

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
 (Attach copy of syllabus)

SUBMITTED BY:

Department	Homeland Security and Emergency Management	College/School	School of Management
Prepared by	Amber Lammers	Phone	Ext. 4622 or 6736
Email Contact	allammers@alaska.edu	Faculty Contact	Cameron Carlson, edcarlson@alaska.edu; ext 6537

1. ACTION DESIRED (CHECK ONE):
 Trial Course New Course

2. COURSE IDENTIFICATION: Dept **HSEM** Course # **F403** No. of Credits **3**

Justify upper/lower division status & number of credits:
 This course is for a concentration within the BEM degree. It requires a 300-level course as a prerequisite and 400-level status is appropriate.

3. PROPOSED COURSE TITLE: **Public Health in Emergencies**

4. To be CROSS LISTED? YES/NO **No** If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?* YES/NO **No** If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered?); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: **As Demand Warrants**
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) **TBD**

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)						
Mode of delivery	Lecture					

9. CONTACT HOURS PER WEEK:

LECTURE
hours/weeks

LAB
hours /week

PRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

HSEM F403 Public Health Emergencies
3 Credits Offered as Demand Warrants

This course focuses on the role public health plays in the disaster lifecycle and emergency management. Public Health is relatively new concept in emergency management will Topics including public health's role in fostering community resilience, medical intelligence and disease monitoring, behavioral health recovery, ethical considerations, and planning for vulnerable and special needs populations are examined.

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES \$

Has a memo been submitted through your dean to the Provost for fee approval? Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

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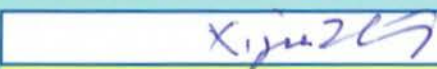
JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This is a new course designed to provide specific materials to those BEM students who are already in the emergency medical career field and wishing to advance, or to those new students who might be looking for their first career jobs. It provides more choices for BEM students and may expose some to a field they might never have thought about.

APPROVALS: Add additional signature lines as needed.

	Date	12 Oct 15
Signature, Chair, Program/Department of:	<u>HSEM</u>	

	Date	10/09/2015
Signature, Chair, College/School Curriculum Council for:	<u>School of Management</u>	

	Date	10/12/15
Signature, Dean, College/School of:	<u>School of Management</u>	

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair Faculty Senate Review Committee: __ Curriculum Review __ GAAC __ Core Review __ SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and

any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been updated.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

HSEM F403: Public Health in Emergencies (Spring 2016)

Credits: 3

Prerequisites: HSEM 301 or permission of Instructor

Location: TBD based on classroom availability

Instructor: John Broderick

Adjunct Instructor, Homeland Security and Emergency Management Program

School of Management, University of Alaska Fairbanks

Telephone: TBD

E-mail: jbroderick@alaska.edu

Office:

Office Hours: By appointment

Course Description

This course focuses on the role public health plays in the disaster lifecycle and emergency management. Public Health is relatively new concept in emergency management will Topics including public health's role in fostering community resilience, medical intelligence and disease monitoring, behavioral health recovery, ethical considerations, and planning for vulnerable and special needs populations are examined.

Course Objectives:

Develop an understanding of:

- Public health theories to explain assessments, interventions, and evaluations
- Application of these concepts to the promotion of community resilience in disaster management
- How different sectors of society are affected by disasters and to recommend resources to address their needs

Course Text Book:

Required

- Public Health Management of Disasters: The Practice Guide (Third Edition), Copyright 2011, Landesman, Linda Young, American Public Health Association

Suggested (This book is not required for purchase, however, is a useful reference for lectures, papers, and discussions)

- Introduction to Public Health (Fourth Edition), Copyright 2013, Schneider, Mary-Jane, Jones & Bartlett Learning

Additional Reading:

Additional reading assignments have been selected from articles and web sites. Where possible, the course author has obtained permission to include session handouts of the assigned reading.

Instructional Method:

The course format includes lecture, directed reading assignments, class discussion board topics and internet-based assignments via Blackboard. Case studies and textbook chapters will additionally be utilized as part of the instructional method with guest speakers facilitating discussions through lecture and questions developed as a class.

Recommended preparation: 2-4 hours weekly beyond class instruction.

Paper Format:

- Double-spaced
- 1" margins
- 12-point Times New Roman, Arial, or Helvetica Font
- Page limit does not include references or title page.
- Each page numbered at the bottom with the student's name in each page's header
- Wikipedia is NOT an acceptable reference for information. Okay for images
- Follow APA style guide for everything else
- Poor writing will be penalized, so you should proofread each other's papers
- Papers must be emailed as PDFs; hard copies or Word docs will not be accepted
- All files names must begin with the student's last name to help the instructors organize files, and include additional identifying information, e.g.

Broderick_Midterm_Haiti_Earthquake.

*** For additional information on APA formatting:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Evaluations:

All assignments are due **BEFORE** the start of class

1. Weekly Discussion Board Management = 15%
 - A. A discussion question will be posted each week. Topics can include but are not limited to current events, questions posted in the readings, or an outside topic relating to public health in emergencies.
 - B. Posts are worth 10 points each.
 - C. Discussion Board Etiquette: When both posting and responding to the discussion board requirements, remember that these are graded activities. Content is to address the requirement at hand and in terms of a response, be respectful and constructive in nature.
2. IS-808: Emergency Support Function (ESF) #8 – Public Health and Medical Services Certificate = 10%
 - A. Completion of IS-808 FEMA Certificate (FEMA will only award the certificate with a passing score of 70%)
3. Midterm Paper = 25%
 - A. Midterm must be 4-6 typed pages on public health planning for a specific vulnerable population.
4. Final Paper = 50%
 - A. Your final paper will be 6-8 typed pages case study on the public health response to a disaster.

