

Course Syllabus

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ENVH 406/506 (Fall 2017, 3 credits)

Course Title: Disasters and Public Health

Course Times: MWF 8:30am – 9:20am

Course Location: SCC 301

Instructor

Nicole Errett, PhD, MSPH, CPH, CEM

Lecturer, Environmental and Occupational Health Sciences

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Teaching Assistant

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All email messages will be responded to within 24 hours.

Office hours: Dr. Errett will hold office hours by appointment.

Course website: <https://canvas.uw.edu/>

Course Description:

This course provides an introduction to different types of public health and environmental health disasters, their consequences, and the role of public health agencies and practitioners in preparedness, response, and recovery. The course will employ an all-hazards, domestic perspective, and explore different types of natural, biological, chemical, radiological, nuclear, and other human-caused disasters. Through course lectures and readings, case studies, discussion, and debate, students will learn and understand the foundational concepts of the public and environmental health community's role in preparing for, responding to,

and recovering from disasters. Through in-course activities and assignments, students will learn to apply these concepts to real-world disasters, and identify, evaluate and synthesize information related to public health disaster response. The course is designed to develop proficiency in analyzing and evaluating the public health response to disasters and identifying solutions and methods for improvement.

Prerequisites: none, junior and senior undergraduates and graduate students only. All students are expected to have an understanding of public health fundamentals. Students not enrolled in a public health or environmental health program should contact the course instructor prior to course commencement with any questions.

Learning objectives:

Upon completing this course, students will be able to:

1. Describe types of disasters and their public health consequences
2. Describe the public health preparedness infrastructure in the United States.
3. Identify the key stakeholders involved in preparedness.
4. Understand the policy, legal and ethical frameworks for U.S. public health preparedness.
5. Explain the role of environmental health and other public health practitioners in an emergency.
6. Identify and evaluate strengths and gaps in the preparedness system and suggest methods for improvement.

In addition, graduate students will be able to:

1. Synthesize information to identify a scientific problem associated with disaster preparedness.
2. Propose a methodological approach to address a disaster preparedness-related scientific problem within realistic time and resource constraints.

Course overview and format:

This course is grounded in student-centered, active learning. At the beginning of the course, students will be introduced to different types of hazards that may cause disasters.

The course will go on to introduce core public health preparedness concepts and issues through readings, lecture, discussion, debate, and other active learning activities. Topics will include:

- Role and responsibility of public health in disasters
- At-risk populations
- Command and control
- Public health legal preparedness
- Ethical issues in disaster

Students will further explore social determinants of disaster outcomes in the Heat Wave Book Club assignment.

Students will apply these concepts through case study and discussion-based exercises. In small groups, students will identify and assess a public health impact of Hurricane Harvey and/or Irma, and develop recommendations for improving preparedness. Students will develop materials for policy makers and the public, and present their work to the class.

Graduate students will develop a short research protocol to address a disaster-related scientific question.

A final exam will be administered at the conclusion of the course.

Course Activities:

Classes will be formatted to include a combination of lecture and discussion. Students will be assigned working groups at the beginning of the course, and will sit at tables in their assigned groups during class sessions to easily transition to discussion activities. Students may be asked to reflect on questions posed by the instructor with a partner, a small group, or the entire class. Students may be presented with a short video or story and asked to discuss their reactions in small groups.

Additional activities include:

Case Studies:

For all case studies, students will be asked to read background material prior to coming to class. Students will be presented with discussion questions about the case study at the beginning of class and will be given five minutes to independently reflect. Students will then convene in small groups and discuss the questions. Students will be given a suggested schedule to keep their discussion on track. The instructor and teaching assistant will be available to answer student questions. The student leader of each group may be asked to debrief the class about one or more question(s) discussed. Students who miss case study classes will be required to submit answers to the discussion questions within one week of the case study. Students who attend class and participate in the discussion need not turn in any written assignment.

Table-top Exercise:

Students will be asked to participate in a discussion based exercise where they will respond to a simulated disaster. Students will be provided a scenario prior to the course session, and the instructor will present the students with challenge questions (i.e. challenges that may come up at different points during a disaster). In the context of the facilitated discussion, students will be asked to solve the problem together by using the simulated resources and systems available to them. Students and the instructional team will participate in a debriefing session at the conclusion of the exercise.

Career Panel Discussion:

Towards the end of the course, students will have the opportunity to explore diverse career opportunities in public health preparedness through interaction with real-world practitioners in a career panel format. Students will be asked to prepare questions in advance to stimulate discussion with the panel. Panelist biographies will be available on the course website.

