

Course Syllabus

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ENVH 406/506 (Fall 2020, 3 credits)

Course Title: Disasters and Public Health

Course Times: MWF 1:30-2:20pm

This course will be offered synchronously (i.e., in real time), but all lectures will be recorded and available on Canvas. We may break out into smaller groups for interactive activities. If you are not able to attend in real time, you are encouraged to work through the activity on your own.

There will be several “strongly encouraged” synchronous discussion sessions. These sessions are strongly encouraged because we believe that interaction with your peers through discussion will enhance your learning. However, we recognize that there are several reasons that may prevent your real-time engagement. As such, we will work with you on a case-by-case basis to make accommodations in the event that your synchronous participation is not possible. Participation in these sessions, either synchronously or through a pre-approved asynchronous accommodation, will be tied to points associated with your course engagement grade or to a specific assignment grade. In the event that you are unable to attend a synchronous discussion session, please communicate with us as soon as possible (at least two weeks in advance) to find an alternative opportunity to engage.

Course Locations: Zoom! Login by clicking on Zoom on the left Canvas navigation bar.

Instructor

Nicole Errett, PhD, MSPH, CPH

Assistant Professor, Environmental and Occupational Health Sciences

Email: nerrett@uw.edu (<mailto:nerrett@uw.edu>)

Teaching Assistant

Alyssa Miller, MPH

PhD student, Environmental and Occupational Health Sciences

Email: agmill@uw.edu

All email messages will be responded to within two business days. We will do our best to get back to you sooner.

Office hours:

Nicole will hold office hours on Fridays from 12:00pm – 1:30pm via Zoom. You must sign up for a 15 minute appointment at least 24 hours in advance. You can sign up for an appointment [here](https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUxRTzA0S1IONm1SfGRIZmF1bHR8MDkyY2RjNDk2NWEzOGZmYTJiZTIkNzA3NmVINTE3ZDM)  (<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUxRTzA0S1IONm1SfGRIZmF1bHR8MDkyY2RjNDk2NWEzOGZmYTJiZTIkNzA3NmVINTE3ZDM>).

Alyssa will hold office hours on Tuesdays from 9:00am – 10:00am via Zoom. You must sign up for a 15 minute appointment at least 24 hours in advance. You can sign up for an appointment [here](https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUktVldPMnp5RUlftGRIZmF1bHR8ZjRiMjcyOTk2NDJmM2MyZDM3NGQyYVWVIMDRjODY1OTA)  (<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUktVldPMnp5RUlftGRIZmF1bHR8ZjRiMjcyOTk2NDJmM2MyZDM3NGQyYVWVIMDRjODY1OTA>).

In the event that these times do not align with your schedule, please contact us by email to schedule an appointment at a mutually convenient time.

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

Class in the time of COVID-19:

I understand that this course is being offered at a time of tremendous uncertainty and unprecedented challenges, and I recognize that both you and I may face unexpected challenges this quarter. Please know that I strongly believe that maintaining your health and wellbeing is most important, and I encourage you to prioritize taking care of yourself and those you love. My goal is to support you to do the best work you can do and to learn as much as you can in this course, while maintaining your health and wellbeing. If you are struggling to balance your health and wellbeing with the work that you are doing in this class, please let me know. It's okay to acknowledge you are struggling and reach out for help when you need it. I will gladly connect you with campus resources, or work with you to make adjustments to our course plan as needed. I am accessible by email and will strive to get back to you within 1-2 business days. Alyssa and I also have regularly scheduled virtual office hour appointments where we are available to meet about the course material or public health or disasters more generally.

Please also be patient with Alyssa and me as we navigate online learning, and if we encounter challenges that require last minute changes to the course plan. In the event that are any changes, we will do our best to communicate them as early as possible, and with consideration for the inconveniences and frustrations they may cause.

(Inspired by Prof Jessica Calarco, Indiana University)

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.

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 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 further explore disaster impacts in the *A Fire Story* Book Club assignment. Additionally, students will develop materials for policy makers and the public and present their work to the class.

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

Learning groups: You will be assigned a learning group for the first half of the class (Learning Group A), and a different learning group for the second half of the class, following the Book Club discussion (Learning Group B). Additional learning group changes may be made at the discretion of the instructional team.

Whenever the class breaks out for small activities or meets for synchronous discussions, you will meet in a Zoom break out room with your assigned learning group. The TA and instructor will rotate through learning groups' Zoom break outs to observe and engage in discussions and answer any questions you may have. You will also conduct group assignments with your assigned learning group.

Course Activities:

Classes will be formatted to include a combination of lecture and discussion. 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.

Additional course activities include:

Case Studies:

For all case studies, students will be asked to read background material prior to coming to class. 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. Each group may be asked to debrief the class about one or more question(s) discussed. Students who have excused absences from 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.

