

ENVH 406/506 (Fall 2021, 3 credits) • Course Syllabus
Disasters and Public Health

ENVH 406/506: Disasters and Public Health
(Fall 2021, 3 credits)

Monday, 1:30pm - 4:20pm
SOCC 221

Zoom: <https://washington.zoom.us/j/98749028766>

Instructor

Nicole Errett, PhD, MSPH

Pronouns: she/her/hers

Assistant Professor

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Sam Lovell

Pronouns: she/her/hers

MPH Student

Department of Environmental and Occupational Health Sciences

Email: sclovell@uw.edu

Communication

The teaching team will stay for a few minutes after class to answer any student questions or concerns. This is the best way to communicate with us. The second-best option is to send us an email. Please send ALL emails to both Nicole and Sam. This will maximize our response time and avoid duplicative responses. As you all know, the pandemic has dramatically increased email volume, so please be patient with us. We will do our best to respond to you within two business days. Due to the limitations in the Canvas messaging service (e.g., that prevent us from seeing if another person has responded), we ask that you **do not** use the Canvas messaging services for course-related communications. Canvas message responses may be delayed.

Office Hours

Sam will host online office hours 10AM-12PM on Tuesdays. If you would like to attend, please email Sam at sclovell@uw.edu.

Nicole will host office hours by appointment. Appointments must be scheduled at least 24 hours in advance. You can schedule an office hours appointment here:

<https://calendly.com/nerrett/officehours>

COVID-Related Expectations

Per UW policy, this class will be conducted in a hybrid format and have in person components. Therefore, unless you meet the criteria for an accommodation from Disability Resources for Students (DRS) or a special arrangement approved by the SPH Office of the Dean that allows you to take the course remotely [[see student communications here](#)] you should only register for this class if you can attend in-person.

That being said, this course has been designed to maximize flexibility and to ensure course and learning continuity in the face of uncertainty. As such, the course will combine asynchronous

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modules, pre-recorded lectures, live lectures that will be streamed and recorded via Zoom, and learning group discussions. At the beginning of the course, students will choose to participate in virtual or in-person learning groups. Those that have opted to participate in virtual learning groups may participate in live lectures from a location of their choice, including the classroom. Those that have opted to participate in in-person learning groups should plan to participate in live lectures from the classroom (as there won't be sufficient time for you to transition locations). The only course activity that will not be available for remote participation is the RAPID facility tour, scheduled for Monday, November 1st. Participation in this activity is not graded.

Please contact UW Disability Resources for Students (DRS) directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.

- If you are a student enrolled in a program in SPH, and you are either living with an individual who is immunocompromised, OR you are unable to obtain a visa to travel to the US, you may be eligible for a "special arrangement" that will allow you to take this course remotely. Requests for special arrangements to take the class remotely should have been submitted to and approved by the Students and Academic Services team in the Office of the Dean before the beginning of the quarter. If you have questions about this type of arrangement, please reach out to Student and Academic Services by email at sphas@uw.edu.

All UW students are expected to complete their [vaccine attestation](#) before arriving on campus and to follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill or exhibit possible COVID symptoms, you should not come to class. Please contact the course TA as soon as possible by email for alternative arrangements for any graded work. If you need to temporarily quarantine or isolate per CDC guidance and/or [campus policy](#), you are responsible for notifying your instructors as soon as possible by email. **If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing covidehc@uw.edu or calling 206-626-3344.**

Food is not allowed in the classroom. Drinks may be sipped with lifting or removal of your facemask for a brief moment, and immediate re-masking after drinking.

Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is complying with UW policies and unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction. Thank you for your patience and support as we all transition together back to in-person learning!