Guest Presenters:

When appropriate, a subject matter expert may be asked to present a topic to the course. Students are encouraged to engage these special guests through discussion and questioning. Students may be asked to prepare questions for guest presenters in advance of the course sessions.

Course requirements:

Each student will be expected to:

- Prepare for each class session by completing assigned readings and participate actively in course discussions.
- Prepare for and engage in *Heat Wave* book club discussion.
- In a small group, analyze the factors that contributed to one public health impact of Hurricanes Harvey or Irma, and develop evidence-informed recommendations to enhance preparedness.
- Take a final exam.

Course preparation and participation

Students are expected to actively engage in discussions and participate in exercises and case study activities. The instructor and teaching assistant will evaluate effort and quantity and quality of engagement. At times, students will be expected to turn in completed discussion guides or activities and/or participate in Canvas board discussions. Students will be expected to ask questions of their peers during their final presentations and of panelists during the Career Panel.

Completing the required reading or viewing associated with the session prior to class can enhance informed engagement. The following book is required:

Klinenberg E (2015). *Heat Wave: A Social Autopsy of Disaster in Chicago (Second Edition)*. The University of Chicago Press, Chicago. (for book club)

A copy of the required book has been placed on reserve in the Health Services Library.

In addition, students will be required to watch several videos for in-class discussion, including:

Soderbergh, S (Director). (2011). *Contagion* [Motion picture]. Warner Bros Pictures.

Note: The teaching assistant will host a screening of this film (date & time TBA). Students are encouraged to join this screening. If they are unable or choose not to attend, the movie must be viewed independently prior to the course session on December 1, 2017. It is on reserve and available for four-hour loan in the Health Sciences library. As of September 6, 2017, it is available on DVD via Netflix for rent or purchase on Amazon Prime Instant Video.

Liu, D (Executive Director). (2016). *Spillover – Zika, Ebola, & Beyond* [Motion picture]. Tangled Bank Studios.

Note: This movie will be screened in class.

Students will also be required to take FEMA's interactive, web-based course: IS-100.B: Introduction to Incident Command System. It is freely available online at: <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.b>
(<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.b>)

Other required readings and viewings will be provided through the library or on the Canvas Site.

Students are expected to come to class on time, refrain from packing up belongings before class ends, give full respectful attention while either the instructor or another student is speaking, use courteous, respectful language, and keep comments and questions relevant to the topic at hand.

Laptops and electronic devices are permitted in class for course-related academic purposes only. Electronic devices that might create a disruption in class should be turned off.

Book Club

Students will be required to read *Heat Wave* during the first half of the course. Discussion questions will be made available on the course website during the first week of class, which will be used to guide a discussion on the book. Students will be expected to complete and submit discussion questions. In class, students will take a short quiz to assess their understanding of key concepts presented in the book, and will be expected to actively engage in a facilitated discussion.

Harvey/Irma Public Health Impact Assignment

In small groups, students will identify a key public health impact of Hurricanes Harvey or Irma (topics must be approved by Dr. Errett). Students will assess factors that contributed to the health impact by identifying hazards, vulnerabilities, and exposures. Students will incorporate evidence from the peer-reviewed literature, and make recommendations to improve preparedness and reduce the likelihood of a similar public health impact in a future disaster. Students will prepare materials presenting the findings of their assessment and recommendations for policy makers (a briefing memo) and the public (a fact sheet or infographic). Students will prepare a short presentation of their work and deliver it in class during the final week of the course.

Final Exam

A final exam will be administered at the end of the course, and include multiple choice, matching, short answer and/or case-based questions. It will focus on application of course concepts to real-world public health preparedness for and response to disasters. Sample questions will be provided in advance.

Disaster Research Proposal (graduate students only)

In small groups, graduate students will also be required to develop a short (3-5 page) research proposal to address a public health disaster-related scientific question.

Extra Credit

Extra credit opportunities may become available periodically throughout the course, and will be announced in class by the instructor. The conditions and deadlines for earning extra credit through these opportunities will be announced at the time the opportunity is announced.

Student Evaluation

ENVH 406 (undergraduate students) course grades will be calculated as follows:

- 10% Course participation
- 25% Book club assignment
- 30% Harvey/Irma Public Health Impact Assignment
- 35% Final Exam

ENVH 506 (graduate students) course grades will be calculated as follows:

- 10% Course participation
- 20% Book club assignment
- 25% Harvey/Irma Public Health Impact Assignment
- 15% Disaster research proposal
- 30% Final Exam

Grades

Late Policy: 10% of the total possible point value will be deducted from assignments that are submitted within 24 hours after the original due date; 20% of the total possible point value will be deducted from assignments that are submitted between 24 and 48 hours after the original due date; 30% of the total possible point value will be deducted from assignments that are submitted between 48 and 72 hours after the original due date; and 50% of the total possible point value will be deducted from assignments that are submitted between 72 hours and one week after the original due date. Assignments will not be accepted beyond one week after the original due date. This policy does not apply to the final exam, which must be taken and submitted on time.

