Time: 1:00 PM to 3:50 PM (Tuesdays)
Location: LIVE ONLINE via Zoom
Course Instructors: Mona Arora, PhD, MSPH
Course Communication: manand@email.arizona.edu (Label your email subject with “EHS425”)
Office: Zoom meetings 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 Centers for Disease Control & Prevention (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.

Undergraduate Learning Domains

• The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
• The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
• The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
• The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
• The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
• Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology If the school or program intends to prepare students for a specific credential, the curriculum must also address the areas of instruction required for credential eligibility (e.g., CHES).

Undergraduate Competencies

• The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
• The ability to locate, use, evaluate and synthesize public health information.
Undergraduate Cross Cutting Areas Addressed:
- Critical thinking and creativity
- Research methods
- Teamwork and leadership

MPH Core Competencies
- Recognize and classify the major types of chemical, physical and biological exposure agents capable of inducing disease in the public.
- Identify control methods for reducing worker or public exposures to acceptable levels.
- Identify the steps involved in environmental and occupational health research

COURSE NOTES/RECOMMENDED TEXTS/READINGS
Online course materials will be available through D2L. Select course readings will consist of review and completion of online training material developed by the Federal Emergency Management Agency (FEMA), assigned readings and modules.

You are expected to take your own notes in class. Computers, phones, iPads and other electronic device use is not allowed during class unless directed for specific class activities. Class lecture material will be posted on the D2L course page following lecture.

COURSE REQUIREMENTS
In addition to class attendance and participation, students are expected to complete required online 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 D2L course page. It is your responsibility to check Course Announcements online.

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

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<thead>
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<th>Course Deliverables</th>
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Class Participation (60 pts)
Students will be awarded points for actively participating on-line discussions, padlet posts, and short reflections. These points will be based on attendance and quality of engagement with course related activities.

Breakout Group Activities During Class (60 pts)
During our weekly zoom sessions, students may be asked to split into groups to complete a task (e.g., discuss a case study, research a topic). Groups will be asked to submit the work on D2L at the end of class. Points will be awarded based on individual participation in the assigned task.

**Assignments & Online FEMA Courses (20 pts)**

Students are expected to complete five FEMA courses as part of the assigned readings for the semester.

1. Introduction to Incident Command System (IS-100.c) *Duration: 2 hours*
2. National Incident Management System, An Introduction (IS-700.b) *Duration: 3.5 hours*

Upon completion of each online course and subsequent quiz, the student will receive a FEMA Certificate that must be uploaded to D2L to receive credit for this assignment (10 pts per FEMA course for a total of 20 pts).

**Quizzes (100 pts)**

There will be 10 quizzes given during the semester. Quizzes will be made up of multiple-choice, true and false or short answer questions. Questions will be taken from the online modules and readings that you will be required to review. Quizzes will be administered online and range from 8-10 questions each. *Quizzes will be due by Friday at midnight. Once you begin the quiz, you will have 30 minutes 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 points. It is up to the student to set aside time to complete these online quizzes. *No make-up quizzes will be allowed.*

**Inter-professional Exercise (IPE) Participation (30 pts)**

Practical exercises are a critical component of the emergency preparedness field. Each year the Arizona Health Sciences Center Colleges (i.e., Medicine, Nursing, Pharmacy, and Public Health), College of Law, and School of Social Work partner in an inter-professional exercise aimed at emergency preparedness. The theme of this year’s exercise is Pandemic Flu. The simulated exercise is centered on a pandemic emergency that provides students with exposure to issues that arise during a pandemic; introduces the concept of all-hazards preparedness; addresses roles and responsibilities of different professionals; and underscores the importance of coordination and teamwork in preventing and controlling the spread of disease.

*The MANDATORY exercise will take place on Friday, October 23, 2020*

Students will be required to:

1. Register for the exercise (Registration link will be made available on D2L).
2. Complete all required pre-requisites associated with the exercise.
3. Report to their assigned exercise venue on exercise date.
5. Submit the Certificate of Completion to D2L.
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 no later than Monday, September 7, 2020.**

**Personal Preparedness Plan (30 pts)**
Using provided FEMA templates, develop a personal preparedness plan for you and your family. Your Preparedness Plan should consider the needs of family including parents, children, and any pets. You will be provided with templates to complete and submit as a “packet”.

**Group Project & Presentation (50 pts)**
Disaster preparedness is not centered on one jurisdiction or player. How society responds collectively informs the extent and nature of impacts—health & wellbeing, social and economic---by individuals, and communities. Students will be assigned to groups of 3-4 to research how different sectors have responded to the COVID-19 pandemic. Your team will be required to present your findings in a 15-minute presentation accompanied by a report of your findings.

