Public Health and Emergency Management
PAD 4844/5845
Summer 2014 – Online

DR. AUDREY CASSERLEIGH
MENTOR - BRAD SKILLMAN

OFFICE: BELLAMY BUILDING, ROOM 645
OFFICE HOURS: THURSDAY 3:30 – 5:30
OTHER HOURS AVAILABLE BY APPOINTMENT
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E-MAIL: AHEFFRON@FSU.EDU
BSKILLMAN@CDRP.NET

Course Overview
BOOM!!! This course is designed to provide an overview of international and domestic public health events that have either evolved into disasters, or are born of disasters. In addition this course looks at preventing and preparing for public health disasters. A variety of threats and case studies are reviewed with an evaluation of future threats. Additionally, the discovery and reporting of events, using epidemiology and new reporting systems, are reviewed.

Course Format
The class format will consist of PowerPoint presentations, video lectures (including possible guest lecturers – if they’re cool enough), class discussions via the Discussion Board, test and quizzes, and a research paper. The instructor reserves the right to change the syllabus as needed during the course to incorporate or respond to new information.

Course Texts
Case Studies In Public Health Preparedness And Response To Disasters
Landesman & Weisfuse, Copyright 2013
ISBN: 1449645194 / 978-1449645199

Course Objectives
Given that all disasters are public health events, the Public Health and Emergency Management class would have the following objectives: (these are not listed in order of presentation or importance)

After completing this course, students will be able to:
• Analyze public health issues that have arisen from natural disasters (i.e. hurricanes, floods, earthquakes, tsunamis, fires).

• Discuss public health workers as the front-line detection and defense mechanism against natural or intentional outbreak.

• Describe the use of the Incident Command System in the public health sector.

• Discuss the role of the public health system in terrorist attacks, and discuss its relation to comprehensive operations and response to such an incident (i.e. Aum Shinrikyo, 9/11, anthrax).

• Describe the historical and future uses of the Strategic National Stockpile, and identify other related CDC initiatives related to rapid detection protocol.

• Define epidemiology and describe patterns for identification of biological weapons of mass destruction, natural outbreaks, and global surveillance.

• Define and analyze the functions of the USAMRIID and USAMRICD programs as they relate to public health.

• Describe biological events, distinguish between natural and intentional outbreaks and the types of biological agents, identify planning and preparedness considerations, and discuss new and emerging research related to bio-terrorism.

• Identify and discuss historical public health events as they relate to emergency management, and describe how these events have influenced pandemic and biological preparedness efforts today (i.e. 1918 Spanish Influenza, Typhoid Mary).

• Define chemical agents and their classifications, and discuss chemical disasters and the public health response to toxic industrial chemical accidents and the use of chemical weapons (i.e. Bhopal, Dixie Sugar).

• Discuss historical nuclear and radiological disasters and identify short and long-term public health considerations and impacts (i.e. Chernobyl, Fukushima).

• Discuss agricultural disasters and their potential and realized public health impacts (i.e. Mad Cow, E-coli).

• Discuss environmental disasters and their potential and realized public health impacts.

• Discuss public health risk communication (i.e. SARS, man-made events).
**Grading Scale**

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Grade</th>
<th>Top</th>
<th>Bottom</th>
<th>Spread</th>
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<tbody>
<tr>
<td>Quizzes (2 @ 15pts ea)</td>
<td>A</td>
<td>100</td>
<td>94</td>
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<td>A-</td>
<td>93</td>
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<td>B+</td>
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<td>78</td>
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**Quizzes**
Quizzes will be based exclusively on material in your homework readings.

**Mid and Late Term Exam**
Information covered on the exams will be based exclusively on slides and video lectures.

**Discussion Board**
Every week a new prompt will be posted to the Discussion Board that students must respond to. The prompt may be about last week’s topic or readings, current events, or anything else EM and PH related. Students may write an original response AND a respond to another student. Original responses must answer the prompt in a meaningful way in 3-5 sentences. When writing a response to another posting the student must provide some contribution in the form of additional information or a (respectful) disagreement. Students must post every week to earn full credit for the assignment. Postings will be graded on the Monday of the following week and any late posts (after the Sunday of the assigned week) will only count for half credit.

**Short Research Paper**
Each of you will pick an emerging public health issue and do a short analysis. Two students may not write on the same event and, in special cases, we will consider smaller events. A detailed Rubric will be posted later in the semester.

A Discussion Board forum will be created for students to pick their topics from an approved list. Students who wish to cover a topic not included on the forum will need to contact Mr. Skillman for approval. Details about the postings will be included in Course Announcement.
The Graduate paper is to be 7 pages at 1.5 spacing pages, in Times New Roman 12 point font, with 1 inch margins.  
The Undergraduate paper is to be 5 pages at 1.5 spacing pages, in Times New Roman 12 point font, with 1 inch margins.  

A more detailed Rubric will be posted as well.

