

# Course Syllabus

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**ENVH 406/506 (Fall 2018, 3 credits)**

**Course Title:** Disasters and Public Health

**Course Times:** MWF 3:30-4:20

**Course Location:** SCC 303

## **Instructor**

Nicole Errett, PhD, MSPH, CPH, CEM

Lecturer, Environmental and Occupational Health Sciences

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## **Teaching Assistant**

Claire Pendergrast

MPH student, Environmental and Occupational Health Sciences

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*All email messages will be responded to within 48 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 health 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 a recent U.S. disaster, 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 a recent disaster, 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.

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

Note: These movies 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>). A certificate of completion must be submitted Canvas before class on 11/19 and will count towards the student's overall course participation grade. Note: completion certificates can take up to 24 hours to arrive via email and students should plan accordingly.

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 two-day facilitated discussion. Students must be present for both days of the discussion to receive full credit.

### Recent Disaster Public Health Impact Assignment

In small groups, students will identify a key public health impact of a disaster that occurred in the past 12 months (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% Recent Disaster 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% Recent Disaster Public Health Impact Assignment

15% Disaster research proposal

30% Final Exam

#### 4.0 Grading Scale

ENVH 406 grades will be converted using the following conversion scale:

<b>Minimum Score</b>	<b>Grade Point</b>
≥98	4.0
≥96.9	3.9
≥95.8	3.8
≥94.7	3.9
≥93.6	3.6
≥92.5	3.5
≥91.5	3.4
≥90.4	3.3
≥89.3	3.2
≥88.2	3.1
≥87.1	3.0
≥86	2.9
≥84.9	2.8
≥83.8	2.7
≥82.7	2.6
≥81.6	2.5

≥80.5	2.4
≥79.5	2.3
≥78.4	2.2
≥77.3	2.1
≥76.2	2.0
≥75.1	1.9
≥74	1.8
≥72.9	1.7
≥71.8	1.6
≥70.7	1.5
≥69.6	1.4
≥68.5	1.3
≥67.5	1.2
≥66.4	1.1
≥65.3	1.0
≥64.2	0.9
≥63.1	0.8
≥62	0.7
<62	0.0

ENVH 506 grades will be converted using the following scale:

Minimum Score	Grade Point
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≥98	4.0
≥96.4	3.9
≥94.9	3.8
≥93.3	3.7
≥91.7	3.6
≥90.2	3.5
≥88.6	3.4
≥87	3.3
≥85.5	3.2
≥83.9	3.1
≥82.3	3.0
≥80.8	2.9
≥79.2	2.8
≥77.7	2.7
≥76.1	2.6
≥74.5	2.5
≥73	2.4
≥71.4	2.3
≥69.8	2.2
≥68.3	2.1
≥66.7	2.0
≥65.1	1.9

≥63.6	1.8
≥62	1.7
<62	0

**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](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://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
<b>Book Club</b>	October 30, 2018 at 11:59pm (written assignment due; must be present and engaged in class on October 31, 2018 AND November 2, 2018 to take quiz and earn credit for the discussion portion)
<b>Recent Disaster Public Health Impact Assignment</b>	Topic for approval: November 5, 2018 at 12:00pm  Assignment: December 2, 2018 at 11:59pm (students will be expected to present their assignment in class on 12/3 or 12/5; presentation should also be brought to class on a USB drive on both days)
<b>Disaster Research Proposal (ENVH 506/graduate students only)</b>	December 7, 2018 at 11:59pm
<b>Career Panel Discussion Questions</b>	December 7, 2018 at 3:30pm (also bring your questions in hard copy to class to refer to while engaging the panelists)


The final exam will be administered on **Thursday, December 13, 2017 from 2:30 – 4:20p.m.** The location of the final exam will be announced in class and on Canvas.

### **Course Schedule**

**Note: access readings through "assignments" or "modules" to ensure you are seeing up to date materials and links**

Class Session	Readings/Viewings (read/watch prior to class)
<b>Week 1</b>	
September 26, 2018	<b>Required readings:</b> Review syllabus prior to coming to class.