Inclusive Classroom Environment Statement

The UW School of Public Health seeks to ensure all students are fully included in each course. We strive to create an environment that reflects community and mutual caring. We encourage students with concerns about classroom climate to talk to your instructor, your advisor, a member of the departmental or SPH Diversity Committee and/or the program director. [DCinfo@uw.edu \(mailto:DCinfo@uw.edu\)](mailto:DCinfo@uw.edu) is a resource for students with classroom climate concerns.

UW Disability Statement

Access and Accommodations: Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on a disability or temporary health condition, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206- 543-8924 or uwdrs@uw.edu or disability.uw.edu

UW Academic Integrity Statement

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct,

professional honesty, and personal integrity. The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website.

VeriCite Plagiarism Detection will be used for assignments submitted in this course. For more information on VeriCite, please visit: <https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-instructors/assignments-grading/vericite/>.

Disclaimer

The syllabus, readings, and/or lecture schedule are subject to change. Any changes will be announced in class and posted on Canvas.

Course Assignments: *All assignments should be submitted on Canvas, unless otherwise specified.*

Assignment	Due Date
Book Club	October 29, 2017 at 11:59pm (written assignment due; must be present in class on October 30, 2017 and November 1, 2017 to take quiz and earn credit for the discussion portion)
Harvey/Irma Public Health Impact Assignment	Topic for approval: November 6, 2017 at 12:00pm Assignment: December 3, 2017 at 11:59pm (students will be expected to present their assignment in class on 12/4 or 12/6; presentation should also be brought to class on a USB drive on both days)
Disaster Research Proposal (ENVH 506/graduate students only)	December 8, 2017 at 11:59pm
Career Panel Discussion Questions	December 8, 2017 at 8:30am (also bring your questions in hard copy to class to refer to while

engaging the panelists)

The final exam will be administered on **Tuesday, Dec. 12, 2017 from 8:30-10:20 a.m.** The location of the final exam will be announced in class and on Canvas.

Course Schedule

Class Session	Readings/Viewings (read/watch prior to class)
Week 1 – Intro to the course	
September 27, 2017 <u>Session 1:</u> Defining disaster	Required readings: Review syllabus <i>prior</i> to coming to class. Nelson C, Lurie N, Wasserman J, Zakowski S. Conceptualizing and defining public health emergency preparedness. <i>Am J Public Health</i> . 2007;97 Suppl 1:S9-11. doi: AJPB.2007.114496 [pii].
September 29, 2017 <u>Session 2:</u> Hazards & vulnerabilities	Required readings: Shoaf KI, Rottman SJ. Public health impact of disasters. <i>Australian Journal of Emergency Management</i> . 2000;15(3):58-63. Wulff K, Donato D, Lurie N. What is health resilience and how can we build it? <i>Annu Rev Public Health</i> . 2015;36:361-374. doi: 10.1146/annurev-publhealth-031914-122829 [doi]. Turkewitz J & Medina J. For Vulnerable Populations, a Harrowing Sense of Being Trapped. <i>New York Times</i> . September 1, 2017. https://www.nytimes.com/2017/09/01/us/storm-elderly-harvey.html (https://www.nytimes.com/2017/09/01/us/storm-elderly-harvey.html). Accessed September 20, 2017.
Week 2: Natural hazards	
	Required readings: McCarthy M. Harvey in Pictures. <i>New York Times</i> . August 27, 2017. https://www.nytimes.com/2017/08/27/us/harvey-pictures-hurricane-storm.html (https://www.nytimes.com/2017/08/27/us/harvey-pictures-hurricane-storm.html). Accessed September 16, 2017.

October 2, 2017
 Session 3:
 Meteorological
 and
 climatological
 hazards

Carroll AE & Frakt A. The Long-Term Health Consequences of Hurricane Harvey. *New York Times*. August 31, 2017. https://www.nytimes.com/2017/08/31/upshot/the-long-term-health-consequences-of-hurricane-harvey.html?mcubz=3&_r=0 (https://www.nytimes.com/2017/08/31/upshot/the-long-term-health-consequences-of-hurricane-harvey.html?mcubz=3&_r=0). Accessed September 16, 2017.