Discussion Exercise:

Students will be asked to participate in a discussion-based exercise where they will discuss response to a hypothetical disaster. Students will be provided a scenario prior to the course session. In the context of the discussion, students will be asked to solve the problem together based on their learnings throughout the course. Students and the instructional team will participate in a Canvas-based debriefing session at the conclusion of the exercise.

Career Panel Discussion:

At 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.

Course requirements:

Each student will be expected to:

- Prepare for each class session by completing assigned readings and participate actively in course discussions.
- In a small group, develop and present an infographic on the public health impacts of a disaster caused by an assigned hazard.
- Identify and describe a vulnerability that increases their community's disaster risk.
- Prepare for and engage in *A Fire Story* 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.
- Complete FEMA's Interactive web-based course: IS-100.C: Introduction to Incident Command System and submit the course certificate.
- Develop a Disaster Research Proposal (graduate students only).

Course readings and materials

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

Fies B. *A Fire Story*. New York: Abrams ComicArts, 2019. (for book club)

In addition, students will be required to view the following video in preparation for lecture and discussion:

PBS Newshour: Anatomy of a Pandemic. 2009. Available: <https://www.pbs.org/video/pbs-newshour-archive-anatomy-of-a-pandemic/>

Other required readings and viewings will be provided through the library or on the Canvas Site. In order to promote learning from recent events, many assigned readings are from news media. Many news media outlets use a paywall; in other words, they allow free access to a certain number of articles (i.e., a “free article allowance”), and then require a subscription to access additional articles. Assigned readings are within the free article allowance for any given news media outlet. However, if you are reading articles from the same news media outlets outside of class, you may exceed your personal free article allowance. You may visit the UW Libraries for assistance in accessing news sources for academic purposes:

<https://guides.lib.uw.edu/research/news/enews> [↗] (<https://guides.lib.uw.edu/research/news/enews>). Many news media outlets also make reduced cost subscriptions available to students.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) [↗] (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using [the Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) [↗] (<https://registrar.washington.edu/students/religious-accommodations-request/>).

Graded Assignments

Course Engagement:

This course is being offered synchronously, with options for asynchronous engagement. Students who are participating synchronously are expected to log-on to Zoom on time, keep their microphones muted, 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. We will break into learning group discussions intermittently throughout the Zoom sessions. We expect active and thoughtful engagement in learning group discussions. In the event that you are unable to participate synchronously, we expect that you work through any activities conducted “in class” on your own time.

There will be several “strongly encouraged” synchronous discussion sessions. These sessions are strongly encouraged because we believe that interaction with your peers through discussion will enhance your learning. These sessions are indicated with the following notation in the schedule below, as well as in the Canvas Module: “Synchronous Discussion – [Assignment]” where “[Assignment]” is the graded assignment associated with participation in the synchronous discussion.

We recognize that there are several reasons that may prevent your real-time engagement. As such, we will work with you on a case-by-case basis to make accommodations in the event that your synchronous participation is not possible. Participation in these sessions, either synchronously or through a pre-approved asynchronous accommodation, will be tied to points associated with your course engagement grade (n=7) or to a specific assignment grade (n=7). In the event that you are unable to attend a

synchronous discussion session, please communicate with us as soon as possible (at least two weeks in advance) to find an alternative opportunity to engage. Students are expected to actively engage in these synchronous discussions, and the instructor and teaching assistant will evaluate effort and quantity and quality of engagement.

Your course engagement grade will be calculated as follows:

3 points: Regular and timely communication with the instructional team and/or your classmates about issues that arise that may affect your engagement in course activities. It is expected that all students will provide timely responses to email or Canvas-based inquiries by the course instructor, teaching assistant and/or learning group members. Two business days is a standard response time. Students are also required to provide the instructional team with at least two weeks' notice of synchronous discussion accommodation needs. We require this notice in order to formulate and coordinate meetings of new learning groups or identify alternative opportunities for you to complete the assignment.

7 points: Active and thoughtful participation in 7 Synchronous Discussions tied to your course engagement grade (or alternative approved 2 weeks in advance). These are denoted in the schedule and on Canvas as "Synchronous Discussion – Course Engagement."

Hazards and health infographic

Learning groups will develop an infographic designed to inform a lay audience about an assigned hazard. Infographics will include a definition of the hazard, ways in which severity/magnitude of the hazard is measured, possible secondary hazards to be aware of, short- and long-term public health impacts, and steps to improve preparedness. Students will present their infographics to the class during an infographic presentation session. Course sessions where the infographic will be developed and presented are denoted in the schedule and on Canvas as "Synchronous Discussion – Hazard Infographic."

Disaster Vulnerability "Photovoice"

Individually, students will identify a social or environmental vulnerability in their community that increases disaster risk. Students will describe the vulnerability and how and why it increases disaster risk in one of the following formats of their choice:

- A short podcast episode (5-7 minutes) explaining the concepts
- A short video (5-7 minutes) explaining the concepts
- A photo and one-page written explanation
- A comic book or "zine" that illustrates and explains the concepts in visual form
- A picture book that introduces the concepts as part of a fictional story
- A webpage with brief explanations of concepts, images to illustrate those concepts, and links to relevant information

Book Club

Students will be required to read *A Fire Story* 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 response(s) to discussion prompts/questions. 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. These are denoted in the schedule and on Canvas as "Synchronous Discussion – Book Club." Students must be present for both days of the discussion to receive full credit. In the event that synchronous participation is not possible, students must make alternative arrangements with the instructional team at least 2 weeks in advance.