Grading:

Weekly Assignments / Discussion Board Management = 15% (150 points)

Mid-Term Paper = 25% (250 points)
Final Paper = 50% (500 points)
IS 808 Certificate = 10% (100 points)
Total = 1000 points

A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 59% or less

Course Policies:

Students are expected to attend and participate in both the class and discussions generated. Students will be penalized for the late submission of class assignments and for non—attendance (outside of emergency or mutually agreed upon circumstances). Plagiarism on assignments and cheating on exams will not be tolerated. Work is to be original efforts to address the specific assignment at hand (in other words, don't submit work from another course). Students caught plagiarizing or cheating will be disciplined according to the appropriate University of Alaska guidelines.

Assignments are due **BEFORE** the start of class. All papers must be in APA format. All assignments must be submitted as a .pdf file. Please label you assignments with your last name, followed by assignment e.g. “**Broderick_IS808**”

Support Services:

Students are encouraged to schedule an initial appointment and utilize the UAF Writing Center in 801 Gruening, phone: 474-5314, <http://www.uaf.edu/english/writing-center/> for the first written topic review. Further assistance through the writing center is encouraged as needed to assist in the development and refinement of written products. Please contact me as required should you need to contact other subject matter support services relevant to the development of your leadership or classroom projects/topics.
Distance students have access to the tutoring as well.

Students with Disabilities:

Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment with the Office of Disability Services (Phone # 474-7043). Please inform me of your needs and if I need to meet with the Office of Disability Services to provide the appropriate accommodations and support to assist you in meeting the goals of the course.

Course Schedule:

Week 1 (14 January – 15 January)

Review of syllabus. Student backgrounds and 5-year plan. Introduction to Public Health in Emergencies.

Readings

- N/A

Assignments

- N/A

Week 2 (18 January – 22 January)

Readings

- Review of writing standards (APA Format)
- Role and Responsibility of Public Health — (Chapter 2. PHMD)

Assignments

- Discussion Board – Introductions
- Discussion Board Topic #1 – What is public health? (10 points)
- Student biography with picture (50 points)

Week 3 (25 January – 29 January)

Readings

- Structure and Organization of Health Management in Disaster Response (Chapter 3. PHMD)

Assignments

- Discussion Board Topic #2 – Where does public health fit into the Homeland Security organization chart? (10 points)
- IS-808 Due (50 points)

Week 4 (1 February – 5 February)

Readings

- Types of Disasters and Their Consequences (Chapter 1. PHMD)

Assignments

- Discussion Board Topic #3 – What are disasters an emergency manager would need to be familiar with in Alaska? (10 points)

Week 5 (8 February – 19 February)

Readings

- Essentials of Disaster Planning (Chapter 7. PHMD)

Assignments

- Discussion Board Topic #4 – What do emergency managers need to consider when planning for public health disasters? (10 points)

Week 6 (15 February – 19 February)

Readings

- Behavioral Health Strategies (Chapter 9. PHMD)

Assignments

- Discussion Board Topic #5 – What are ways to mitigate PTSD for first responders? (10 points)

Week 7 (22 February – 26 February)

Readings

- Vulnerable Populations (Chapter 10. PHMD)

Assignments

- Discussion Board Topic #6 – Who is responsible for vulnerable populations in a disaster? (10 points)

Week 8 (29 February – 4 March)

Readings

- Environmental and Occupational Health Issues (Chapter 8. PHMD)

Assignments

- Discussion Board Topic #7 – How could accidents to first responders be prevented in the field? (10 points)
- Midterm due (250 points)

Week 9 (7 March – 11 March)

Readings

- Disaster Communications (Chapter 6. PHMD)

Assignments

- Discussion Board Topic #8 – What are some out of the box methods in conveying a message to citizens? (10 points)

Spring Break

Week 10 (21 March – 25 March)

Readings

- Hazard Assessment, Vulnerability Analysis, Risk Assessment, and Rapid Health Assessment (Chapter 5. PHMD)

Assignments

- Discussion Board Topic #9 – How can Hazardous Vulnerability Assessments (HVAs) better prepare organizations to identify potential hazards? (10 points)

Week 11 (28 March – 1 April)

Readings

- Evaluation Methods for Assessing Public Health and Medical Response to Disaster (Chapter 13. PHMD)

Assignments

- Discussion Board Topic #10 – Why are After Action Reports (AARs) so important? (10 points)

Week 12 (4 April – 8 April)

Readings

- Disaster-Related Surveillance and Emergency Information Systems (Chapter 4. PHMD)

Assignments

- Discussion Board Topic #11 – What are some pros and cons of each of the surveillance tools mentioned in the reading? (10 points)

Week 13 (11 April – 15 April)

Readings

- Public Health Response to Emerging Infections and Biological Incidents (Chapter 11. PHMD)

Assignments

- Discussion Board Topic #12 – How did US healthcare respond to Ebola? (10 points)

Week 14 (18 April – 22 April)

Readings

- Public Health Considerations in Recovery and Reconstruction (Chapter 12. PHMD)

Assignments

- Discussion Board Topic #13 – Has the recovery for Hurricane Katrina been a success or failure? (10 points)

Week 15 (25 April – 29 April)

Readings

- Ethical Considerations in Public Health Emergencies (Chapter 14. PHMD)

Assignments

- Discussion Board Topic #14 – Why is Ethics so important in emergency management? (10 points)
- Discussion Board Topic #15 – How has your opinions and views of public health's involvement in emergency management different from when you started the course? (10 points)
- Final Paper Due (500 points)