Newkirk II. VR. Hurricane Harvey's Public Health Nightmare. *The Atlantic*. September 2, 2017. <https://www.theatlantic.com/politics/archive/2017/09/hurricane-harveys-public-health-nightmare/538767/> (<https://www.theatlantic.com/politics/archive/2017/09/hurricane-harveys-public-health-nightmare/538767/>). Accessed September 16, 2017.

Schmidt, S & Cassidy D. 'If anyone can hear us... help.' Puerto Rico's mayor describe widespread devastation from Hurricane Maria. *The Washington Post*. September 23, 2017. https://www.washingtonpost.com/national/if-anyone-can-hear-us--help-puerto-ricos-mayors-describe-widespread-devastation-from-hurricane-maria/2017/09/23/7ef5f6c4-a069-11e7-8ea1-ed975285475e_story.html (https://www.washingtonpost.com/national/if-anyone-can-hear-us--help-puerto-ricos-mayors-describe-widespread-devastation-from-hurricane-maria/2017/09/23/7ef5f6c4-a069-11e7-8ea1-ed975285475e_story.html). Accessed September 25, 2017.

October 4, 2017
 Session 4:
 Geologic
 hazards

Required readings:

Geologic Hazards and the environment. Washington State Department of Natural Resources website. 2017. Available: <http://www.dnr.wa.gov/programs-and-services/geology/geologic-hazards-and-environment> (<http://www.dnr.wa.gov/programs-and-services/geology/geologic-hazards-and-environment>)

Guest lecturer:
 Bill Steele,
 Public
 Information
 Officer at the
 Pacific
 Northwest
 Seismic Network

Explore and review all subpages: Seattle Hazard Explorer. August 2017. Available: <http://seattlecitygis.maps.arcgis.com/apps/MapSeries/index.html?appid=0489a95dad4e42148dbef571076f9b5b> (<http://seattlecitygis.maps.arcgis.com/apps/MapSeries/index.html?appid=0489a95dad4e42148dbef571076f9b5b>). Accessed September 16, 2017.

Buildings Across Mexico City that Toppled in the Earthquake. *New York Times*. September 21, 2017. <https://www.nytimes.com/interactive/2017/09/19/world/americas/mexico-earthquake-map-photos.html> (<https://www.nytimes.com/interactive/2017/09/19/world/americas/mexico-earthquake-map-photos.html>). Accessed September 25, 2017.

October 6, 2017
 Session 5: "The
 Big One" Case
 Study

Required readings:

Schulz K. The Really Big One. *The New Yorker*. July 20, 2015. <https://www.newyorker.com/magazine/2015/07/20/the-really-big-one> (<https://www.newyorker.com/magazine/2015/07/20/the-really-big-one>). Accessed September 16, 2017.

Week 3: Infectious diseases & human-caused hazards

<p>October 9, 2017</p> <p><u>Session 6:</u> Emerging infectious diseases</p>	<p>Required readings:</p> <p>National Institutes of Health (US); Biological Sciences Curriculum Study. NIH Curriculum Supplement Series [Internet]. Bethesda (MD): National Institutes of Health (US); 2007. Understanding Emerging and Re-emerging Infectious Diseases. Available from: https://www.ncbi.nlm.nih.gov/books/NBK20370/ (https://www.ncbi.nlm.nih.gov/books/NBK20370/)</p>
<p>October 11, 2017</p> <p><u>Session 7:</u> <i>Spillover- Zika, Ebola, & Beyond</i> screening</p>	<p>Required readings:</p> <p>Bell BP, Damon IK, Jernigan DB, et al. Overview, control strategies, and lessons learned in the CDC response to the 2014-2016 ebola epidemic. <i>MMWR Suppl.</i> 2016;65(3):4-11. doi: 10.15585/mmwr.su6503a2 [doi].</p>
<p>October 13, 2017</p> <p><u>Session 8:</u> Human-caused hazards</p>	<p>Required readings:</p> <p>Ramsey L. Why are people still getting sick 16 years after 9/11? <i>Business Insider.</i> September 11, 2017. http://www.businessinsider.com/911-anniversary-health-effects-2016-9 (http://www.businessinsider.com/911-anniversary-health-effects-2016-9) Accessed September 16, 2017</p> <p>Health Hazard Evaluation of Deepwater Horizon Response Workers; Final Report. NIOSH website. August 2011. https://www.cdc.gov/niosh/hhe/reports/pdfs/2010-0115-0129-3138.pdf (https://www.cdc.gov/niosh/hhe/reports/pdfs/2010-0115-0129-3138.pdf). Accessed September 16, 2017.</p>
<p>Week 4: Public health & healthcare roles in a disaster response</p>	
<p>October 16, 2017</p> <p><u>Session 9:</u> Healthcare roles & responsibilities</p> <p>Guest lecturer: Danica Little, University of Washington Medical Center Emergency Manager</p>	<p>Required readings:</p> <p>Fink S & Blinder A. Houston's Hospitals Treat Storm Victims and Become Victims Themselves. <i>New York Times.</i> August 27, 2017. https://www.nytimes.com/2017/08/28/us/hurricane-harvey-houston-hospitals-rescue.html (https://www.nytimes.com/2017/08/28/us/hurricane-harvey-houston-hospitals-rescue.html). Accessed September 16, 2017</p> <p>Reisner R & Fink S. Nursing Home Deaths in Florida Heighten Scrutiny of Disaster Planning. <i>New York Times.</i> September 14, 2017. https://www.nytimes.com/2017/09/14/us/nursing-home-deaths-irma.html?_action=click&contentCollection=U.S.&module=RelatedCoverage&region=Marginalia&pgtype=article (https://www.nytimes.com/2017/09/14/us/nursing-home-deaths-irma.html?_action=click&contentCollection=U.S.&module=RelatedCoverage&region=Marginalia&pgtype=article). Accessed September 25, 2017.</p>
<p>October 18, 2017</p>	<p>Required readings:</p>