**Exams (200 pts)**
There will be 2 non-cumulative exams during the semester. The instructor will post a study guide two weeks prior to each exam and will hold a review session near the end of class, one week prior to each exam. Exams are worth 100 points each and will consist of the following types of questions: multiple-choice, true/false, fill-in-the blank, and matching. Except for emergency situations (e.g., medical, supported by appropriate documentation) make-up exams will not be given and zero credit will be awarded for missed exams.

**589 Graduate Course Requirements**
The 500 level course expectations include a more in-depth understanding of the course material and additional deliverable. Each graduate student will be required to evaluate the global response to COVID-19. Prepare and present an in-depth analysis paper and presentation. (100 pts)

- Discuss how your chosen country used non-pharmaceutical interventions (e.g., community education, social mobilization, surveillance) to contain COVID-19.
- Critically evaluate the challenges facing low-resource settings during the pandemic and after it through an equity lens.

Additional details will be posted on D2L.

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**Grading Policies**

**Late Submission Policy**
All due dates will be posted in the syllabus and on the D2L 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 D2L, please email your assignment to the instructor before the deadline.

**Grading/Student Evaluation**

The grading system for this course is as follows:

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<thead>
<tr>
<th>Evaluation Component</th>
<th>Potential Points</th>
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<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
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<td>Graduate</td>
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<tr>
<td>Course Participation: Discussion posts, padlet, and/or Reflections (12 wks x 5 pts per week)</td>
<td>60</td>
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<td>Class Activities Participation (12 wks x 5 pts per week)</td>
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<td>60</td>
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<tr>
<td>2 exams @ 100 pts each</td>
<td>200</td>
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<td>Weekly Quizzes (10 weeks x 10 pts each)</td>
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<td>Group Paper &amp; Presentation</td>
<td>50</td>
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<tr>
<td><strong>Assignments</strong></td>
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<td>Personal Preparedness Plan</td>
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<td>IPE Participation</td>
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<td>FEMA Courses 100 &amp; 700</td>
<td>20</td>
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<td>20</td>
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<tr>
<td><strong>Graduate Student Presentation</strong></td>
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<td><strong>Total</strong></td>
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Final grades will be based on the following relative point system (undergraduate and graduate students):

- **A** = 90-100% or 495-550 OR 585-650 points
- **B** = 80-89.9% or 440-494 OR 520-584 points
- **C** = 70-79.9% or 385-439 OR 455-519 points
- **D** = 60-69.9% or 330-384 OR 390-454 points
- **E** = < 59.9% or <329 OR <389 points

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**Course Policies**

**D2L POLICY**

All course materials and communications (syllabus, readings, homework, video clips, assignments, grades, feedback, updates, etc.) will be available through the course website: [http://d2l.arizona.edu](http://d2l.arizona.edu).

All students will be expected to make use of this website and to use their university email accounts (**if you don’t use your D2L email, please make sure to set it to forward to your UA email**) for communications about the course.
You are responsible for the timely submission of your work. Due dates are firm unless you provide a health provider’s note or dean’s excuse. Assignments will involve direct entry of your information into D2L. All submissions must be a Word and/or PDF document and/or before being submitted into the Assignments folder. Other formats (e.g., pages) will not be accepted. You should check D2L announcements as well as your e-mail daily for new information related to the course.

All course deadlines have been scheduled around D2L scheduled maintenance. To access the calendar with D2L scheduled maintenance, visit: http://help.d2l.arizona.edu/ and click on the calendar on the right. Any unscheduled or unexpected maintenance will be monitored, and changes to the course schedule will be made at the discretion of the instructor.

CLASS COURTESY POLICY
Everyone in this class has a unique perspective. In order to create the best possible learning environment, we must all be respectful of one another. It is perfectly acceptable to disagree with others, but keep comments focused on the topic and do not personally attack others. Any statements that could be construed as a threat of any kind will result in removal from the course and the student will be reported to the Dean of Students.

E-MAIL
E-mail is used to communicate and disseminate much information in this class. Responses to student e-mail messages will occur in a timely manner, typically within 24-48 hours (discounting weekends). However, there are rules of communication. E-mails must be respectfully addressed, spell-checked, and demonstrate appropriate use of grammar/punctuation. No responses will be given to emails that are ‘text-messaged’, impolite, poorly written, or presumptuous.

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. 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
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.

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**Class Rules of Conduct**

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**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-setting 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/distuptive.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

- **Staying current:** You are required to complete (describe which activities, with what deadlines) on your own time to accomplish (enumerate course goals).