IS-100.C: Introduction to Incident Command System

Students will also be required to take FEMA's Interactive web-based course: IS-100.C: Introduction to Incident Command System. It is freely available online at: <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c> (<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>). A certificate of completion must be submitted Canvas before class on 12/1. Note: completion certificates can take up to 24 hours to arrive via email and students should plan accordingly.

Recent Disaster Public Health Impact Assignment

In learning 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). Students will also prepare a short presentation of their work and submit a recording of the presentation. Students will be required to watch recordings of other groups' presentations and leave comments and questions for the presenting group. Given the challenges of remote learning, the last week of the class will be reserved for learning group collaboration on this final assignment. These sessions are denoted in the schedule and on Canvas as "Synchronous Discussion – Final Assignment."

Disaster Research Proposal (graduate students only)

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

Student Evaluation

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

- 10% Course engagement
- 10% Hazard Infographic
- 15% Disaster vulnerability photovoice
- 25% Book club assignment
- 10% IS-100.C Certificate
- 30% Recent Disaster Public Health Impact Assignment

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

- 10% Course engagement
- 10% Hazard Infographic
- 15% Disaster vulnerability photovoice
- 20% Book club assignment
- 10% IS-100.C Certificate
- 25% Recent Disaster Public Health Impact Assignment
- 15% Disaster research proposal

Peer evaluation

The final assignment will be conducted in groups. In order to ensure that all group members provide meaningful and fair contributions to the final assignment, students will give and receive peer evaluations. Students' peer evaluations will be considered in their final assignment grade and their grade may be adjusted at the discretion of the instructor to reflect the quantity and quality of their contributions as described in their peer evaluations. In the event that students receive consistently negative peer evaluations, the instructor will meet with all group members to discuss the evaluations. Pending the result of this investigation, the student may receive no credit for their final assignment.

4.0 Grading Scale

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

Minimum Score	Grade Point
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≥98	4.0
≥96.9	3.9
≥95.8	3.8
≥94.7	3.7
≥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
≥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: All assignments have long lead times to ensure you have ample time to complete them. We strongly suggest you start working on your assignments early, so that last minute challenges do not prevent timely submission of your assignments. In the event that you are unable to complete your assignment on time, a late policy has will be enforced to ensure fairness to other students. We do recognize that some challenges are simply insurmountable; for example, physical or mental illness or a family emergency. In the event that you face such an insurmountable challenge, please contact the instructor as soon as possible. In such circumstances, the late policy may be waived or modified at the instructor's discretion.

Under normal circumstances, 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.

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are 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 \(mailto:uwdrs@uw.edu\)](mailto:uwdrs@uw.edu) or disability.uw.edu [\(http://depts.washington.edu/uwdrs/\)](http://depts.washington.edu/uwdrs/). 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. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) [\(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) [\(https://registrar.washington.edu/staffandfaculty/religious-accommodatio...\)](https://registrar.washington.edu/staffandfaculty/religious-accommodatio...) [\(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) [\(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/) [\(https://registrar.washington.edu/students/religious-accommodations-requ...\)](https://registrar.washington.edu/students/religious-accommodations-requ...) [\(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/)).

Safety

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

Recording of Remote Class Sessions

This course is scheduled to run synchronously at the scheduled class time via Zoom. These Zoom class sessions may be recorded. The recording will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public. The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who do not wish to be recorded should change their Zoom screen name to hide any personal identifying information such as their name or UW Net ID, and not share their computer audio or video during their Zoom sessions.

SPH Land Acknowledgment

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

Academic Integrity

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](https://www.washington.edu/studentconduct/) [↗] (<https://www.washington.edu/studentconduct/>) (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and [the SPH Academic Integrity Policy](https://sph.washington.edu/students/academic-integrity-policy) [↗] (<https://sph.washington.edu/students/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.

Classroom Climate

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 faculty or academic advisor, or a member of the departmental or SPH Diversity Committee. Victoria Gardner (vg@uw.edu (<mailto:vg@uw.edu>))), SPH Assistant Dean for Equity, Diversity & Inclusion, is also a resource for students with concerns related to equity, diversity, and inclusion.