<p><u>Session 1:</u> Defining disaster</p>	<p>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: AJP.H.2007.114496 [pii]. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1854988/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1854988/</a> (Links to an external site.)Links to an external site.</p>
<p>September 28, 2018</p> <p><u>Session 2:</u> Hazards &amp; vulnerabilities</p>	<p><b>Required readings:</b></p> <p>Shoaf KI, Rottman SJ. Public health impact of disasters. <i>Australian Journal of Emergency Management</i>. 2000;15(3):58-63. <a href="http://www.austlii.edu.au/au/journals/AUJIEmMgmt/2000/41.pdf">http://www.austlii.edu.au/au/journals/AUJIEmMgmt/2000/41.pdf</a> (<a href="http://www.austlii.edu.au/au/journals/AUJIEmMgmt/2000/41.pdf">http://www.austlii.edu.au/au/journals/AUJIEmMgmt/2000/41.pdf</a>)</p> <p>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]. <a href="http://www.annualreviews.org/doi/pdf/10.1146/annurev-publhealth-031914-122829">http://www.annualreviews.org/doi/pdf/10.1146/annurev-publhealth-031914-122829</a> (<a href="http://www.annualreviews.org/doi/pdf/10.1146/annurev-publhealth-031914-122829">http://www.annualreviews.org/doi/pdf/10.1146/annurev-publhealth-031914-122829</a>)</p> <p>Newkirk II. VR. Hurricane Harvey's Public Health Nightmare. <i>The Atlantic</i>. September 2, 2017. <a href="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/</a> (<a href="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/</a>).</p>
<p><b>Week 2</b></p>	
<p>October 1, 2018</p> <p><u>Session 3:</u> Meteorological and climatological hazards</p>	<p><b>Required readings:</b></p> <p>McCarthy M. Harvey in Pictures. <i>New York Times</i>. August 27, 2017. <a href="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</a> (<a href="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</a>).</p> <p>Photos: Hurricane Maria, and Puerto Rico One Year Later. <i>New York Times</i>. September 22, 2018. <a href="https://www.nytimes.com/2018/09/22/us/photos-hurricane-maria-puerto-rico.html">https://www.nytimes.com/2018/09/22/us/photos-hurricane-maria-puerto-rico.html</a> (<a href="https://www.nytimes.com/2018/09/22/us/photos-hurricane-maria-puerto-rico.html">https://www.nytimes.com/2018/09/22/us/photos-hurricane-maria-puerto-rico.html</a>)</p> <p>Kishore N, Marques D, Mahmud A, et al. Mortality in Puerto Rico after Hurricane Maria. <i>N Engl J Med</i> 2018; 379:162-170. DOI: 10.1056/NEJMsa1803972</p> <p>Carroll AE &amp; Frakt A. The Long-Term Health Consequences of Hurricane Harvey. <i>New York Times</i>. August 31, 2017. <a href="https://www.nytimes.com/2017/08/31/upshot/the-long-term-health-consequences-of-hurricane-harvey.html?mcubz=3&amp;_r=0">https://www.nytimes.com/2017/08/31/upshot/the-long-term-health-consequences-of-hurricane-harvey.html?mcubz=3&amp;_r=0</a> (<a href="https://www.nytimes.com/2017/08/31/upshot/the-long-term-health-consequences-of-hurricane-harvey.html?mcubz=3&amp;_r=0">https://www.nytimes.com/2017/08/31/upshot/the-long-term-health-consequences-of-hurricane-harvey.html?mcubz=3&amp;_r=0</a>).</p>
<p>October 3, 2018</p> <p><u>Session 4:</u> Geologic hazards</p>	<p><b>Required readings:</b></p> <p>Geologic Hazards and the environment. Washington State Department of Natural Resources website. 2017. Available: <a href="http://www.dnr.wa.gov/programs-and-services/geology/geologic-hazards-and-">http://www.dnr.wa.gov/programs-and-services/geology/geologic-hazards-and-</a></p>

