

# School of Public Health

## Syllabus and Course Information



UNIVERSITY OF MINNESOTA  
Driven to Discover<sup>SM</sup>

### PubH 5231

### Emergency Preparedness: A Public Health Perspective

### Fall 2018

---

<b>Credits:</b>	2
<b>Meeting Days:</b>	On-line
<b>Instructor:</b>	Amy Kircher, DrPH
<b>Office Address:</b>	<a href="#">R285 LES Building</a> 1954 Buford Avenue St Paul, MN 55108
<b>E-mail:</b>	akircher@umn.edu
<b>Office Hours:</b>	By appointment

---

#### I. Course Description

This course is an introduction for upper-level undergraduate students and graduate/professional students in the academic health sciences and other fields related to the discipline of public health emergency preparedness, response, and recovery. The course aims to provide a wide-ranging introduction to the field's core competencies. A variety of assignments, including online postings, will serve as a basis for learner participation and problem-solving. The various components of the course, including the online modules, are intended to stimulate interactions among learners. The course will look at the purpose, history, organization, functions, tools, and activities used in the field.

Dr. Kircher is the Director of the Food Protection and Defense Institute, a Department of Homeland Security Center of Excellence, Co-Director of SPARC, and an Assistant Professor in the College of Veterinary Medicine at the University of Minnesota. She leads initiatives and coordinates a research consortium of experts dedicated to protecting the food system and ensuring public health. Her current research includes identification and warning of food disruptions and emerging disease through data fusion and analysis; supply chains; and delivery of innovative solutions to the professionals in the field. Additionally, she conducts research efforts on global health and pandemic preparedness leveraging expertise and technology.

Prior to coming to the University of Minnesota, Dr. Kircher was the Command epidemiologist with the NORAD – US Northern Command (N-NC) Office of the Command Surgeon. At N-NC she led disease surveillance, epidemiologic modeling, bioterrorism preparedness, and served as a public health expert. Dr. Kircher has an extensive background in Homeland Security Defense, supporting operations and response during national disasters to include Hurricane Katrina, and H1N1. She was awarded both the DOD Joint Civilian Service Commendation Medal and DOD Joint Civilian Service Achievement Medal for work at the Commands.

Dr. Kircher completed her Doctorate in Public Health at the University of North Carolina – Chapel Hill.

## **II. Course Prerequisites**

There are no prerequisites. This is an online course. Students are expected to have access to a computer with internet access. Students should be able to use the internet and search engines, send and receive email, create documents using a word-processing program such as MS Word, and be able to upload and download documents.

## **III. Course Goals and Objectives**

This course is designed to contribute to the development of student competency, at an awareness level, in preparing for and responding to all-hazard events--both natural and man-made. Upon completion of this course, students will be able to:

- Define public health emergency preparedness, response, and recovery
- Describe the purpose of the National Response Framework
- Describe ICS and the concept of chain-of-command
- List the actions that support a national response
- Describe why effective communication is important in preparing for, responding to, and recovering from emergencies and disasters
- Apply preparedness, response, and recovery concepts to specific case studies
- Outline actions that contribute to the physical or psychological safety of responders.

## **IV. Methods of Instruction and Work Expectations**

This is an online course taught in an environment of peer learning and collaboration. Every student's full participation is necessary for a thorough learning experience. The course is divided into 15 lessons, with a total of ninety hours of student effort (30 hours of content and 60 hours textbook and journal readings, reviewing online resources, and completing assignments).

Students will be expected to complete all online lessons and activities, additional readings, online discussions, and assignments in the week assigned, unless by prior arrangement with the instructors.

Course content will be presented in a password-protected site on the Internet. No face-to-face attendance on campus is required.

## **V. Course Text and Readings**

Public Health Management of Disasters, The Practice Guide. Third Edition, Linda Young Landesman, 2012, American Public Health Association, ISBN 978-0-87553-004-8.

The required text for this course is available for purchase online at various bookstores to include the University of Minnesota Bookstore, located in Coffman Memorial Union.

All other assigned readings are available on the Moodle course website.

## **VI. Course Outline/Weekly Schedule**

One lesson is scheduled per week, with a total of 15 lessons. These will include online lessons, readings from the textbook, additional readings, videos, postings, and other assignments. Students must submit assignments by the due dates posted. All assignments and quizzes must be completed by 11:55 pm on Sunday at the end of the lesson week. Forum postings are due on Thursday at 11:55 with a response to a posting by another student by 11:55 pm on Sunday. Each week's lesson will be released Mondays at 12:00 am. All times represent Central time zone.