Equity, Diversity and Inclusion

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, students are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Bias Concerns

The Office of the Dean has a [student concern policy](https://sph.washington.edu/students/student-concern-policy) [↗] (<https://sph.washington.edu/students/student-concern-policy>), a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edu (<mailto:dcinfo@uw.edu>) for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <https://sph.washington.edu/about/diversity/bias-concerns> [↗] (<https://sph.washington.edu/about/diversity/bias-concerns>). Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

Writing Resources

All written assignments for this class must be high quality, well researched, well organized, and well written. Use plain language instead of jargon. The instructors will consider the clarity of writing when grading assignments. Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help students be successful throughout their future course work and career. Therefore, this course includes written assignments with the goal to helping students identify areas of strength and improvement in writing. However, if a student feels that they could benefit from additional opportunities to improve their writing skills, a list of resources at the UW and others accessible online can be found on the SPH website (<https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf> [↗] (<https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>)) and on the DEOHS intranet (<https://portal.deohs.washington.edu/index.php/academic-support-writing-resources> [↗] (<https://portal.deohs.washington.edu/index.php/academic-support-writing-resources>)).

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
Hazards and Health Infographic	October 16, 2020 at 1:29pm. One per group. Students will also present their infographic during the class session.
Disaster Vulnerability “Photovoice”	October 23, 2020 at 1:29pm.
Book Club	November 4, 2020 at 1:29pm (written assignment due; must be present and engaged in class on November 4, 2020 AND November 6, 2020 to take quiz and earn credit for the discussion portion)
Recent Disaster Public Health Impact Assignment	Topic for approval: November 13, 2020 at 1:29pm Assignment: December 11, 2020 at 11:59pm
IS-100.C: Introduction to Incident Command System	November 25, 2020 at 11:59pm
Disaster Research Proposal (ENVH 506/graduate students only)	December 11, 2020 at 11:59pm

Course Schedule

	Readings/Viewings (read/watch prior to class)
Week 1	
September 30, 2020 <u>Session 1:</u> Intro to the Course	Required readings: Review syllabus <i>prior</i> to coming to class.

<p>October 2, 2020</p> <p><u>Session 2</u>: Defining Disaster and Disaster Risk</p>	<p>Required readings:</p> <p>Disaster Risk. Prevention Web Website. United Nations Office for Disaster Risk Reduction. 2020. Available: https://www.preventionweb.net/disaster-risk/risk/disaster-risk/</p> <p>Shoaf KI, Rottman SJ. Public health impact of disasters. <i>Australian Journal of Emergency Management</i>. 2000;15(3):58-63.</p>
<p>Week 2</p>	
<p>October 5, 2020</p> <p><u>Session 3</u>: Hazards, Vulnerabilities, and Resilience</p>	<p>Required readings:</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].</p> <p>Evans MK. Covid's Color Line – Infectious Disease, Inequity, and Racial Justice. <i>N Engl J Med</i>. 2020; 383:408-410 DOI: 10.1056/NEJMp2019445</p>
<p>October 7, 2020</p> <p><u>Session 4</u>: Hazard Infographic Development</p> <p>Synchronous Discussion: Hazard Infographic</p>	<p>Required readings:</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/NEJMs1803972</p> <p>Carroll AE & Frakt A. The Long-Term Health Consequences of Hurricane Harvey. <i>New York Times</i>. 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).</p>
<p>October 9, 2020</p> <p><u>Session 5</u>: “The Big One” Case Study</p> <p>Synchronous Discussion: Course Engagement</p>	<p>Required readings:</p> <p>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)</p> <p><i>Explore and review all subpages</i>: 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).</p>

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>..

Week 3

October 12, 2020

Session 6: *Anatomy of a Pandemic* discussion

Synchronous Discussion: Course Engagement

Required readings/viewings:

PBS Newshour: Anatomy of a Pandemic. 2009. Available: <https://www.pbs.org/video/pbs-newshour-archive-anatomy-of-a-pandemic/>

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/>

October 14, 2020

Session 7:
Homelessness, Housing Precarity & Disasters

Guest Lecturer: Dr. Jamie Vickery, PhD, Research Coordinator, UW Collaborative on Extreme Event Resilience

Required readings:

1. Bailey, P. (2018). When Disaster Strikes, Homeless Individuals Often Fall Through the Cracks. *NonProfit Quarterly*. Available: <https://nonprofitquarterly.org/when-disaster-strikes-homeless-individuals-often-fall-through-the-cracks/> ↗ <https://nonprofitquarterly.org/when-disaster-strikes-homeless-individuals-often-fall-through-the-cracks/>

2. Gaillard, J.C., Walters, V., Rickerby, M. *et al.* Persistent Precarity and the Disaster of Everyday Life: Homeless People's Experiences of Natural and Other Hazards. *Int J Disaster Risk Sci* **10**, 332–342 (2019). <https://doi.org/10.1007/s13753-019-00228-y>

October 16, 2020

Session 8: Infographic Speed Session

Synchronous Discussion: Hazard Infographic

Required readings:

None

Due: Hazards and Health Infographic (one per group, submit on Canvas and present in class)

Week 4

October 19, 2020

Required readings:

<p><u>Session 9</u>: Environmental & occupational health considerations in disasters</p> <p>Guest lecturer: Alyssa Miller, MPH, PhD Student, Department of Environmental and Occupational Health Sciences</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 ↗</p> <p>Bethea C. Flooding from Hurricane Florence Threatens to Overwhelm Manure Lagoons. <i>The New Yorker</i>. September 15, 2018. https://www.newyorker.com/news/dispatch/hurricane-florence-hits-eastern-north-carolina-the-cesspool-of-the-united-states ↗</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. https://www.nytimes.com/interactive/2018/09/13/climate/hurricane-florence-environmental-hazards.html?smid=fb-nytimes&smtyp=cur ↗</p>
<p>October 21, 2020</p> <p><u>Session 10</u>: One Health considerations in disasters</p>	<p>Required readings:</p> <p>Stauffer, KE & Conti L. One Health and emergency preparedness. <i>Vet Rec.</i> https://www.ncbi.nlm.nih.gov/pubmed/25359746 2014 Nov 1;175(17):422-5. doi: 10.1136/vr.g5246.</p>
<p>October 23, 2020</p> <p><u>Session 11</u>: Wildfire Discussion Exercise</p> <p>Synchronous Discussion: Course Engagement</p>	<p>Required readings:</p> <p>Wildfire exercise scenario</p> <p>Due: Disaster Vulnerability "Photovoice"</p>
<p>Week 5</p>	
<p>October 26, 2020</p> <p><u>Session 12</u>: Risk communication</p> <p>(**Asynchronous. Pre-recorded lecture videos will be posted on Canvas)</p>	<p>Required readings:</p> <p>Handouts posted on Canvas</p>

<p>Guest lecturer: Dr. Meghan McGinty, PhD, MPH, MBA, Affiliate Assistant Professor, UW DEOHS and Director of Emergency Management, NYC Health + Hospitals</p>	
<p>October 28, 2020</p> <p><u>Session 13</u>: Risk communication activity</p> <p>Synchronous Discussion: Course Engagement</p>	<p>Required readings:</p> <p>Risk communication activity background materials</p>
<p>October 30, 2020</p> <p><u>Session 13</u>: Disaster Medicine</p> <p>Guest Speaker: Dr. Stephen Morris, MD, MPH, Assistant Professor, UW Emergency Medicine</p>	<p>Required readings:</p> <p>TBA</p>
<p>Week 6</p>	
<p>November 2, 2020</p> <p><u>Session 15</u>: Post-Disaster Food Environment: An in-depth case study of New Bern, NC following Hurricane Florence</p> <p>Guest Speaker: Lauren Clay, PhD, Associate Professor, D'Youville College</p>	<p>Required readings:</p> <p>TBA</p> <p>-</p> <p>-</p>
<p>November 4, 2020</p>	<p>Required readings:</p> <p>Fies B. <i>A Fire Story</i>. New York: Abrams ComicArts, 2019</p>

<p><u>Session 16</u>: Book Club Part 1</p> <p>Synchronous Discussion: Book Club</p>	<p>Due: Book Club Assignment (at 1:29pm)</p>
<p>November 6, 2020</p> <p><u>Session 17</u>: Book Club Part 2 & Final Assignment distribution</p> <p>Synchronous Discussion: Book Club</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>
<p>Week 7</p>	
<p>November 9, 2020</p> <p><u>Session 21</u>: Public health legal preparedness</p>	<p>Required readings:</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 11, 2020</p> <p><u>No class:</u> Veteran's Day</p>	<p>N/A</p>
<p>November 13, 2020</p> <p><u>Session 22</u>: Methods in Surveillance and Rapid Needs Assessment</p> <p>Guest speaker: Haylea Hannah, MPH, UW Department of Epidemiology PhD student</p>	<p>Required readings:</p> <p>Malilay J, Heumann M, Perretta D, et al. The Role of Applied Epidemiology Methods in Disaster. <i>Am J Public Health</i>. 2014; 104(11): 2092–2102. doi: 10.2105/AJPH.2014.302010</p> <p>Bayleyegn TM, Schnall AH, Ballou SG, et al. Use of Community Assessments for Public Health Emergency Response (CASPERs) to Rapidly Assess Public Health Issues — United States, 2003–2012. <i>Prehosp Disaster Med</i>. 2015; 30(4): 374-381. doi:10.1017/S1049023X15004938.</p> <p>Due: Final assignment topic (one per group, at 1:29pm)</p>

Week 8

November 16, 2020

Session 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 18, 2020

Session 19: Five Days at Memorial Case Study**Required readings:**Fink S. The Deadly Choices at Memorial. *New York Times Magazine*. 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)
(<http://www.nytimes.com/2009/08/30/magazine/30doctors.html?pagewanted=all>)[.](http://www.nytimes.com/2009/08/30/magazine/30doctors.html?pagewanted=all)**Synchronous Discussion: Course Engagement**

November 20, 2020

Session 20: Coordinating healthcare response and considerations for scarce medical resources

Guest Lecturer: Onora Lien, Executive Director, Northwest Healthcare Response Network (invited)

Required readings:

None

Synchronous Discussion: Course Engagement**Week 9**

November 23, 2020

Session 21: Disaster Research Response (DR2)

Guest Lecturer: Dr. Aubrey Miller, MD, MPH, Senior Medical

Required readings:Lurie N, Manolio T, Patterson AP, Collins F, Friedan T. Research as a part of public health emergency response. *N Engl J Med*. [↗](https://www.ncbi.nlm.nih.gov/offcampus.lib.washington.edu/pubmed/23534565) (<https://www.ncbi.nlm.nih.gov/offcampus.lib.washington.edu/pubmed/23534565>). 2013 Mar 28;368(13):1251-5. doi: 10.1056/NEJMSb1209510.