<p>Guest lecturer: Bill Steele, Public Information Officer at the Pacific Northwest Seismic Network</p>	<p><a href="http://www.dnr.wa.gov/programs-and-services/geology/geologic-hazards-and-environment">environment</a> (<a href="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</a>)</p> <p>Explore and review all subpages: Seattle Hazard Explorer. August 2017. Available: <a href="http://seattlecitygis.maps.arcgis.com/apps/MapSeries/index.html?appid=0489a95dad4e42148dbef571076f9b5b">http://seattlecitygis.maps.arcgis.com/apps/MapSeries/index.html?appid=0489a95dad4e42148dbef571076f9b5b</a> (<a href="http://seattlecitygis.maps.arcgis.com/apps/MapSeries/index.html?appid=0489a95dad4e42148dbef571076f9b5b">http://seattlecitygis.maps.arcgis.com/apps/MapSeries/index.html?appid=0489a95dad4e42148dbef571076f9b5b</a>).</p>
<p>October 5, 2018  Session 5: "The Big One" Case Study</p>	<p><b>Required readings:</b></p> <p>Schulz K. The Really Big One. <i>The New Yorker</i>. July 20, 2015. <a href="https://www.newyorker.com/magazine/2015/07/20/the-really-big-one">https://www.newyorker.com/magazine/2015/07/20/the-really-big-one</a> (<a href="https://www.newyorker.com/magazine/2015/07/20/the-really-big-one">https://www.newyorker.com/magazine/2015/07/20/the-really-big-one</a>).</p> <p> <a href="#">Discussion activity</a> ▾</p>
<p><b>Week 3</b></p>	
<p>October 8, 2018  Session 6: Emerging infectious diseases</p>	<p><b>Required readings:</b></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: <a href="https://www.ncbi.nlm.nih.gov/books/NBK20370/">https://www.ncbi.nlm.nih.gov/books/NBK20370/</a> (<a href="https://www.ncbi.nlm.nih.gov/books/NBK20370/">https://www.ncbi.nlm.nih.gov/books/NBK20370/</a>)</p>
<p>October 10, 2018  Session 7: Spillover- Zika, Ebola, &amp; Beyondscreening</p>	<p><b>Required readings:</b></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]. <a href="https://www.cdc.gov/mmwr/volumes/65/su/pdfs/su6503a2.pdf">https://www.cdc.gov/mmwr/volumes/65/su/pdfs/su6503a2.pdf</a> (<a href="https://www.cdc.gov/mmwr/volumes/65/su/pdfs/su6503a2.pdf">https://www.cdc.gov/mmwr/volumes/65/su/pdfs/su6503a2.pdf</a>) (<a href="https://www.cdc.gov/mmwr/volumes/65/su/pdfs/su6503a2.pdf">https://www.cdc.gov/mmwr/volumes/65/su/pdfs/su6503a2.pdf</a>)</p> <p>Aizenman N. How worried should we be about Ebola in the Congo? <i>NPR</i>. October 5, 2018 <a href="https://www.npr.org/sections/goatsandsoda/2018/10/05/654475106/how-worried-should-we-be-about-ebola-in-congo?utm_source=Global+Health+NOW+Main+List&amp;utm_campaign=dac1e6f5d2-EMAIL_CAMPAIGN_2018_10_05_12_22&amp;utm_medium=email&amp;utm_term=0_8d0d062dbd-dac1e6f5d2-897111">https://www.npr.org/sections/goatsandsoda/2018/10/05/654475106/how-worried-should-we-be-about-ebola-in-congo?utm_source=Global+Health+NOW+Main+List&amp;utm_campaign=dac1e6f5d2-EMAIL_CAMPAIGN_2018_10_05_12_22&amp;utm_medium=email&amp;utm_term=0_8d0d062dbd-dac1e6f5d2-897111</a> (<a href="https://www.npr.org/sections/goatsandsoda/2018/10/05/654475106/how-worried-should-we-be-about-ebola-in-congo?utm_source=Global+Health+NOW+Main+List&amp;utm_campaign=dac1e6f5d2-EMAIL_CAMPAIGN_2018_10_05_12_22&amp;utm_medium=email&amp;utm_term=0_8d0d062dbd-dac1e6f5d2-897111">https://www.npr.org/sections/goatsandsoda/2018/10/05/654475106/how-worried-should-we-be-about-ebola-in-congo?utm_source=Global+Health+NOW+Main+List&amp;utm_campaign=dac1e6f5d2-EMAIL_CAMPAIGN_2018_10_05_12_22&amp;utm_medium=email&amp;utm_term=0_8d0d062dbd-dac1e6f5d2-897111</a>)</p>
<p>October 12, 2018</p>	<p><b>Required readings:</b></p>