<p>Session 10: Environmental & occupational health considerations in disasters</p>	<p>Guarino B. The health dangers from Hurricane Harvey's floods and Houston's chemical plants. September 1, 2017. https://www.washingtonpost.com/news/to-your-health/wp/2017/08/29/the-health-consequences-to-expect-from-hurricane-harveys-floods/?utm_term=.982a6a1c2709 (https://www.washingtonpost.com/news/to-your-health/wp/2017/08/29/the-health-consequences-to-expect-from-hurricane-harveys-floods/?utm_term=.982a6a1c2709). Accessed September 16, 2017.</p>
<p>October 20, 2017</p> <p>Session 11: Public Health Emergencies in Seattle & King County</p> <p>Guest lecturer: Carina Elsenboss, Director of Public Health Preparedness, Public Health - Seattle & King County</p>	<p>Required readings:</p> <p>Explore and review all subpages of Public Health Seattle & King County's Emergency Preparedness website: http://www.kingcounty.gov/depts/health/emergency-preparedness.aspx (http://www.kingcounty.gov/depts/health/emergency-preparedness.aspx)</p> <p>Additional readings TBA</p>

Week 5: Behavioral health & surveillance

<p>October 23, 2017</p> <p>Session 12: Mental & behavioral health considerations in disasters</p>	<p>Required readings:</p> <p>Itkowitz C. Mental health professionals seek to restore something else survivors lost: Peace of mind. <i>Washington Post</i>. September 2, 2017. https://www.washingtonpost.com/national/in-the-immediate-aftermath-of-a-crisis-like-hurricane-harvey-the-priority-is-survival/2017/09/02/ee63839e-8dba-11e7-8df5-c2e5cf46c1e2_story.html?utm_term=.bdc8efcbd198 (https://www.washingtonpost.com/national/in-the-immediate-aftermath-of-a-crisis-like-hurricane-harvey-the-priority-is-survival/2017/09/02/ee63839e-8dba-11e7-8df5-c2e5cf46c1e2_story.html?utm_term=.bdc8efcbd198). Accessed September 16, 2017.</p> <p>Subberwal K. From the Mental Health Wreckage of Katrina, Lessons to help Harvey Victims. <i>Huffington Post</i>. September 1, 2017. http://www.huffingtonpost.com/entry/hurricane-harvey-mental-health_us_59a9f092e4b0354e440a7b3f (http://www.huffingtonpost.com/entry/hurricane-harvey-mental-health_us_59a9f092e4b0354e440a7b3f). Accessed September 16, 2017.</p> <p>Ahmed A & Villegas P. After Mexico Earthquake, Tremors of Anxiety. <i>New York Times</i>. September 25, 2017. https://www.nytimes.com/2017/09/25/world/americas/mexico-city-earthquake-anxiety.html (https://www.nytimes.com/2017/09/25/world/americas/mexico-city-earthquake-anxiety.html). Accessed September 25, 2017</p>
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<p>October 25, 2017</p> <p>Session 13: Psychological first aid</p>	<p>Required readings:</p> <p>Introduction and Overview Sections in Psychological First Aid – Field Operations Manual 2nd Edition. Available:</p> <p>http://www.nctsn.org/sites/all/modules/pubdlnet/pubdlnet.php?file=/sites/default/files/pfa/english/2-psyfirstaid_final_no_handouts.pdf&nid=795 (http://www.nctsn.org/sites/all/modules/pubdlnet/pubdlnet.php?file=/sites/default/files/pfa/english/2-psyfirstaid_final_no_handouts.pdf&nid=795)</p>
<p>October 27, 2017</p> <p>Session 14: Surveillance & rapid health needs assessment</p> <p>Guest lecturer: Dr. Janet Baseman, Associate Professor and Associate Chair, Department of Epidemiology</p>	<p>Required readings:</p> <p>TBA</p>
<p>Week 6: Book club</p>	
<p>October 30, 2017</p> <p>Session 15: Book Club Part 1</p>	<p>Required readings:</p> <p>Klinenberg E (2015). <i>Heat Wave: A Social Autopsy of Disaster in Chicago (Second Edition)</i>. The University of Chicago Press, Chicago.</p>
<p>November 1, 2017</p> <p>Session 16: Book Club Part 2; Harvey/Irma Public Health Impact Assignment distribution</p>	<p>Required readings:</p> <p>Klinenberg E (2015). <i>Heat Wave: A Social Autopsy of Disaster in Chicago (Second Edition)</i>. The University of Chicago Press, Chicago.</p>