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Assignments and Quizzes</b>	<b>Due date(s)</b>
1	Sep 4	Introduction to Course and Preparedness	Forum Posting: Introductions (not graded)	Sep 9
2	Sep 10	NIMS and ICS	Forum Posting/Response 1: Emergency Preparedness	Sep 13 (initial) Sep 16 (response)
3	Sep 17	National Response Framework	Quiz 1	Sep 23
4	Sep 24	Communication	Writing Assignment 1: News Release	Sep 30
		FINAL PROJECT TOPIC DUE		Sep 30
5	Oct 1	Crisis and Risk Communication	Writing Assignment 2: Three Key Messages Identify final project topic	Oct 7
6	Oct 8	Surveillance and Investigation	Quiz 2	Oct 14
7	Oct 15	Hazard, Vulnerability, and Risk Assessment	Writing Assignment 3: Emergency Planning	Oct 21
8	Oct 22	Planning and Improvement	Forum Posting/Response 2: Planning	Oct 25 (initial) Oct 28 (response)
19	Oct 29	Vulnerable Populations	Forum Posting/Response 3: Vulnerable Populations	Nov 1 (initial) Nov 4 (response)
10	Nov 5	Psychological Aspects of Emergencies and Disasters	Quiz 3	Nov 11
		FINAL PROJECT DRAFT or OUTLINE DUE		Nov 11
11	Nov 12	Worker Health, Safety, Resilience	Forum Posting/Response 4: Worker Health, Safety, and Resilience	Nov 15 (initial) Nov 18 (response)

12	Nov 19	Leadership and Decision Making, Part 1	Forum Posting/Response 5: Making Decisions During an Emergency	Nov 25 – Only one posting this week
13	Nov 26	Leadership and Decision Making, Part 2	Quiz 4	Dec 2
14	Dec 3	Legal Issues	Forum Posting/Response 6: Legal Issues in a Disaster	Dec 6 (initial) Dec 9 (response)
15	Dec 10	Exercises	Quiz 5	Dec 16
FINAL PROJECT	Dec 17		Final Projects will not be accepted after Dec 19	Dec 17

## VII. Evaluation and Grading

The course grade will be based on writing assignments, forum postings and responses, quizzes, and a final project. Students will be expected to complete all online modules and presentations, additional readings, online discussions, and assignments in the week assigned, unless by prior arrangement with the instructors.

### Forum Posting/Response Assignments

To earn credit for participating in a discussion, students must contribute a substantial posting to the discussion questions by the due date. A substantial posting is 250-350 words and addresses the question or issue presented. Six assignments require an initial posting (5 points), due at 11:55 pm [central time zone] on Thursday, and then a response to another student's posting (5 points), due at 11:55 pm [central time zone] on Sunday. Response postings should serve to stimulate discussion and consist of at least 100 words. There will be a total of 10 points per posting assignment. Feedback and grades will be available by the end of the following week. Note: **Late forum postings will not be graded and will receive 0 points.**

Initial Postings to the Discussion Forum		
Exemplary (A) (5 points)	Acceptable (B or C) (3 points)	Unacceptable (D or F) (0 points)
Response is original, is thought provoking, and stimulates inquiry and investigation.	Response is acceptable but does not consistently demonstrate higher order thinking.	Response is vague, is incomplete, or demonstrates a low level of thinking.
Follow-Up Postings to the Discussion Forum		
Exemplary (A) (5 points)	Acceptable (B or C) (3 points)	Unacceptable (D or F) (0 points)
Response demonstrates a critical and thoughtful understanding of the topic and brings the discussion to a higher level of inquiry and investigation.	Response demonstrates a basic understanding of the topic and brings the Discussion to a higher level of inquiry.	Response demonstrates a lack of understanding of the topic. Response is superficial or does not demonstrate critical understanding.

## Writing Assignments

There are 3 writing assignments, each worth 15 points. Writing assignments will be graded on the following scale:

Up to 15 points: Assignment is completely responsive to the information provided and the instructions. The student shows an original, in-depth grasp of the material from the lesson and applies it to the specific situation in a written response that shows a higher level of analysis and application of the material

Up to 10 points: Assignment is responsive to the information provided and the instructions. The student shows a good grasp of the material from the lesson and applies it to the specific situation in a written response that shows a good level of analysis and application of the material.

Up to 5 points: Assignment is partially responsive to the information provided and the instructions. The student does not show a level of understanding of the material in the lesson or in applying it to the specific situation. The written response does not show more than a cursory level of analysis and application of the material.

## Quizzes

There are five 10-question quizzes, each worth 10 points. Each quiz will be timed at 30 minutes. Quizzes will be automatically graded at the end of the week assigned.

## Final Project

Conduct an incident analysis of disaster and provide recommendations for improvement of emergency public health to a decision-making body. The final project is worth 50 points.

Select a recent disaster (within the last 5 years) and prepare a 20-30 minute presentation using PowerPoint (approximately 20 slides; no more than 30 slides) for a decision-making body, analyzing the incident and the public health issues associated with the event. Your goal is to present the decision-makers with feasible recommendations that they could implement. The disaster can be one that occurred locally, domestically or internationally.