<p>Advisor, National Institute of Environmental Health Sciences</p>	<p>Horney JA, Rios J, Cantu A, Ramsey S, Montemayor L, Raun L, Miller A. Improving Hurricane Harvey Disaster Research Response Through Academic-Practice Partnerships. Am J Public Health. https://www.ncbi-nlm-nih.gov/offcampus.lib.washington.edu/pubmed/31318601. 2019 Sep;109(9):1198-1201. doi: 10.2105/AJPH.2019.305166. Epub 2019 Jul 18.</p>
<p>November 25, 2020</p> <p>No in person class.</p> <p>In lieu of class, students must complete FEMA's Interactive web-based course: IS-100.C: Introduction to Incident Command System</p>	<p>Required readings:</p> <p>Take FEMA's Interactive, web-based course: IS-100.C: Introduction to Incident Command System. Available: https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c</p> <p>Due: A certificate of completion must be submitted on Canvas by 11:59pm and will count towards your course participation grade. Note: completion certificates can take up to 24 hours to arrive via email and students should plan accordingly.</p>
<p>November 27, 2020</p> <p>NO CLASS: Thanksgiving Holiday</p>	<p>No required readings.</p>
<p>Week 9</p>	
<p>November 30, 2020</p> <p><u>Session 22:</u> Public Health Emergencies in Seattle & King County</p> <p>Guest lecturer: Resham Patel, MPH, Organizational Preparedness and Evaluation Manager, Public Health - Seattle & King County (invited)</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>December 2, 2020</p> <p><u>Session 23:</u></p> <p>Healthcare roles & responsibilities</p>	<p>Required readings:</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. 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</p>

Guest lecturer: Danica Little, MHA, Director of Preparedness, UW Medicine

Fink S & Blinder A. Houston's Hospitals Treat Storm Victims and Become Victims Themselves. *New York Times*. August 27, 2017. <https://www.nytimes.com/2017/08/28/us/hurricane-harvey-houston-hospitals-rescue.html> ↗ [_ \(https://www.nytimes.com/2017/08/28/us/hurricane-harvey-houston-hospitals-rescue.html\)](https://www.nytimes.com/2017/08/28/us/hurricane-harvey-houston-hospitals-rescue.html).

December 4, 2020

Session 24: Career Panel

Synchronous Discussion: Course Engagement

Required readings:

Read career panelist biographies (on Canvas).

Week 11

December 7, 2020

Session 25: Final assignment collaboration time

Synchronous Discussion: Final Assignment

No required readings.

December 9, 2020

Session 26: Final assignment collaboration time

Synchronous Discussion: Final Assignment

No required readings.

December 11, 2020

No required readings.

Session 27: Final assignment collaboration time

Due: Final Assignment (one per group, at 11:59pm) and Disaster Research Proposal (graduate students only, at 11:59pm)

Synchronous Discussion: Final Assignment

Course Summary:

Date	Details	
Wed Sep 30, 2020	 Disasters and Public Health https://canvas.uw.edu/calendar?event_id=1651612&include_contexts=course_1397845	1:30pm to 2:30pm
Fri Oct 2, 2020	 Disasters and Public Health https://canvas.uw.edu/calendar?event_id=1651613&include_contexts=course_1397845	1:30pm to 2:30pm
Mon Oct 5, 2020	 Disasters and Public Health https://canvas.uw.edu/calendar?event_id=1651614&include_contexts=course_1397845	1:30pm to 2:30pm
Wed Oct 7, 2020	 Disasters and Public Health https://canvas.uw.edu/calendar?event_id=1651615&include_contexts=course_1397845	1:30pm to 2:30pm
Fri Oct 9, 2020	 Disasters and Public Health https://canvas.uw.edu/calendar?event_id=1651616&include_contexts=course_1397845	1:30pm to 2:30pm
Mon Oct 12, 2020	 Disasters and Public Health https://canvas.uw.edu/calendar?event_id=1651617&include_contexts=course_1397845	1:30pm to 2:30pm
	 Session 6, Mon: Anatomy of a Pandemic discussion, **Synchronous Discussion: Course Engagement https://canvas.uw.edu/courses/1397845/assignments/5728410	due by 11:59pm
Wed Oct 14, 2020	 Disasters and Public Health https://canvas.uw.edu/calendar?event_id=1651618&include_contexts=course_1397845	1:30pm to 2:30pm
Fri Oct 16, 2020	 Session 8, Fri: Infographic Speed Session, **Synchronous Discussion: Hazard Infographic https://canvas.uw.edu/courses/1397845/assignments/5728412	due by 8:30am

