the online discussion on D2L, and grading will be based on the content and quality of responses (this includes citing at least 1 reference on your initial post to the discussion question— see more information below). Depending on the size of the class, you will be placed in randomly selected groups for these discussions to aid in ease of discussions with a smaller number of people.

Due to the online format of the course, participation in weekly discussions reflects the extent to which you comprehend the material and is critical for furthering your learning in the class. The online discussions also give the instructor and students an opportunity to interact and support each other in the learning processing. You are expected to log on to D2L and participate on **at least two separate days a week (of course you are welcome to participate more)**. Participation includes reading posted materials and contributing substantially to discussion boards. You must submit **at least one substantive posting** each day of active participation, with a **minimum requirement of 3 postings per week (1 post to the initial discussion question and 2 additional posts on 2 separate days on your fellow peers’ posts and/or in response to a question posed by the instructor)**. The schedule below illustrates an example of this for you:

<table>
<thead>
<tr>
<th>Lead Time</th>
<th>Prepare or Post Time</th>
<th>Posting Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Monday Tuesday</td>
<td>Wednesday Thursday Friday Saturday Sunday</td>
</tr>
<tr>
<td>Discussion question released</td>
<td>Must respond to the discussion question(s) by 11:59 pm (AZ time) A minimum of 1 reference is</td>
<td>The other two posting can be posted any day from Monday-Sunday but must be made on two separate days. You cannot wait until the last day of class and post on three of your peers’ posts and expect to earn full credit for participation that week (however you can earn partial credit)</td>
</tr>
</tbody>
</table>
To reiterate, here is how the grading is broken down for weekly posts:

- **Post 1**: Response to discussion question(s)-Due every **Wednesday** by 11:59pm (AZ time), 20 points each week.

  You will not see any other posts until you post your response first.

- **Posts 2-3**: Responses to classmate’s posts and/or instructor on **two separate days**-Due Sunday by 11:59pm (AZ time), worth 10 points each post, for a total of 20 participation points each week.

  You will receive partial credit if you do not complete your 2 participation posts on two separate days but do complete them all (you will be graded depending on the quality of your posts too).

  Given the above, you are required to participate on a minimum of two days each week (assuming post 1 and 2 occurs on one day, otherwise you must participate on at least three days). Contact me if this is unclear.

- You should also respond to questions posed to you during the week. You are not required to respond to all, but should respond to a reasonable amount.

**POSTING EXPECTATIONS**: Postings may be brief, but must be a contribution of value to the topic under discussion and reflect the quality of discourse expected in a graduate level course. The following are guidelines for maintaining a high standard of scholarship in the discussions:

1. The content of initial posting should provide evidence of scholarly research by being comprehensive and **incorporating at least 1 reference citation** from the source(s) consulted.

2. You must incorporate the assigned reading(s) in your responses. If you want to utilize additional resources, you are welcome to, but these resources should be from reputable sources. Reputable sources include: books, peer-reviewed journals, and/or government sources (e.g., State or Local Health Department Publications, World Health Organization, The US Centers for Disease Control and Prevention, or similar agencies). Citing Wikipedia, WebMD or similar sources is **not allowed**.

3. Postings must be focused on the topic under discussion and should not include detracting or extraneous information.
INSTRUCTOR’S FEEDBACK ON WEEKLY DISCUSSIONS: The course instructor will participate in the discussions as a “facilitator” periodically throughout the week. The instructor will review postings on a regular basis and periodically post comments on the discussion board. Discussion board posts will generally be graded within a period of one week from the due date. If you don’t receive feedback within that time, you should contact the instructor to follow-up. It is not possible for the instructor to respond to every posting each week. This does not mean the instructor is not reading and/or monitoring the discussions that are occurring on the discussion board. Sometimes, the instructor will pose additional questions to students on their posts as a way for the instructor to engage students in conversation and to continue dialogue on a particular topic.

LATE DISCUSSION BOARD POSTS: The above schedule is structured to ensure that you are getting the most out of these discussions throughout the week and are not waiting until the last minute to post. Late postings impact the quality and quantity of class discussions and often forfeit the opportunity for valuable peer feedback. Ten percent will be deducted for each day you are late with your initial posting to the discussion forum (no submissions to the initial discussion question(s) will be accepted after Friday at 11:59 pm (AZ Time). If the two required participation posts are uploaded later than 11:59 pm (AZ Time) on Sunday, they will not get counted toward your grade. If your additional two posts are not spread out on two separate days, you will not receive full credit for your weekly participation grade (however partial credit will be assigned based on the quality of the post).

INDIVIDUAL INTRODUCTIONS: You are required to introduce yourself to the class to get to know each other and to become familiar with the discussion board forum. You will find this forum and further instructions located under the “discussion” tab labeled “Student and Instructor Introductions.”