Include what you would say during the slide presentation by putting text in the "Notes" section of each slide. Briefly describe the disaster and the actions taken by public health leaders. Analyze the response and how the response was effective or not. Identify at least one area of the response that was not addressed well. The final slide(s) should include at least three recommendations for improvement during the next, similar disaster. These recommendations should be feasible at the decision-making bodies level. For instance, what you would propose to the World Health Organization is very different than what you will recommend to Ramsey County Public Health Department. List citations on each PowerPoint slide in which a source has been cited, also include references at the end of the presentation.

**NOTE: This presentation should be written as though it will be delivered to a decision-making body. Indicate the group you are presenting to on the first slide (e.g. Recommendations for Minnesota Department of Health, Office of Emergency Preparedness, City Council)**

Begin thinking about a topic for your final project at the start of the Semester, as it may take several weeks to prepare for and develop your project. Any questions about topic or project options can be posted to the Q&A forum.

Advise on the presentation:

- Has to be a review of public health challenges/response and issues related to the public's health. If the presentation is too focused on other aspects points will be deducted.
- Must be addressed to a decision-making body. Avoid writing a presentation that is an information session that you might deliver in a course.
- Do not spend too many slides on background. The bulk of your presentation should be analysis and recommendations.

**All presentations must include the following:**

- Introduction and background of the disaster using the principles of the course (geographic information, type and scope of the impact on people, whether the disaster was expected or unexpected, the size of the disaster, the length of the disaster and the recovery, the amount and type of response and responders). This introduction should give the reader some information about the incident to understand why this disaster did or had the potential to affect the health of the public.
- A description of the specific activities or efforts of public health officials in response to the incident using the basic concepts of who, what, when, where, and why. The writer may choose to focus on a few activities in detail or a more general summary of the scope of the public health activities. The approach to this part should be clearly stated.
- An analysis of the response using several concepts from the course. Was the response consistent with the course? What in particular was noted? Where did the response not appear to follow the course content? How was the outcome affected?
- Recommendations that should be addressed by the public health agency or official before a similar type of disaster occurs. These recommendations may include issues of preparedness, response, recovery, training, exercising, evaluation, communication, or others that are consistent with course concepts.
- A conclusion.
- A full bibliography with citations for all sources, using APA style. Sources of information for the project may include popular press (newspaper, TV, or magazines); emergency management, public health, or healthcare journals; public health agency websites; and after-action reports from involved jurisdictions. You should cite between 8 and 12 sources.

**Due dates for final project:**

Sep 30 - Identify your project topic:

- Submit using Moodle a brief paragraph (~150-200 words) that identifies the topic for your project (i.e., what disaster will you discuss), area of focus (i.e., preparedness, recovery, or response, etc.), and the public health issues you will elaborate on in your project.

Nov 11 - Draft or Outline of Presentation

- Submit using Moodle a near final draft of your entire project. The instructors will provide formative feedback on your draft. The more effort you contribute to your draft, the more useful the feedback you receive will be when you work to refine your project for final submission. **The submission of a draft version of your project for review is worth 5 points.**

Dec 17 - **DUE:** Final draft of project.

- Submit using Moodle the final draft of your project.

**Course Grade**

Course grade will be determined as follows.

Writing assignment 1, 2, 3 (15 points each)	45
Forum postings/responses (5 @ 10 points each)	50
Quizzes (5 @ 10 points each)	50
Final Project Draft Submission (5 points)	5
Final Project (50 points)	50
Total	200

Final grades will be assigned based on the following criteria:

A = 200-186	B = 173-166	C = 153-146	D = 133-120
A- = 185-178	B- = 165-160	C- = 145-140	F = 119 or below
B+ = 177-174	C+ = 159-154	D+ = 139-134	

*The University Senate Grading Policies*

A	Achievement that is outstanding relative to the level necessary to meet course requirements.
B	Achievement that is significantly above the level necessary to meet course requirements.
C	Achievement that meets the course requirements in every aspect.
D	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
S	Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-).
I	Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization, a student is prevented from completing the work of the course on time). Requires a written agreement between instructor and student.
F/N	Represents failure (or no credit) and signifies that the work is either (1) completed but at a level of achievement that is not worthy of credit, or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an "I."

**Late Work Policy**

All assignments for this course must be submitted by the due dates given. Late work will be penalized by 10% for each day it is late. **Late forum postings will not be graded.**

**Course Evaluation**

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CourseEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy** - A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

**VIII. Other Course Information and Policies**

**Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

## **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

## **Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

## **Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

## **Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf))

If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

## **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local,



state, or national elections. For complete information, please see:  
<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

### **Academic Freedom and Responsibility: *for courses that do not involve students in research***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course

of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*