<p><u>Session 8:</u> Human-caused hazards</p>	<p>Ramsey L. Why are people still getting sick 16 years after 9/11? <i>Business Insider</i>. September 11, 2017. <a href="http://www.businessinsider.com/911-anniversary-health-effects-2016-9">http://www.businessinsider.com/911-anniversary-health-effects-2016-9</a> (<a href="http://www.businessinsider.com/911-anniversary-health-effects-2016-9">http://www.businessinsider.com/911-anniversary-health-effects-2016-9</a>)</p> <p>Optional:</p> <p>Health Hazard Evaluation of Deepwater Horizon Response Workers; Final Report. NIOSH website. August 2011. <a href="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</a> (<a href="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</a>).</p>
<p><b>Week 4</b></p>	
<p>October 15, 2018</p> <p><u>Session 9:</u> Environmental &amp; occupational health considerations in disasters</p>	<p><b>Required readings:</b></p> <p>Guarino B. The health dangers from Hurricane Harvey’s floods and Houston’s chemical plants. September 1, 2017. <a href="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</a> (<a href="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</a>).</p> <p>Bethea C. Flooding from Hurricane Florence Threatens to Overwhelm Manure Lagoons. <i>The New Yorker</i>. September 15, 2018. <a href="https://www.newyorker.com/news/dispatch/hurricane-florence-hits-eastern-north-carolina-the-cesspool-of-the-united-states">https://www.newyorker.com/news/dispatch/hurricane-florence-hits-eastern-north-carolina-the-cesspool-of-the-united-states</a> (<a href="https://www.newyorker.com/news/dispatch/hurricane-florence-hits-eastern-north-carolina-the-cesspool-of-the-united-states">https://www.newyorker.com/news/dispatch/hurricane-florence-hits-eastern-north-carolina-the-cesspool-of-the-united-states</a>).</p> <p>Pierre-Louis K, Popovich N, Tabuchi H. Florence Floodwaters Breach Coal Ash Pond and Imperil Other Toxic Sites. <i>The New York Times</i>. September 17, 2018. <a href="https://www.nytimes.com/interactive/2018/09/13/climate/hurricane-florence-environmental-hazards.html?smid=fb-nytimes&amp;smtyp=cur">https://www.nytimes.com/interactive/2018/09/13/climate/hurricane-florence-environmental-hazards.html?smid=fb-nytimes&amp;smtyp=cur</a> (<a href="https://www.nytimes.com/interactive/2018/09/13/climate/hurricane-florence-environmental-hazards.html?smid=fb-nytimes&amp;smtyp=cur">https://www.nytimes.com/interactive/2018/09/13/climate/hurricane-florence-environmental-hazards.html?smid=fb-nytimes&amp;smtyp=cur</a>).</p>
<p>October 17, 2018</p> <p><u>Session 10:</u> Mental &amp; behavioral health considerations in disasters</p>	<p><b>Required readings:</b></p> <p>Itkowitz C. Mental health professionals seek to restore something else survivors lost: Peace of mind. <i>Washington Post</i>. September 2, 2017. <a href="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</a> (<a href="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</a>).</p> <p>Subberwal K. From the Mental Health Wreckage of Katrina, Lessons to help Harvey Victims. <i>Huffington Post</i>. September 1, 2017. <a href="http://www.huffingtonpost.com/entry/hurricane-harvey-mental-health_us_59a9f092e4b0354e440a7b3f">http://www.huffingtonpost.com/entry/hurricane-harvey-mental-health_us_59a9f092e4b0354e440a7b3f</a> (<a href="http://www.huffingtonpost.com/entry/hurricane-harvey-mental-health_us_59a9f092e4b0354e440a7b3f">http://www.huffingtonpost.com/entry/hurricane-harvey-mental-health_us_59a9f092e4b0354e440a7b3f</a>).</p>
<p>October 19, 2018</p>	<p><b>Required readings:</b></p>

<p><u>Session 11</u>: At-risk populations in disasters</p> <p>Guest lecturer: Claire Pendergrast, MPH(c), Teaching Assistant and UW DEOHS MPH Student</p>	<p>Turkewitz J &amp; Medina J. For Vulnerable Populations, a Harrowing Sense of Being Trapped. <i>New York Times</i>. September 1, 2017. <a href="https://www.nytimes.com/2017/09/01/us/storm-elderly-harvey.html">https://www.nytimes.com/2017/09/01/us/storm-elderly-harvey.html</a> (<a href="https://www.nytimes.com/2017/09/01/us/storm-elderly-harvey.html">https://www.nytimes.com/2017/09/01/us/storm-elderly-harvey.html</a>).</p> <p>Office of the Assistant Secretary for Preparedness and Response. At-risk individuals. Public Health Emergency Webpage. Available: <a href="https://www.phe.gov/Preparedness/planning/abc/Pages/at-risk.aspx">https://www.phe.gov/Preparedness/planning/abc/Pages/at-risk.aspx</a> (<a href="https://www.phe.gov/Preparedness/planning/abc/Pages/at-risk.aspx">https://www.phe.gov/Preparedness/planning/abc/Pages/at-risk.aspx</a>).</p> <p>Kamp J. A Year After Hurricane Irma, Most Florida Nursing Homes Still Working on Emergency Power Plans. <i>Wall Street Journal</i>. September 7, 2018. <a href="https://www.wsj.com/articles/a-year-after-hurricane-irma-most-florida-nursing-homes-still-working-on-emergency-power-plans-1536312600">https://www.wsj.com/articles/a-year-after-hurricane-irma-most-florida-nursing-homes-still-working-on-emergency-power-plans-1536312600</a> (<a href="https://www.wsj.com/articles/a-year-after-hurricane-irma-most-florida-nursing-homes-still-working-on-emergency-power-plans-1536312600">https://www.wsj.com/articles/a-year-after-hurricane-irma-most-florida-nursing-homes-still-working-on-emergency-power-plans-1536312600</a>).</p> <p>Brown N, Resnick-Ault J, Ortiz R. In Puerto Rico, a new hurricane season threatens the elderly. <i>Reuters</i>. June 14, 2018. <a href="https://www.reuters.com/article/us-puertorico-hurricane-elderly/in-puerto-rico-a-new-hurricane-season-threatens-the-elderly-idUSKBN1JA1DU">https://www.reuters.com/article/us-puertorico-hurricane-elderly/in-puerto-rico-a-new-hurricane-season-threatens-the-elderly-idUSKBN1JA1DU</a> (<a href="https://www.reuters.com/article/us-puertorico-hurricane-elderly/in-puerto-rico-a-new-hurricane-season-threatens-the-elderly-idUSKBN1JA1DU">https://www.reuters.com/article/us-puertorico-hurricane-elderly/in-puerto-rico-a-new-hurricane-season-threatens-the-elderly-idUSKBN1JA1DU</a>).</p>
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## Week 5

