Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS
Public Health Preparedness CPH 489/589
FALL 2014

Time: 1-3:50 Tues
Location: Drachman Hall A-120
Course Instructors: Brenda Granillo, MS, MEP (bgranill@email.arizona.edu)
Mona Arora, MSPH (manand@email.arizona.edu)
Office/Office Hours: Drachman Hall Room A235/ Visits by Appointment
Teaching Assistant: Jennifer Bowles (jenbowles@email.arizona.edu)
TA Office Hours: TBD

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. The course is taught using a blended format with both online and in-class sessions.

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

Course Learning Objectives:
• Acquire a basic knowledge of public health preparedness issues including all hazards planning
• Develop a strong foundation in core public health preparedness competencies
• Receive incident command system training
• Recognize the diverse roles of members in 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, implementation, and evaluation
• Gain an understanding of the role and importance of the exercise design and evaluation process
• Prepare HSEEP compliant exercise documentation (Graduate students)
• Participate as an evaluator in a disaster preparedness exercise
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, respectively, 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: On-line course materials will be available through the Mountain West Preparedness and Emergency Response Learning Center (MWPERLC) training portal at http://lms.mwperlc.arizona.edu

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 examinations (2 @ 20% each) 40%
- On-line module and quiz completion 10%
- Tabletop presentation 10%
- Field Exercise Evaluation 10%
- Final examination 20%
- 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 26  (In-class) Topic: Course Overview & Introduction to Preparedness
Homework Assignment:
- Introduction to Public Health Online Course (4 modules)

September 2  (On-line) Topic: FEMA Training IS-100, IS-200, IS-700 and IS-800
IS-100, IS-200, IS-700, IS-800

September 9  (In-class) Topic: Incident Command System Scenario

September 16 (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 23, 2014)

Homework Assignment:
- FEMA IS-120: An Introduction to Exercises online training
  http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-120.a
  IS-120
- FEMA IS-139: Exercise Design online training
  IS-139

- Group assignment: Table Top Exercise

September 30 (In-class) Topics: Midterm I (first hour)/Homeland Security Exercise and Evaluation Program (HSEEP): Part II: Exercise Design, Development, and Conduct
- Work in groups on designing a table top exercise

Homework Assignment:
- FEMA IS-130: Exercise Evaluation and Improvement Planning online training
  IS-130

October 7  (On-line) Topic: Mental Health Readiness Track
- Special Populations
- Crisis and Emergency Risk Communications
- Disaster Mental Health
- Mental Health Quiz (must be completed by October 14, 2014)
**Homework Assignment:**
- Tier II On-line Module *Crisis and Emergency Risk Communication (CERC) During Mass Prophylaxis*

**October 14** (In-class) Topics: *CERC Case Study/HSEEP: Part III: Exercise Evaluation and Improvement Planning*
- Review Tier II Module CERC messages
- Work in groups on table top exercise

**October 21** (On-line) Topic: *Mass Care Readiness Track*
- Volunteer Management
- Mass Casualty
- Shelter and Evacuation
- Mass Fatality
- **Mass Care Quiz (must be completed by October 28, 2014)**

**October 28** (In-class) Topic: *Table Top Exercise Presentations/NDMS & Community Exercise EEG Overview*

**October 31** (Optional-Extra Credit)-IPEP Pandemic Flu: An Exercise in Disaster Preparedness

**November 4** (On-line) Topic: *Medical Countermeasures Readiness Track*
- Mass Dispensing
- Strategic National Stockpile
- Isolation & Quarantine
- **Medical Countermeasures Quiz (must be completed by November 11, 2014)**

**November 5** (Field) Topic: *Full Scale NDMS/Community Exercise (mandatory, all day on Wednesday)*

**November 11** Veteran’s Day-no classes

**November 18** (In-class) Topics: *Midterm II (first hour)/Full Scale Exercise Hotwash*
- Work in groups on EEGs and AARs

**November 25** (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 December 2, 2014)**

**December 2** (On-line) Topic: *Tier II Training*
- On-line Module *Public Health Emergency Community Preparedness for Tribal and Rural Communities*
- On-line Module *Community Recovery: Volunteer Management During Disasters*
- **Optional in class review of EEGs/AARs (need to schedule ahead)**
December 9  (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 15  Final exam Monday 1-3 PM

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: 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/2014%2D15/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: (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://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines

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_book_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/2014-15/policies/gradappeal.htm
UA Smoking and Tobacco Policy:
The University's "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf

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 your are working on group assignments. Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor.

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.