Date	Details
	 Hazards and Health Infographic due by 1:29pm
	 Hazards and Health Infographic Assignment Reference List due by 1:29pm
	 Disasters and Public Health 1:30pm to 2:30pm
Mon Oct 19, 2020	 Disasters and Public Health 1:30pm to 2:30pm
Wed Oct 21, 2020	 Disasters and Public Health 1:30pm to 2:30pm
	 Disaster Vulnerability "Photovoice" due by 1:29pm
Fri Oct 23, 2020	 Disasters and Public Health 1:30pm to 2:30pm
	 Session 11, Fri: Wildfire Discussion Exercise, **Synchronous Discussion: Course Engagement due by 11:59pm
Mon Oct 26, 2020	 Disasters and Public Health 1:30pm to 2:30pm
Wed Oct 28, 2020	 Disasters and Public Health 1:30pm to 2:30pm
Fri Oct 30, 2020	 Disasters and Public Health 1:30pm to 2:30pm
Mon Nov 2, 2020	 Disasters and Public Health 1:30pm to 2:30pm
Wed Nov 4, 2020	 Disasters and Public Health 1:30pm to 2:30pm
Fri Nov 6, 2020	 ENVH 406 Book Club Assignment due by 1:29pm

Date	Details
	 ENVH 506 Book Club Assignment due by 1:29pm
	 Disasters and Public Health 1:30pm to 2:30pm
	 Session 17, Fri: Book Club **Synchronous Discussion: Book Club due by 11:59pm
Mon Nov 9, 2020	 Disasters and Public Health 1:30pm to 2:30pm
Wed Nov 11, 2020	 Disasters and Public Health 1:30pm to 2:30pm
	 Public Health Impact of Recent Disaster Assignment - Topic Submission due by 1:29pm
Fri Nov 13, 2020	 Disasters and Public Health 1:30pm to 2:30pm
Mon Nov 16, 2020	 Disasters and Public Health 1:30pm to 2:30pm
	 Disasters and Public Health 1:30pm to 2:30pm
Wed Nov 18, 2020	 Session 21, Weds: Five Days at Memorial Case Study, **Synchronous Discussion: Course Engagement due by 11:59pm
Fri Nov 20, 2020	 Disasters and Public Health 1:30pm to 2:30pm
Mon Nov 23, 2020	 Disasters and Public Health 1:30pm to 2:30pm
	 FEMA IS-100.C Course due by 1:29pm
Wed Nov 25, 2020	 Disasters and Public Health 1:30pm to 2:30pm

Date	Details	
Fri Nov 27, 2020	 Disasters and Public Health (https://canvas.uw.edu/calendar?event_id=1651637&include_contexts=course_1397845)	1:30pm to 2:30pm
Mon Nov 30, 2020	 Disasters and Public Health (https://canvas.uw.edu/calendar?event_id=1651638&include_contexts=course_1397845)	1:30pm to 2:30pm
Wed Dec 2, 2020	 Disasters and Public Health (https://canvas.uw.edu/calendar?event_id=1651639&include_contexts=course_1397845)	1:30pm to 2:30pm
Fri Dec 4, 2020	 Disasters and Public Health (https://canvas.uw.edu/calendar?event_id=1651640&include_contexts=course_1397845)	1:30pm to 2:30pm
	 Session 27, Fri: Career Panel, **Synchronous Discussion: Course Engagement (https://canvas.uw.edu/courses/1397845/assignments/5731443)	due by 1:30pm
Mon Dec 7, 2020	 Disasters and Public Health (https://canvas.uw.edu/calendar?event_id=1651641&include_contexts=course_1397845)	1:30pm to 2:30pm
Wed Dec 9, 2020	 Disasters and Public Health (https://canvas.uw.edu/calendar?event_id=1651642&include_contexts=course_1397845)	1:30pm to 2:30pm
	 Disaster Research Proposal (ENVH 506/graduate students only) (https://canvas.uw.edu/courses/1397845/assignments/5728368)	due by 1:29pm
	 Disasters and Public Health (https://canvas.uw.edu/calendar?event_id=1651643&include_contexts=course_1397845)	1:30pm to 2:30pm
	 ENVH 406 Public Health Impact of Recent Disaster Assignment (https://canvas.uw.edu/courses/1397845/assignments/5728372)	due by 11:59pm
Fri Dec 11, 2020	 ENVH 406/506 Final Presentation Powerpoint File (https://canvas.uw.edu/courses/1397845/assignments/5827334)	due by 11:59pm
	 ENVH 406/506 Final Presentation Recording (https://canvas.uw.edu/courses/1397845/assignments/5728369)	due by 11:59pm
	 ENVH 506 Public Health Impact of Recent Disaster Assignment (https://canvas.uw.edu/courses/1397845/assignments/5728376)	due by 11:59pm
	 Final assignment peer eval form (https://canvas.uw.edu/courses/1397845/assignments/5728378)	due by 11:59pm