LATE ASSIGNMENTS: You are expected to submit assignments by the due dates noted in the course. Assignments submitted late and without prior approval of the instructor, will receive a grade reduction for the assignment amounting to 10% of the total grade per day. After 2 days late, the assignment will not be graded and a score of zero will be earned (the dropbox will close for this assignment at the 2-day mark not allowing you to upload after this late period). Late assignments will not receive the same level of written feedback as assignments submitted on time. In extenuating circumstances, you may be granted permission to submit late. However, you must contact the instructor well before the due date to discuss the situation and the instructor will determine the appropriate course of action for you.

FEEDBACK ON ASSIGNMENTS: You will be provided with a lot of feedback on your writing; please do not take this personal. Constructive feedback is provided to improve your writing and/or making your arguments clearer. Feedback considered a normal part of the academic and professional environment, and should be taken as such.

REUSING WORK AND CITING YOURSELF: You are not allowed to reuse work from previous courses under any circumstance for your discussion board posts or your writing assignments (critical reflection papers and research paper). It is a Code of Conduct Violation to reuse work without the instructor’s permission, which I am not granting for this course. More information can be found here: https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity#prohibited_conduct (under prohibited conduct). Additionally, you are not allowed to cite yourself in any assignments, unless you have a published peer-reviewed article or book. If you use your published work, this should not be the only source you draw from and your work must be related to the associated topic.

NOT DOING YOUR OWN WORK: Hiring another person, company or firm to do your work for you is not allowed. Further, purchasing a paper through any on-or off-line source is also not authorized. Students found to violate this policy will receive a score of zero and will be referred to the Dean of Students for an academic integrity violation.
ACADEMIC INTEGRITY/PLAGIARISM: All UA students are responsible for knowing and 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: https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity#academic_integrity_procedures. Students should also be knowledgeable about what constitutes plagiarism when completing all written assignments (See www.plagiarism.org).

Keep in mind that your assignments submitted through the D2L dropbox are put through plagiarism detection software. A few, but not exhaustive, points to keep in mind of what constitutes plagiarism is below:

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea (and giving proper credit to the original source)
- Doing an assignment 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.

Students found to have plagiarized on any written assignment could face loss of credit for that assignment along with other possible sanctions, such as being referred to the Dean of Students.

ATTENDANCE POLICY: This is an online course and you are expected to check and be on the D2L site on a regular basis. Important announcements and course changes will only be found on D2L. Your success in this course will depend on how active you are, which includes being on the D2L course website.

INTERNET CONNECTION: Since this is an on-line course you are expected to have a regular and reliable Internet connection. If you are taking this course from out of the country, it is your responsibility to ensure you will be able to access all course material and have the ability to upload written assignments. You will be held responsible for meeting all course requirements even if you do not have a reliable Internet connection. All course deadlines and release dates listed in the syllabus follow Tucson time even if you are located in a different time zone.

HOLIDAYS: All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students will be honored.

COMMUNICATION: You are responsible for reading emails sent to your UA email box from your professor as well as the announcements that are placed on the D2L course site. Information about readings, due dates, your grades, assignments and other course related topics will be communicated to you via electronic methods only. The official policy can be found at: http://www.registrar.arizona.edu/emailpolicy.htm. All of the course readings are available on the D2L class website the under “Content” section. The syllabus, assignments, and other class information will available under “Content” as well. The “news” section is on the course home page and is an important part this course. Before asking any questions you should check these two sources of information first.

CONTACTING THE INSTRUCTOR: If you have any questions, please email the instructor. You will receive a written reply within 24 hours (usually much sooner). If 24 hours has elapsed and you have not received a response, email your request again as the instructor has missed your email (this does not happen often, but is possible).