<p>October 22, 2018</p> <p><u>Session 12</u>: Risk communication</p> <p>Guest lecturer: Dr. Meredith Li-Volmerr, Risk Communication Specialist, Public Health- Seattle and King County</p>	<p><b>Required readings:</b></p> <p>Handouts distributed in class/posted on Canvas</p>
<p>October 24, 2018</p> <p><u>Session 13</u>: Risk communication activity</p>	<p><b>Required readings:</b></p> <p>Risk communication activity background materials</p>
<p>October 26, 2018</p> <p><u>Session 14</u>: Surveillance &amp; rapid health needs assessment</p>	<p><b>Required readings:</b></p> <p>Malilay J, Heumann M, Perretta D, et al. The Role of Applied Epidemiology Methods in the Disaster. <i>Am J Public Health</i>. 2014; 104(11): 2092–2102. doi: 10.2105/AJPH.2014.302010</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4202981/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4202981/</a>  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4202981/">(https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4202981/)</a></p>

**Week 6**

October 29, 2018

Session 15:

Case Study:

Wildfire Smoke  
in the Methow  
Valley

Guest Lecturer:

Dr. Elizabeth  
Walker, Project  
Director, Methow  
Valley Clean Air  
Project**Required readings:**

Walker E. When there's smoke, there are threats to everyone's health. *Methow Valley News*. July 17, 2018. <http://methowvalleynews.com/2018/07/17/wheres-theres-smoke-there-are-threats-to-everyones-health/> [\(http://methowvalleynews.com/2018/07/17/wheres-theres-smoke-there-are-threats-to-everyones-health/\)](http://methowvalleynews.com/2018/07/17/wheres-theres-smoke-there-are-threats-to-everyones-health/)

October 31 2018

Session 16:

Book Club Part 1

**Required readings:**

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

November 2,  
2018Session 17:Book Club Part 2  
& Final  
Assignment  
distribution**Required readings:**

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

Watch: Ruderman, M. "Writing Briefing Memos." Johns Hopkins Bloomberg School of Public Health, Baltimore, MD Lecture.

Available:

[http://media.mchtraining.net/navigator/presentations/Writing\\_Briefing\\_Memos\\_M\\_Ruderman/](http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/)  
[\(http://media.mchtraining.net/navigator/presentations/Writing\\_Briefing\\_Memos\\_M\\_Ruderman/\)](http://media.mchtraining.net/navigator/presentations/Writing_Briefing_Memos_M_Ruderman/)

Briefing memo checklist

**Week 7**November 5,  
2018Session 18:Ethical issues in  
disasters**Required readings:**

Persad G, Wertheimer A, Emanuel EJ. Principles for allocation of scarce medical interventions. *Lancet*. 2009;373(9661):423-431. doi: 10.1016/S0140-6736(09)60137-9 [doi].