<p>November 3, 2017</p> <p>Session 17: Harvey/Irma Public Health Assignment Group Work</p>	<p>Required readings:</p> <p><u>Watch:</u> Ruderman, M. "Writing Briefing Memos." Johns Hopkins Bloomberg School of Public Health, Baltimore, MD Lecture.</p> <p>Available: http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/ (http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/)</p> <p>Briefing memo checklist</p>
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Week 7: Managing a public health emergency

<p>November 6, 2017</p> <p>Session 18: Command & Control, UW Emergency Operations Center Tour</p> <p>MEET FOR CLASS AT THE UW TOWER AT 8:25AM</p>	<p>Required viewing:</p> <p>Take FEMA's Interactive, web-based course: IS-100.B: Introduction to Incident Command System. Available: https://training.fema.gov/is/courseoverview.aspx?code=IS-100.b (https://training.fema.gov/is/courseoverview.aspx?code=IS-100.b)</p>
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<p>November 8, 2017</p> <p>Session 19: Tabletop exercise</p>	<p>Required readings:</p> <p>Tabletop exercise background materials</p>
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<p>November 10, 2017</p> <p>NO CLASS: VETERAN'S DAY</p>	
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Week 8: Public health legal preparedness & risk communication

<p>November 13,</p>	<p>Required readings:</p>
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<p>2017</p> <p>Session 20: Public health legal preparedness</p>	<p>Moulton AD, Gottfried RN, Goodman RA, Murphy AM, Rawson RD. What is public health legal preparedness? <i>J Law Med Ethics</i>. 2003;31(4):672-683.</p> <p>Selected Federal Legal Authorities Pertinent to Public Health Emergencies. Centers for Disease Control and Prevention. August 2014. Available: https://www.cdc.gov/phlp/docs/ph-emergencies.pdf (https://www.cdc.gov/phlp/docs/ph-emergencies.pdf)</p>
<p>November 15, 2017</p> <p>Session 21: Risk communication</p> <p>Guest lecturer: Dr. Meredith Li- Vollmerr, Risk Communication Specialist, Public Health- Seattle and King County</p>	<p>Required readings:</p> <p>TBA</p>
<p>November 17, 2017</p> <p>Session 22: Risk communication activity</p>	<p>Required readings:</p> <p>Risk communication activity background materials</p>
<p>Week 9: Ethical issues in disasters</p>	
<p>November 20, 2017</p> <p>Session 23: Ethical issues in disasters</p>	<p>Required readings:</p> <p>Persad G, Wertheimer A, Emanuel EJ. Principles for allocation of scarce medical interventions. <i>Lancet</i>. 2009;373(9661):423-431. doi: 10.1016/S0140-6736(09)60137-9 [doi].</p>
<p>November 22, 2017</p> <p>Session 24: Ethical issues case study</p> <p>Guest Lecturer: Onora Lien, Executive</p>	<p>Required readings:</p> <p>TBA</p>