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

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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, and assignments. Topics will include:

- Public health and environmental health impacts of disasters
- Social dimensions of disasters
- Disaster risk communication
- Assessing the impacts of disasters
- Ethical issues in disasters
- Legal issues in disasters
- Healthcare systems emergency preparedness and response
- Preparing for and responding to public health emergencies: the roles of public health and emergency management agencies
- Careers in public health and disasters

Students will apply these concepts through discussion-based exercises. Students will further explore disaster impacts in the *A Fire Story* Book Club assignment. Additionally, students will develop materials to communicate public health disaster risk, suggest improvements to disaster response, and identify opportunities to apply skills and showcase certificates earned through this course in their professional communications.

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

Learning groups: You will choose to participate in an in-person or virtual learning group at the beginning of the course. In-person and virtual learning groups will be assigned. Whenever the class breaks out for small activities or meets for synchronous discussions, you will meet with your learning group. Virtual learning groups will meet in an assigned Zoom break out room. In person learning groups will meet in the course classroom. You will also conduct group assignments with your assigned learning group. In the event of extenuating circumstances, including those related to COVID-19, students assigned to in-person learning groups may participate in virtual learning groups on an ad hoc basis. Please contact the TA if this need arises. Learning group changes may be made at the discretion of the instructional team.

Course Activities

Classes will be formatted to include a combination of pre-recorded lectures, training modules, live lectures, 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. In addition, the course will make use of the CONVERGE training modules, developed by the Natural Hazards Center at the University of Colorado Boulder. Time spent on CONVERGE modules and pre-recorded lecture will offset time on other course activities so that students spend no more than [9 hours per week on all course activities](#)). We will also visit the NSF-supported Natural Hazards and Disaster Reconnaissance Facility (RAPID Facility) located on the University of Washington campus to learn more about disaster research and perishable data collection.

Course Requirements

Each student will be expected to:

- Prepare for each class session by completing assigned readings and modules, participate actively in course discussions, and engage guest speakers.
- Complete all graded assignments and activities (see Graded Assignments section).

Required readings and viewings will be provided through the library or on the Canvas Site. In order to promote learning from recent events, some assigned or suggested 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. Required 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>. Many news media outlets also make reduced cost subscriptions available to students.

Graded Assignments

All students will be expected to submit eight assignments, as detailed below. Two of these assignments will be conducted in groups, and two other assignments have a group component. All activities related to group assignments will occur during regularly scheduled class time. If you are unable to attend the sessions associated with the assignment due to COVID-19 policies or other extenuating circumstances, you must contact the TA within 24 hours for alternative approaches to completing these assignments. If you know you will miss a session in advance

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(e.g., due to religious accommodations or athletic commitments), you must contact the TA at least two weeks in advance for alternative approaches to completing these assignments.

In addition, students enrolled in ENVH 506 will be required to complete a “Disaster Research Proposal” assignment aligned with the additional learning objectives for this course. Students may opt to complete this assignment individually or as a group (if the research proposed is not planned for an individual’s thesis or capstone work).

All assignments are due on Mondays before class (at 1:29pm) via Canvas.

Learning group assignments

Hazards and health infographic:

During class time, 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 the infographics during class time. Infographics should also be submitted on Canvas by the due date.

Due: October 18, 2021.

Deadly Choices at Memorial Discussion:

Students will read Fink’s “The Deadly Choices at Memorial” prior to class. Following a lecture on ethical issues in disaster response, they will discuss responses to a series of questions with their learning groups. One member of the learning group will turn in their group’s responses.

Due: November 8, 2021.

Individual Assignments

CONVERGE Modules:

Students will complete four [CONVERGE Training Modules](#) (Disaster Mental Health, Social Vulnerability and Disasters, Collecting and Sharing Perishable Data, and Broader Ethical Considerations for Hazards and Disaster Researchers). These modules were developed by the Natural Hazards Center at the University of Colorado - Boulder “to accelerate the training of hazards and disaster researchers, with a special emphasis on students, emerging and situational researchers, and those interested in joining or leading interdisciplinary teams”.

Participation requires that each student register with the CONVERGE Training Module Program. Each module takes approximately one hour to complete. To earn a Certificate of Completion, students must take a quiz and received at least 80%. Students must submit their Certificate of Completion to the appropriate Canvas assignment by the due date.