- **Class attendance:**
  - If you feel sick or may have been in contact with someone who is infectious, stay home. Except for seeking medical care, avoid contact with others and do not travel.
  - Notify your instructors if you will be missing an in person or online course.
  - [Campus Health](http://web.arizona.edu/~policy/campushealth) is testing for COVID-19. Please call (520) 621-9202 before you visit in person.
  - Visit the [UAzarizona COVID-19](http://web.arizona.edu/~policy/covid-19) page for regular updates.

- **Academic advising:** If you have questions about your academic progress this semester, or your chosen degree program, please note that advisors at the Advising Resource Center can guide you toward university resources to help you succeed.

- **Life challenges:** If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all
students and may be helpful. The Dean of Students Office can be reached at 520-621-2057 or DOS-deanofstudents@email.arizona.edu.

- **Physical and mental-health challenges:** If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.

- **Equipment and software requirements:** For this class you will need daily access to the following hardware: laptop or web-enabled device with webcam and microphone; regular access to reliable internet signal; ability to download and run the following software: web browser and Zoom (at the minimum).

- **Class Recordings:**
  - All Zoom sessions will be recorded and made available to class on D2L. If you have concerns with being identified by name on the Zoom recordings, please speak with instructor as soon as possible.
  - For lecture recordings, which are used at the discretion of the instructor, students must access content in D2L only. Students may not modify content or re-use content for any purpose other than personal educational reasons. All recordings are subject to government and university regulations. Therefore, students accessing unauthorized recordings or using them in a manner inconsistent with UArizon values and educational policies are subject to suspension or civil action.
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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Relevant Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>8/23-8/29</td>
<td>Course Introduction</td>
<td>Course Introduction American Journal of Public Health articles (2)</td>
<td>Quiz 1</td>
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<td>Discussion 1</td>
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<td>2</td>
<td>8/30-9/5</td>
<td>Planning for Public Health Emergencies</td>
<td>Introduction to Public Health Online Modules (4 modules)</td>
<td>Quiz 2</td>
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<td>Discussion 2</td>
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<td>3</td>
<td>9/6-9/12</td>
<td>Community &amp; Personal Preparedness</td>
<td>(Article): Community Preparedness: “It Takes a Village” Explore Ready.gov website</td>
<td>Quiz 3</td>
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<td>Discussion 3*</td>
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<tr>
<td>4</td>
<td>9/13-9/19</td>
<td>Resilience &amp; Vulnerability</td>
<td>(Reading) Vulnerable Populations Module &amp; Webinar</td>
<td>Quiz 3</td>
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<td>Discussion 4</td>
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<td>5</td>
<td>9/20-9/26</td>
<td>Health, Equity, &amp; COVID-19</td>
<td>AJPH Webinar &amp; associated articles (2)</td>
<td>Quiz 4</td>
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<td>Discussion 5</td>
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<td>6</td>
<td>9/27-10/3</td>
<td>Crisis &amp; Emergency Risk Communication</td>
<td>(Reading) CERC Module &amp; Webinar Read or watch a press release</td>
<td>Quiz 5</td>
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<td>Discussion 6</td>
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<td>10/4-10/10</td>
<td>Public Health Disasters Roles &amp; Responsibilities</td>
<td>Emergency Operations Center Module ICS 100 &amp; 700</td>
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<td>Discussion 7</td>
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<td>8</td>
<td>10/11-10/17</td>
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<td>Exam 1</td>
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<td>10/18-10/24</td>
<td>IPE- NO class</td>
<td>IPE Preparation</td>
<td>None</td>
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<tr>
<td>10</td>
<td>10/25-10/31</td>
<td>Outbreak Response: What is going on? &amp; Legal Authorities</td>
<td>Epidemiology of CBR Incidents Isolation &amp; Quarantine Module</td>
<td>Quiz 6</td>
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<td>Discussion 8</td>
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<td>Discussion 9</td>
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<td>12</td>
<td>11/8-11/14</td>
<td>Outbreak Response: Medical Surge &amp; Mass Fatalities</td>
<td>Medical Surge Module Mass Fatality Module (*Requested Briana)</td>
<td>Quiz 8</td>
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<td>Discussion 10</td>
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<td>13</td>
<td>11/15-11/21</td>
<td>Outbreak Response: Different Sectors, Different Responses</td>
<td>Group Project Presentations</td>
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<td>Discussion 11</td>
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<td>Week</td>
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<td>14</td>
<td>11/22-11/28</td>
<td>Lessons Learned &amp; Moving forward</td>
<td>Climate Change &amp; COVID-19 articles &amp; webinar</td>
<td>Quiz 10 Discussion 12</td>
</tr>
<tr>
<td>15</td>
<td>11/29-12/5</td>
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<td>Graduate student presentations</td>
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