<p>Director, Northwest Healthcare Response Network</p>	
<p>November 24, 2017</p> <p>NO CLASS: THANKSGIVING</p>	
<p>Week 10: Ethical issues (cont'd), disaster recovery, and application of course concepts</p>	
<p>November 27, 2017</p> <p>Session 25: Five Days at Memorial Case Study</p>	<p>Required readings:</p> <p>Fink S. The Deadly Choices at Memorial. <i>New York Times Magazine</i>. August 25, 2009. http://www.nytimes.com/2009/08/30/magazine/30doctors.html?pagewanted=all . (http://www.nytimes.com/2009/08/30/magazine/30doctors.html?pagewanted=all).</p>
<p>November 29, 2017</p> <p>Session 26: Health & wellbeing considerations in disaster recovery</p> <p>Guest lecturer: Dr. Scott Miles, Research Scientist, Human Factors Engineering</p>	<p>Required readings:</p> <p>Morgan J, Begg A, Beaven S, Schuller P, Jamieson K, Johan S, Johnston D, Sparrow M. Monitoring wellbeing during recovery from the 2010–2011 Canterbury earthquakes: The CERA wellbeing survey. <i>IJDRR</i>. 2015;14(1):96-103. https://doi.org/10.1016/j.ijdr.2015.01.012 . (https://doi.org/10.1016/j.ijdr.2015.01.012)</p>
<p>December 1, 2017</p> <p>Session 28: Contagion Discussion</p>	<p>Required viewing:</p> <p>Soderbergh, S (Director). (2011). <i>Contagion</i> [Motion picture]. Warner Bros Pictures.</p>

Week 10: Poster presentations & career panel

December 4, 2017 Session 30: Final presentations	No required readings.
December 6, 2017 Session 31: Final presentations	No required readings.
December 8, 2017 Session 32: Career Panel	Required readings: Career panelist biographies: Resham Patel, Training and Exercise Manager, Public Health – Seattle & King County Dr. Stephen Dunay, Emergency Medicine Resident, Madigan Army Medical Center Rebecca Lis, Western Washington Planning Support Coordinator, Northwest Healthcare Response Network

Course Summary:

Date	Details	
Wed Sep 27, 2017	 Week 1 – Intro to the course - Wednesday (https://canvas.uw.edu/courses/1116967/assignments/3864941)	due by 10am
Fri Sep 29, 2017	 Week 1 - Intro to the Course - Friday (https://canvas.uw.edu/courses/1116967/assignments/3864947)	due by 10am
Mon Oct 2, 2017	 Week 2 - Natural Hazards - Monday (https://canvas.uw.edu/courses/1116967/assignments/3864950)	due by 10am
Wed Oct 4, 2017	 Week 2 - Natural Hazards - Wednesday (https://canvas.uw.edu/courses/1116967/assignments/3864957)	due by 10am

Fri Oct 6, 2017	 Week 2 - Natural Hazards - Friday (https://canvas.uw.edu/courses/1116967/assignments/3864984)	due by 10am
Sun Oct 29, 2017	 ENVH 406 Book Club Assignment (https://canvas.uw.edu/courses/1116967/assignments/3881425)	due by 11:59pm
	 ENVH 506 Book Club Assignment (https://canvas.uw.edu/courses/1116967/assignments/3936895)	due by 11:59pm
Mon Nov 6, 2017	 Public Health Impact of Recent Disaster Assignment - Topic Submission (https://canvas.uw.edu/courses/1116967/assignments/3881429)	due by 12pm
Fri Nov 10, 2017	 ENVH 506 Disaster Research Proposal Research Question (https://canvas.uw.edu/courses/1116967/assignments/3936902)	due by 11:59pm
Sun Dec 3, 2017	 ENVH 406/506 Final presentation (https://canvas.uw.edu/courses/1116967/assignments/3967016)	due by 11:59pm
	 ENVH 406 Public Health Impact of Recent Disaster Assignment (https://canvas.uw.edu/courses/1116967/assignments/3881426)	due by 11:59pm
	 ENVH 406/506 Final assignment infographic (https://canvas.uw.edu/courses/1116967/assignments/3967019)	due by 11:59pm
	 ENVH 506 Public Health Impact of Recent Disaster Assignment (https://canvas.uw.edu/courses/1116967/assignments/3936892)	due by 11:59pm
	 Final assignment peer eval form (https://canvas.uw.edu/courses/1116967/assignments/3967171)	due by 11:59pm
Thu Dec 7, 2017	 Career Panel Discussion Questions (https://canvas.uw.edu/courses/1116967/assignments/3881459)	due by 11:59pm
Fri Dec 8, 2017	 Disaster Research Proposal (ENVH 506/graduate students only) (https://canvas.uw.edu/courses/1116967/assignments/3881451)	due by 11:59pm
Tue Dec 12, 2017	 ENVH 506 Final Exam (https://canvas.uw.edu/courses/1116967/assignments/3936889)	due by 8:30am
	 ENVH 406 Final Exam (https://canvas.uw.edu/courses/1116967/assignments/3881467)	due by 11:59pm
	 Week 10: Ethical issues (cont'd), disaster recovery, and application of course concepts - Friday (https://canvas.uw.edu/courses/1116967/assignments/3881360)	
	 Week 10: Ethical issues (cont'd), disaster recovery, and application of course concepts - Monday (https://canvas.uw.edu/courses/1116967/assignments/3881357)	
	 Week 10: Ethical issues (cont'd), disaster recovery, and application of course concepts - Wednesday (https://canvas.uw.edu/courses/1116967/assignments/3881358)	
	 Participation (https://canvas.uw.edu/courses/1116967/assignments/3882738)	
	 Roll Call Attendance (https://canvas.uw.edu/courses/1116967/assignments/3933066)	
	 Week 3 - Infectious diseases & human-caused hazards - Monday (https://canvas.uw.edu/courses/1116967/assignments/3864986)	
	 Week 3: Infectious diseases & human-caused hazards - Friday (https://canvas.uw.edu/courses/1116967/assignments/3865006)	