November 7,  
2018**Required readings:**

<p>Session 19: Five Days at Memorial Case Study</p>	<p>Fink S. The Deadly Choices at Memorial. <i>New York Times Magazine</i>. August 25, 2009. <a href="http://www.nytimes.com/2009/08/30/magazine/30doctors.html?pagewanted=all">http://www.nytimes.com/2009/08/30/magazine/30doctors.html?pagewanted=all</a> (<a href="http://www.nytimes.com/2009/08/30/magazine/30doctors.html?pagewanted=all">http://www.nytimes.com/2009/08/30/magazine/30doctors.html?pagewanted=all</a>).</p>
<p>November 9, 2018</p> <p>Session 20: Ethical issues case study</p> <p>Guest Lecturer: Onora Lien, Executive Director, Northwest Healthcare Response Network</p>	<p><b>Required readings:</b></p> <p>None</p>
<p><b>Week 8</b></p>	
<p>November 12, 2018</p> <p>NO CLASS: VETERAN'S DAY</p>	
<p>November 14, 2018</p> <p>Session 21: Public health legal preparedness</p>	<p><b>Required readings:</b></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: <a href="https://www.cdc.gov/phlp/docs/ph-emergencies.pdf">https://www.cdc.gov/phlp/docs/ph-emergencies.pdf</a> (<a href="https://www.cdc.gov/phlp/docs/ph-emergencies.pdf">https://www.cdc.gov/phlp/docs/ph-emergencies.pdf</a>)</p>
<p>November 16, 2018</p> <p>Session 22: Health &amp; wellbeing considerations in disaster recovery</p>	<p><b>Required readings:</b></p> <p>Morgan J, Begg A, Beaven S, Schulter 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. <a href="https://doi.org/10.1016/j.ijdr.2015.01.012">https://doi.org/10.1016/j.ijdr.2015.01.012</a> (<a href="https://doi.org/10.1016/j.ijdr.2015.01.012">https://doi.org/10.1016/j.ijdr.2015.01.012</a>)</p>

Guest lecturer:  
Dr. Scott Miles,  
Research  
Scientist, Human  
Centered.  
Design and  
Engineering

### Week 9

November 19,  
2018

#### Session

23: Command &  
Control, UW  
Emergency  
Operations  
Center Tour

#### **Required viewing:**

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>)

\*\*A certificate of completion must be submitted Canvas before class on 11/19 and will count towards the student's overall course participation grade. Note: completion certificates can take up to 24 hours to arrive via email and students should plan accordingly.

**MEET FOR  
CLASS AT THE  
UW TOWER AT  
3:25pm**

November 21,  
2018

Session 23:  
Contagion  
Screening

#### **Required viewing:**

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

November 23,  
2018

NO CLASS:  
THANKSGIVING

### Week 10

November 26,  
2018

#### Session

25: Public Health  
Emergencies in

#### **Required viewing:**
















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>Seattle &amp; King County</p> <p>Guest lecturer: Carina Eisenboss, Director of Public Health Preparedness, Public Health - Seattle &amp; King Count</p>	
<p>November 28, 2018</p> <p><u>Session</u> <u>26:</u> Contagion Discussion</p>	<p><b>Required readings:</b></p> <p>Soderbergh, S (Director). (2011). <i>Contagion</i> [Motion picture]. Warner Bros Pictures</p>
<p>November 30, 2018</p> <p><u>Session 27:</u> Healthcare roles &amp; responsibilities</p> <p>Guest lecturer: Danica Little, University of Washington Medical Center Emergency Manager</p>	<p><b>Required readings:</b></p> <p>Robles F. Puerto Rico's Health Care is in Dire Condition, Three Weeks After Maria. <i>New York Times</i>. October 10, 2017. <a href="https://www.nytimes.com/2017/10/10/us/puerto-rico-power-hospitals.html">https://www.nytimes.com/2017/10/10/us/puerto-rico-power-hospitals.html</a> (<a href="https://www.nytimes.com/2017/10/10/us/puerto-rico-power-hospitals.html">https://www.nytimes.com/2017/10/10/us/puerto-rico-power-hospitals.html</a>)</p> <p>Fink S &amp; Blinder A. Houston's Hospitals Treat Storm Victims and Become Victims Themselves. <i>New York Times</i>. August 27, 2017. <a href="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</a> (<a href="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</a>).</p>
<p><b>Week 11</b></p>	
<p>December 3, 2018</p> <p><u>Session 28:</u> Final presentations</p>	<p><b>No required readings.</b></p>
<p>December 5, 2018</p> <p><u>Session 29:</u>Final presentations</p>	<p><b>No required readings.</b></p>

December 7, 2018	<b>Required readings:</b>
<u>Session</u> 30: Career Panel	Read career panelist biographies (on Canvas).