- The paper must be written using the APA Handbook and guidelines. Do not include works in your bibliography that are not cited.  
  - I am CRAZY about insisting on using APA format. Your entire paper, (which must include a cover sheet and an abstract) including your bibliography/references MUST be in APA format – see me if you have questions or need help. Failure to use APA is an automatic 10 points off your paper grade.  
- There are different ways that your research paper can be organized. Some of how you present your research will be based on the quality and diversity of information you can find. I strongly encourage you to develop an outline of your paper.  
- The grading rubric we will use will be posted on Blackboard.  
- Under no circumstances should you be using Wikipedia or similar web sites as a reference for your papers. However, you may visit Wikipedia, etc. to find other primary source information. If you are not certain what this means or have any questions related to primary sources, please ask the instructor.  
- Your analyses must include the minimum following components, and I suggest this order:  
  1. The operational definition of public health and the issue that will be the foundation of this analysis;  
  2. A brief (1 page) description of the threat and its consequences;  
  3. The nature of public health threat or spread and why it could become a disaster (e.g., lack of infrastructure, lack of outreach, lack of resources, etc);  
  4. The government(s) having jurisdictional responsibility and involvement, and their specific roles and responsibilities;  
  5. The involvement of international attention and policy shifts, if any, because of this threat;  
  6. How things are different because of this public health event;  
  7. Recommended mitigation efforts - what could be done to prevent this disaster  

**Honor Code**  
Students are expected to do their own original work. Any student caught cheating, including using papers, reports or tests from other students will be penalized to the full extent allowed by the Student Handbook.
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://dof.fsu.edu/honorpolicy.htm.)

The Florida State University Academic Honor Policy has eight different types of violations:

1. **Plagiarism:** Presenting the work of another as one's own (i.e., without proper acknowledgement of the source).
2. **Cheating:** Improper access to or use of any information or material that is not specifically condoned by the instructor for use in the academic exercise.
3. **Unauthorized Group Work:** Unauthorized collaborating with others.
4. **Fabrication, Falsification, and Misrepresentation:** Unauthorized altering or inventing of any information or citation that is used in assessing academic work.
5. **Multiple Submissions:** Submitting the same academic work (including oral presentations) for credit more than once without instructor permission.
6. **Abuse of Academic Materials:** Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.
7. **Complicity in Academic Dishonesty:** Intentionally helping another to commit an act of academic dishonesty.
8. **Attempting to commit any offense as outlined above.**

**Students with Disabilities**

Students with disabilities needing academic accommodation should:
1. register with and provide documentation to the Student Disability Resource Center; and
2. bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way, 108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu and http://www.disabilitycenter.fsu.edu/

**OP Rule**

Successful completion of the courses applied to the EMHS Certificate is defined as a grade of C- or higher. Students who receive grades lower than a C- in any courses must repeat that course if they wish to have it apply to the EMHS certificate. **ALL COURSEWORK MUST BE**
## Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework</th>
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| Week 1, May 12-18 | • Syllabus Review  
• First Day Survey - Due May 16 before 4:00 pm | Read Landesman – Chapter 1                        |
| Week 2, May 19-25 | • Introductions  
• History of Public Health  
• Basics of Disasters | Read Landesman – Chapter 2                        |
| Week 3, May 26-June 1 | • Public Health Disaster Participants  
• Response Org. In PH Disasters | Read Landesman – Chapter 3                        |
| Week 4, June 2-8   | • Emerging Infections and Biologicals (Flu’s and how Mother Nature kills) | Read Landesman – Chapter 13                       |
| Week 5, June 9-15  | • Chemical and Industrial Disasters (Bhopal, Dixie Sugar) | Read Landesman – Chapter 10                       |
| Week 6, June 16-22 | • Vulnerable Populations  
• Mental Health after Disasters (Japan, Katrina)  
• Quiz #1 based on readings from weeks 1-5  
Due 6/20 before 4:00 pm | Read Landesman – Chapter 4 & 6  
Study for Midterm                                      |
| Week 7, June 23-29 | • Midterm Exam based on slides from weeks 1-7  
Due 6/27 by 4:00 pm | Read Landesman – Chapter 7                        |
| Week 8, June 30-July 6 | • Manmade: Anthrax and Radiological        | Read Landesman – Chapter 5                        |
| Week 9, July 7-13  | • Disaster Communication  
• Short response paper due 7/11 before 4:00 pm | Read Landesman – Chapter 8 & 14                   |
| Week 10, July 14-20 | • Environmental and Occupational Health Issues  
(spinach, strawberries, and peanuts, oh my!) | Read Landesman – Chapter 12                       |
| Week 11, July 21-27 | • Epidemiology (Haiti and Zimbabwe, why poop is bad)  
• Quiz #2 based on readings from weeks 6-11  
Due 7/25 by 4:00 pm | Read Landesman – Chapter 12  
Study for Final                                      |
<table>
<thead>
<tr>
<th>Week 12</th>
<th>July 28-Aug 3</th>
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<td>LAST WEEK</td>
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- **Final Exam based on slides from Weeks 8-11**
  - **Due 8/1 by 4:00 pm**