- The Disaster Mental Health CONVERGE Module Certificate of Completion is **Due: October 11, 2021.**
- The Social Vulnerability and Disasters CONVERGE Module Certificate of Completion is **Due: October 18, 2021.**
- The Collecting and Sharing Perishable Data CONVERGE Module Certificate of Completion is **Due: November 1, 2021.**
- The Broader Ethical Considerations for Hazards and Disaster Researchers CONVERGE Module Certificate of Completion is **Due: November 8, 2021.**

Hometown Vulnerability Assignment:

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Individually, students will identify a social 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 photo or drawing and a maximum of one-page written explanation
- A short podcast episode (2-3 minutes) explaining the concepts
- A short video (2-3 minutes) explaining the concepts
- 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

Due: October 25, 2021.

Book Club:

Students will be required to read *A Fire Story* by Brian Fies. 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 be expected to actively engage in a facilitated discussion with their learning groups.

Due: November 15, 2021. *In addition, there will be a graded learning group discussion on November 15, 2021 during class. You must make arrangements with the TA at least two weeks in advance if you have an approved excuse for missing this discussion.*

IS-100.C: Introduction to Incident Command System Certificate:

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 [here](#). Students will be required to submit a certificate of completion. Note: completion certificates can take up to 24 hours to arrive via email and students should plan accordingly.

Due: November 29, 2021.

Improving Preparedness, Response, and Recovery for Disasters and Public Health Emergencies:

Based on learnings from this course, students will identify one area for to improve preparedness, response, and recovery for disasters and public health emergencies in the United States. Students will prepare a two-page briefing memo that discusses the problem and proposes solutions.

Due: December 6, 2021.

Careers in Disasters and Public Health Assignment:

On the last day of class, students will participate in a career panel with recent graduates who work in the field of disasters and public health broadly. In advance of the session, students will be required to read their biographies and submit two questions to ask the panelists. Students will also be required to prepare a resume that highlights integrate the knowledge and skills acquired through this course, as well as the certificates earned. In the context of this session, students will workshop their resumes with their learning groups.

Due: December 6, 2021.

Disaster Research Proposal (ENVH 506 students only)

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Graduate students will also be required to develop a short (3-5 page) research proposal to address a public health disaster-related scientific question that can be submitted to the [Natural Hazards Center's Quick Response Research Program](#).

Due: December 6, 2021.

Late Policy

All assignments are short and have at least one week of lead time 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 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. If you face such an insurmountable challenge, please contact the instructor as soon as possible. In exceptional circumstances, the late policy may be waived or modified at the instructor's discretion.

Under most 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.

Student Evaluation

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

- 10% Hazards and health infographic assignment
- 10% Hometown vulnerability assignment
- 20% CONVERGE Training Modules assignments (5% each)
- 10% Deadly Choices at Memorial assignment
- 20% Book Club assignment
- 20% Improving Preparedness, Response, and Recovery for Disasters and Public Health Emergencies assignment
- 5% ICS 100.C Certificate assignment
- 5% Careers in Disasters and Public Health assignment

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

- 10% Hazards and health infographic assignment
- 10% Hometown vulnerability assignment
- 10% CONVERGE Training Modules assignments (2.5% each)
- 10% Deadly Choices at Memorial assignment
- 20% Book Club assignment
- 20% Improving Preparedness, Response, and Recovery for Disasters and Public Health Emergencies assignment
- 5% ICS 100.C Certificate assignment
- 5% Careers in Disasters and Public Health assignment
- 10% Disaster research proposal

4.0 Grading Scale:

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

Minimum Score	Grade Point
≥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

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≥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

Course Schedule

Week 1: Intro to Disasters and Public Health

Monday, October 4, 2021

Before class:

Read:

- Course syllabus
- Disaster Risk. Prevention Web Website. United Nations Office for Disaster Risk Reduction. 2020. Available: <https://www.preventionweb.net/disaster-risk/risk/disaster-risk/>
- *Explore and review all subpages:* Seattle Hazard Explorer. August 2017. Available: <http://seattlecitygis.maps.arcgis.com/apps/MapSeries/index.html?appid=0489a95dad4e42148dbef571076f9b5b>.
- Schulz K. The Really Big One. *The New Yorker*. July 20, 2015. <https://www.newyorker.com/magazine/2015/07/20/the-really-big-one>.