Date	Details
	ENVH 406 Final Exam (https://canvas.uw.edu/courses/1397845/assignments/5728371)
	ENVH 506 Disaster Research Proposal Research Question (https://canvas.uw.edu/courses/1397845/assignments/5728374)
	ENVH 506 Final Exam (https://canvas.uw.edu/courses/1397845/assignments/5728375)
	Fri: No class, Thanksgiving (https://canvas.uw.edu/courses/1397845/assignments/5728400)
	Hazards & Health Infographic (https://canvas.uw.edu/courses/1397845/assignments/5779883)
	Participation (https://canvas.uw.edu/courses/1397845/assignments/5728382)
	Roll Call Attendance (https://canvas.uw.edu/courses/1397845/assignments/5728384)
	Session 1, Weds: Intro to the Course (https://canvas.uw.edu/courses/1397845/assignments/5728395)
	Session 10, Weds: One health considerations in disasters (https://canvas.uw.edu/courses/1397845/assignments/5728385)
	Session 12, Mon: Risk communication (asynchronous) (https://canvas.uw.edu/courses/1397845/assignments/5728387)
	Session 13, Weds: Risk communication activity, **Synchronous Discussion: Course Engagement (https://canvas.uw.edu/courses/1397845/assignments/5728388)
	Session 14, Fri: Disaster Medicine (https://canvas.uw.edu/courses/1397845/assignments/5728389)
	Session 15, Mon: Post-Disaster Food Environment: An in-depth case study of New Bern, NC following Hurricane Florence (https://canvas.uw.edu/courses/1397845/assignments/5728390)
	Session 16, Weds: Final Assignment Distro (https://canvas.uw.edu/courses/1397845/assignments/5728391)
	Session 18, Mon: Public health legal preparedness (https://canvas.uw.edu/courses/1397845/assignments/5728393)

Date	Details
	<p> Session 19, Fri: Methods in Surveillance and Rapid Needs Assessment (https://canvas.uw.edu/courses/1397845/assignments/5728396)</p>
	<p> Session 2, Fri: Defining Disaster (https://canvas.uw.edu/courses/1397845/assignments/5728406)</p>
	<p> Session 20, Weds: Ethical issues in disasters (https://canvas.uw.edu/courses/1397845/assignments/5728397)</p>
	<p> Session 22, Fri: Coordinating healthcare response and considerations for scarce medical resources, **Synchronous Discussion: Course Engagement (https://canvas.uw.edu/courses/1397845/assignments/5731433)</p>
	<p> Session 23, Mon: Disaster Research Response (DR2) (https://canvas.uw.edu/courses/1397845/assignments/5728399)</p>
	<p> Session 24, Weds: ICS, No course meeting (https://canvas.uw.edu/courses/1397845/assignments/5728401)</p>
	<p> Session 25, Mon: Public Health Emergencies in Seattle & King County (https://canvas.uw.edu/courses/1397845/assignments/5728402)</p>
	<p> Session 26, Weds: Healthcare Roles and Responsibilities (https://canvas.uw.edu/courses/1397845/assignments/5731445)</p>
	<p> Session 28, Mon: Final assignment collaboration time, **Synchronous Discussion: Final Assignment (https://canvas.uw.edu/courses/1397845/assignments/5728403)</p>
	<p> Session 29, Weds: Final assignment collaboration time, **Synchronous Discussion: Final Assignment (https://canvas.uw.edu/courses/1397845/assignments/5728404)</p>
	<p> Session 3, Mon: Hazards, Vulnerabilities, and Resilience (https://canvas.uw.edu/courses/1397845/assignments/5728407)</p>
	<p> Session 30: Final assignment collaboration time, **Synchronous Discussion: Final Assignment (https://canvas.uw.edu/courses/1397845/assignments/5728405)</p>
	<p> Session 4, Weds: Hazard Infographic Development, **Synchronous Discussion: Hazard Infographic (https://canvas.uw.edu/courses/1397845/assignments/5728408)</p>

Date	Details
	<p> Session 5, Fri: "The Really Big One" Case Study, **Synchronous Discussion: Course Engagement (https://canvas.uw.edu/courses/1397845/assignments/5728409)</p>
	<p> Session 7, Weds: Homelessness, Housing Precarity, & Disasters (https://canvas.uw.edu/courses/1397845/assignments/5728411)</p>
	<p> Session 9, Mon: Environmental & occupational health considerations in disasters (https://canvas.uw.edu/courses/1397845/assignments/5728413)</p>
	<p> Weds: No Class, Veteran's Day (https://canvas.uw.edu/courses/1397845/assignments/5728394)</p>