## Course Summary:

Date	Details
Tue Oct 30, 2018	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403380">ENVH 406 Book Club Assignment</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403380"> (https://canvas.uw.edu/courses/1220664/assignments/4403380)</a> <span style="float: right;">due by 11:59pm</span>
	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403383">ENVH 506 Book Club Assignment</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403383"> (https://canvas.uw.edu/courses/1220664/assignments/4403383)</a> <span style="float: right;">due by 11:59pm</span>
Mon Nov 5, 2018	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403389">Public Health Impact of Recent Disaster Assignment - Topic Submission</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403389"> (https://canvas.uw.edu/courses/1220664/assignments/4403389)</a> <span style="float: right;">due by 12:00pm</span>
Mon Nov 19, 2018	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4413825">FEMA IS-100.B Course</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4413825"> (https://canvas.uw.edu/courses/1220664/assignments/4413825)</a> <span style="float: right;">due by 3:30pm</span>
Sun Dec 2, 2018	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403378">ENVH 406/506 Final assignment infographic</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403378"> (https://canvas.uw.edu/courses/1220664/assignments/4403378)</a> <span style="float: right;">due by 11:59pm</span>
	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403379">ENVH 406/506 Final presentation</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403379"> (https://canvas.uw.edu/courses/1220664/assignments/4403379)</a> <span style="float: right;">due by 11:59pm</span>
	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403386">ENVH 506 Public Health Impact of Recent Disaster Assignment</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403386"> (https://canvas.uw.edu/courses/1220664/assignments/4403386)</a> <span style="float: right;">due by 11:59pm</span>
Wed Dec 5, 2018	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403387">Final assignment peer eval form</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403387"> (https://canvas.uw.edu/courses/1220664/assignments/4403387)</a> <span style="float: right;">due by 11:59pm</span>
Fri Dec 7, 2018	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403377">Disaster Research Proposal (ENVH 506/graduate students only)</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403377"> (https://canvas.uw.edu/courses/1220664/assignments/4403377)</a> <span style="float: right;">due by 11:59pm</span>
	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403376">Career Panel Discussion Questions</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403376"> (https://canvas.uw.edu/courses/1220664/assignments/4403376)</a>
	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403381">ENVH 406 Final Exam</a> ( <a href="https://canvas.uw.edu/courses/1220664/assignments/4403381">https://canvas.uw.edu/courses/1220664/assignments/4403381</a> )
	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403382">ENVH 406 Public Health Impact of Recent Disaster Assignment</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403382"> (https://canvas.uw.edu/courses/1220664/assignments/4403382)</a>
	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403384">ENVH 506 Disaster Research Proposal Research Question</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403384"> (https://canvas.uw.edu/courses/1220664/assignments/4403384)</a>
	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403385">ENVH 506 Final Exam</a> ( <a href="https://canvas.uw.edu/courses/1220664/assignments/4403385">https://canvas.uw.edu/courses/1220664/assignments/4403385</a> )
	 <a href="https://canvas.uw.edu/courses/1220664/assignments/4403388">Participation</a> ( <a href="https://canvas.uw.edu/courses/1220664/assignments/4403388">https://canvas.uw.edu/courses/1220664/assignments/4403388</a> )