 [Week 3: Infectious diseases & human-caused hazards - Wednesday](https://canvas.uw.edu/courses/1116967/assignments/3864990)
(<https://canvas.uw.edu/courses/1116967/assignments/3864990>)

 [Week 4 - Week 4: Public health & healthcare roles in a disaster response - Monday](https://canvas.uw.edu/courses/1116967/assignments/3865007)
(<https://canvas.uw.edu/courses/1116967/assignments/3865007>)

 [Week 4: Public health & healthcare roles in a disaster response - Friday](https://canvas.uw.edu/courses/1116967/assignments/3865009)
(<https://canvas.uw.edu/courses/1116967/assignments/3865009>)

 [Week 4: Public health & healthcare roles in a disaster response - Wednesday](https://canvas.uw.edu/courses/1116967/assignments/3865008)
(<https://canvas.uw.edu/courses/1116967/assignments/3865008>)

 [Week 5: Behavioral health & surveillance - Friday](https://canvas.uw.edu/courses/1116967/assignments/3865014)
(<https://canvas.uw.edu/courses/1116967/assignments/3865014>)

 [Week 5: Behavioral health & surveillance - Monday](https://canvas.uw.edu/courses/1116967/assignments/3865011)
(<https://canvas.uw.edu/courses/1116967/assignments/3865011>)

 [Week 5: Behavioral health & surveillance - Wednesday](https://canvas.uw.edu/courses/1116967/assignments/3865012)
(<https://canvas.uw.edu/courses/1116967/assignments/3865012>)

 [Week 6: Book club - Friday](https://canvas.uw.edu/courses/1116967/assignments/3865033) (<https://canvas.uw.edu/courses/1116967/assignments/3865033>)

 [Week 6: Book club - Monday](https://canvas.uw.edu/courses/1116967/assignments/3865018) (<https://canvas.uw.edu/courses/1116967/assignments/3865018>)

 [Week 6: Book club - Wednesday](https://canvas.uw.edu/courses/1116967/assignments/3865032) (<https://canvas.uw.edu/courses/1116967/assignments/3865032>)

 [Week 7: Managing a public health emergency - Friday - NO CLASS](https://canvas.uw.edu/courses/1116967/assignments/3865038)
(<https://canvas.uw.edu/courses/1116967/assignments/3865038>)

 [Week 7: Managing a public health emergency - Monday](https://canvas.uw.edu/courses/1116967/assignments/3865034)
(<https://canvas.uw.edu/courses/1116967/assignments/3865034>)

 [Week 7: Managing a public health emergency - Wednesday](https://canvas.uw.edu/courses/1116967/assignments/3865037)
(<https://canvas.uw.edu/courses/1116967/assignments/3865037>)

 [Week 8: Public health legal preparedness & risk communication - Friday](https://canvas.uw.edu/courses/1116967/assignments/3865042)
(<https://canvas.uw.edu/courses/1116967/assignments/3865042>)

 [Week 8: Public health legal preparedness & risk communication - Monday](https://canvas.uw.edu/courses/1116967/assignments/3865039)
(<https://canvas.uw.edu/courses/1116967/assignments/3865039>)

 [Week 8: Public health legal preparedness & risk communication - Wednesday](https://canvas.uw.edu/courses/1116967/assignments/3865040)
(<https://canvas.uw.edu/courses/1116967/assignments/3865040>)

 [Week 9: Ethical Issues in Disasters - Monday](https://canvas.uw.edu/courses/1116967/assignments/3881355)
(<https://canvas.uw.edu/courses/1116967/assignments/3881355>)

 [Week 9: Ethical Issues in Disasters - Wednesday](https://canvas.uw.edu/courses/1116967/assignments/3881356)
(<https://canvas.uw.edu/courses/1116967/assignments/3881356>)