University policy regarding grades and grading systems is available at: http://catalog.arizona.edu/policy-type/grade-policies
### Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain One: Principles of Communicable Diseases Control</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1: Lesson One</td>
<td>Introduction and course structure and content</td>
<td>Familiarization with the syllabus</td>
<td>Discussion Post: Introduction / individual</td>
</tr>
<tr>
<td></td>
<td>Public Health Emergencies</td>
<td>Reading will be provided</td>
<td>Discussion post D2L</td>
</tr>
<tr>
<td>Week 1: Lesson Three</td>
<td>Principles of Diseases Control</td>
<td>IASC Infectious diseases scale-up protocol</td>
<td>Reflection on the protocol / individual</td>
</tr>
<tr>
<td>Week 2: Lesson One</td>
<td>Situation analysis and priority settings</td>
<td>Chapter 31, Veenema: “Identifying and Accommodating High-Risk, High-Vulnerability Populations in Disasters”</td>
<td>Selection of the scenario for the course assignments</td>
</tr>
<tr>
<td></td>
<td>Stakeholder analysis and 4Ws</td>
<td>IASC: MIRA Manual</td>
<td>Discussion Post: Individual</td>
</tr>
<tr>
<td>Week 2: Lesson Two</td>
<td>Humanitarian Coordination Architecture</td>
<td>IASC &amp; WHO: Health Cluster Guide</td>
<td>Reflection and online discussion</td>
</tr>
<tr>
<td></td>
<td>Health Cluster Coordination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3: Lesson One</td>
<td>Diseases Surveillance: Sources of Data, Analysis and Evidence Based Response Planning</td>
<td>WHO: Outbreak surveillance and response in humanitarian emergencies</td>
<td>Discussion Post: Each student will select an article describing a success story relative to disaster surveillance and report on it to the group on the discussion board</td>
</tr>
<tr>
<td></td>
<td>International Health Regulations and Reporting Requirements</td>
<td>International Health Regulations (IHR)</td>
<td></td>
</tr>
<tr>
<td>Week 3: Lesson Two</td>
<td>An Introduction to Vaccine Preventable Diseases Outbreak and Control Measures</td>
<td>Readings will be provided</td>
<td>Individual Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st assignment submission</td>
</tr>
<tr>
<td>Week 4: Lesson One</td>
<td>Viral Diseases Outbreak and Control: Ebola Viral Disease</td>
<td>WHO Factsheet on Ebola (EVD)</td>
<td>Discussion board Posting: / Individual</td>
</tr>
<tr>
<td>Week 5: Lesson One</td>
<td>An Introduction to Malnutrition and a Public Health Crisis</td>
<td>Reading will be provided</td>
<td>Discussion board Posting: Individual</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Week 5: Lesson Two</td>
<td>Mental health and psychosocial well-being in crisis context. An introduction to the guidelines of mental health and psychosocial well-being in the contexts of emergencies</td>
<td>IASC Mental Health and Psychosocial Support in Emergency Setting guideline</td>
<td>Individual Reflection and Discussion on posts 2nd assignment submission</td>
</tr>
</tbody>
</table>

**Domain 2: Communication (Risk Communication, Behavior Change Communication, Advocacy and External Communication)**

<table>
<thead>
<tr>
<th>Week 6: Lesson One</th>
<th>Risk Communication, Behavior Change Communication Community Engagement and lessons learned from the recent public health emergencies</th>
<th>Reading will be provided</th>
<th>Individual Reflection and online discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6: Lesson Two</td>
<td>Engagement with media and use of social media: DOs and DON’Ts</td>
<td>Reading from a peer reviewed article will be provided</td>
<td>Discussion board Posting: / Individual Each student will select an article describing a success story relative to engagement with media and report on it to the group</td>
</tr>
<tr>
<td>Week 6: Lesson Three</td>
<td>Advocacy and resources mobilization. Interagency funding mechanisms, flash appeals, joint funding appeals and how can it be accessed?</td>
<td>Familiarize themselves with the DOs and DON’Ts of external communication. CERC Community Engagement guide CERC Messages and Audiences IASC: Funding Appeals and Tools</td>
<td>Individual Reflection and online discussion 3rd assignment submission</td>
</tr>
</tbody>
</table>

**Domain 3: Response Planning**

<table>
<thead>
<tr>
<th>Week 7: Lesson One</th>
<th>Decision Making in the context of uncertainty, Pros and Cons of quick</th>
<th>Harvard Business School: 8 steps in decision making</th>
<th>Work on final assignment</th>
</tr>
</thead>
</table>
and slow decisions on population health in an emergency


**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas:
Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: [http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting](http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting)

**Threatening Behavior Policy:** The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)

**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](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

**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, [http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy](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 by the instructor.

**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 campuses and in its vehicles. The official policy can be found at: [http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy](http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy)

**University Course Policies:** (please see the following URL):
[https://academicaffairs.arizona.edu/syllabus-policies](https://academicaffairs.arizona.edu/syllabus-policies)
MEZCOPH Committee on Inclusion and Equity - Optional Syllabus Language

**Gender Pronoun Guideline**
It is recommended that instructors address, in one way or another, pronoun usage in their classroom, and that this be done the first day of class. It can be done in a fashion each instructor prefers, but for many, the following statement could work:

“It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.”

The application of this guideline in all instructional settings involving group interactions is strongly encouraged, but the means of carrying it out are left to each faculty member.

**Content Advisory Guideline**
It is recommended that instructors use “content advisories” when assigning certain kinds of course materials. The purpose of these advisories is to alert students to the possibility of unexpected exposure to content evocative of prior traumatic experiences. So alerted, students can talk with the instructor about alternate materials, if such is possible, since students will remain responsible for requirements of the course. The policy is not meant to restrict course content in any way, but to provide ample information about course content in advance, enabling students with legitimate concerns to plan better. Students are encouraged to speak with the instructor at the beginning of the semester prior to course content engagement to voice concerns.

Instructors may adopt the University of Arizona General Education existing policy recommendation (referred to as the “Notification of Objectionable Materials”) dated August 2016 that states:

**Notification of Objectionable Materials** (recommended, not required):
“This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback. [http://gened.arizona.edu/content/course-syllabus-guidelines](http://gened.arizona.edu/content/course-syllabus-guidelines).”