## Date

## Details

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-  [Roll Call Attendance \(https://canvas.uw.edu/courses/1220664/assignments/4403390\)](https://canvas.uw.edu/courses/1220664/assignments/4403390)
- 
-  [Session 1, Weds: Defining Disaster \(https://canvas.uw.edu/courses/1220664/assignments/4403395\)](https://canvas.uw.edu/courses/1220664/assignments/4403395)
- 
-  [Session 10, Weds: Mental & behavioral health considerations in disasters \(https://canvas.uw.edu/courses/1220664/assignments/4403403\)](https://canvas.uw.edu/courses/1220664/assignments/4403403)
- 
-  [Session 11, Fri: At-risk populations in disasters \(https://canvas.uw.edu/courses/1220664/assignments/4403402\)](https://canvas.uw.edu/courses/1220664/assignments/4403402)
- 
-  [Session 12, Mon: Risk communication \(https://canvas.uw.edu/courses/1220664/assignments/4403406\)](https://canvas.uw.edu/courses/1220664/assignments/4403406)
- 
-  [Session 13, Weds: Risk communication activity \(https://canvas.uw.edu/courses/1220664/assignments/4403407\)](https://canvas.uw.edu/courses/1220664/assignments/4403407)
- 
-  [Session 14, Fri: Surveillance & rapid health needs assessment \(https://canvas.uw.edu/courses/1220664/assignments/4403405\)](https://canvas.uw.edu/courses/1220664/assignments/4403405)
- 
-  [Session 15, Mon: Wildfire Smoke in the Methow Valley Case Study \(https://canvas.uw.edu/courses/1220664/assignments/4403409\)](https://canvas.uw.edu/courses/1220664/assignments/4403409)
- 
-  [Session 16, Weds: Book Club Part 1 \(https://canvas.uw.edu/courses/1220664/assignments/4403410\)](https://canvas.uw.edu/courses/1220664/assignments/4403410)
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-  [Session 17, Fri: Book Club Part 2 & Final assignment distribution \(https://canvas.uw.edu/courses/1220664/assignments/4403408\)](https://canvas.uw.edu/courses/1220664/assignments/4403408)
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-  [Session 18, Mon: Ethical issues in disasters \(https://canvas.uw.edu/courses/1220664/assignments/4403412\)](https://canvas.uw.edu/courses/1220664/assignments/4403412)
- 
-  [Session 19, Weds: Five Days at Memorial Case Study \(https://canvas.uw.edu/courses/1220664/assignments/4403413\)](https://canvas.uw.edu/courses/1220664/assignments/4403413)
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-  [Session 2, Fri: Hazards and vulnerabilities \(https://canvas.uw.edu/courses/1220664/assignments/4403394\)](https://canvas.uw.edu/courses/1220664/assignments/4403394)
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-  [Session 20, Fri: Ethical issues case study \(https://canvas.uw.edu/courses/1220664/assignments/4403415\)](https://canvas.uw.edu/courses/1220664/assignments/4403415)
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-  [Session 21, Weds: Public health legal preparedness \(https://canvas.uw.edu/courses/1220664/assignments/4403416\)](https://canvas.uw.edu/courses/1220664/assignments/4403416)
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-  [Session 22, Friday: Health & wellbeing considerations in disaster recovery \(https://canvas.uw.edu/courses/1220664/assignments/4403414\)](https://canvas.uw.edu/courses/1220664/assignments/4403414)
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-  [Session 23, Mon: Command & Control, UW Emergency Operations Center Tour \(https://canvas.uw.edu/courses/1220664/assignments/4403417\)](https://canvas.uw.edu/courses/1220664/assignments/4403417)
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-  [Session 24, Weds: Contagion screening \(https://canvas.uw.edu/courses/1220664/assignments/4403418\)](https://canvas.uw.edu/courses/1220664/assignments/4403418)
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-  [Session 25, Mon: Public Health Emergencies in Seattle and King County \(https://canvas.uw.edu/courses/1220664/assignments/4403392\)](https://canvas.uw.edu/courses/1220664/assignments/4403392)
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-  [Session 26, Weds: Contagion Discussion \(https://canvas.uw.edu/courses/1220664/assignments/4403393\)](https://canvas.uw.edu/courses/1220664/assignments/4403393)
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-  [Session 27, Fri: Healthcare roles and responsibilities \(https://canvas.uw.edu/courses/1220664/assignments/4403391\)](https://canvas.uw.edu/courses/1220664/assignments/4403391)
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-  [Session 3, Mon: Meteorological and climatological hazards \(https://canvas.uw.edu/courses/1220664/assignments/4403397\)](https://canvas.uw.edu/courses/1220664/assignments/4403397)
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-  [Session 4, Weds: Geological hazards](#)

Date	Details
	<a href="https://canvas.uw.edu/courses/1220664/assignments/4403398">(<a href="https://canvas.uw.edu/courses/1220664/assignments/4403398">https://canvas.uw.edu/courses/1220664/assignments/4403398</a>)</a>
	 <a href="#">Session 5, Fri: "The Really Big One" case study</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403396">(<a href="https://canvas.uw.edu/courses/1220664/assignments/4403396">https://canvas.uw.edu/courses/1220664/assignments/4403396</a>)</a>
	 <a href="#">Session 6, Mon: Emerging infectious diseases</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403400">(<a href="https://canvas.uw.edu/courses/1220664/assignments/4403400">https://canvas.uw.edu/courses/1220664/assignments/4403400</a>)</a>
	 <a href="#">Session 7, Weds: Spillover- Zika, Ebola, &amp; Beyond screening</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403401">(<a href="https://canvas.uw.edu/courses/1220664/assignments/4403401">https://canvas.uw.edu/courses/1220664/assignments/4403401</a>)</a>
	 <a href="#">Session 8, Fri: Human-caused hazards</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403399">(<a href="https://canvas.uw.edu/courses/1220664/assignments/4403399">https://canvas.uw.edu/courses/1220664/assignments/4403399</a>)</a>
	 <a href="#">Session 9, Mon: Environmental &amp; occupational health considerations in disasters</a> <a href="https://canvas.uw.edu/courses/1220664/assignments/4403404">(<a href="https://canvas.uw.edu/courses/1220664/assignments/4403404">https://canvas.uw.edu/courses/1220664/assignments/4403404</a>)</a>