Complete:

- Respond to poll regarding your preference to participate in virtual or in-person learning groups (**Due: Wednesday, September 29th at 12pm**)

During class:

- Lecture: *Introduction to the course* by Nicole Errett
- Discussion: Meet your learning groups and develop a group community agreement
- Lecture: *Defining Disaster and Disaster Risk* by Nicole Errett
- Discussion: “The Really Big One”

Week 2: Public Health and Environmental Health Impacts of Disasters

Monday, October 11, 2021

Before class:

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Read:

- Ebi KL, Vanos J, Baldwin JW, Bell JE, Hondula DM, Errett NA, Hayes K, Reid CE, Saha S, Spector J, Berry P. Extreme Weather and Climate Change: Population Health and Health System Implications. *Annu Rev Public Health*. 2021 Apr 1;42:293-315. doi: 10.1146/annurev-publhealth-012420-105026. Epub 2021 Jan 6. PMID: 33406378.
- Ratnapradipa D, Conder J, Ruffing A, White V. The 2011 Japanese earthquake: an overview of environmental health impacts. *J Environ Health*. 2012 Jan-Feb;74(6):42-50. PMID: 22329208.
- Carroll AE & Frakt A. The Long-Term Health Consequences of Hurricane Harvey. *New York Times*. August 31, 2017. <https://www.nytimes.com/2017/08/31/upshot/the-long-term-health-consequences-of-hurricane-harvey.html?mcubz=3&r=0>.
- Stauffer, KE & Conti L. One Health and emergency preparedness. *Vet Rec*. 2014 Nov 1;175(17):422-5. doi: 10.1136/vr.g5246.

Complete:

- CONVERGE Training Module: Disaster Mental Health (**Due: Monday, October 11, 2021 at 1:29pm**)

During class:

- Lecture: *Public, Environmental and Occupational Health Impacts of Disasters* by Nicole Errett
- Discussion: Develop hazards and health infographic

Week 3: Social Vulnerability and Disasters

Monday, October 18, 2021

Before class:

Read:

- Wulff K, Donato D, Lurie N. What is health resilience and how can we build it? *Annu Rev Public Health*. 2015;36:361-374. doi: 10.1146/annurev-publhealth-031914-122829 [doi].
- Evans MK. Covid's Color Line – Infectious Disease, Inequity, and Racial Justice. *N Engl J Med*. 2020; 383:408-410
DOI: 10.1056/NEJMp2019445

Complete:

- Hazards and Health Infographic (**Due: Monday, October 18, 2021 at 1:29pm**)
- CONVERGE Training Module: Social Vulnerability and Disasters (**Due: Monday October 18, 2021 at 1:29pm**)

During class:

- Lecture: *Housing Precarity and Disasters* by Dr. Jamie Vickery, PhD, Research Coordinator, UW Collaborative on Extreme Event Resilience
- Discussion: Present hazards and health infographics

Week 4: Disaster Risk Communication

Monday, October 25, 2021

Before class:

Read:

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- Centers for Disease Control and Prevention. Crisis + Emergency Risk Communication: Messages and Audiences. 2018 Update. Available: https://emergency.cdc.gov/cerc/ppt/CERC_Messages_and_Audiences.pdf

Scan:

- World Health Organization. (2017). Communicating risk in public health emergencies: a WHO guideline for emergency risk communication (ERC) policy and practice. World Health Organization. <https://apps.who.int/iris/handle/10665/259807>. License: CC BY-NC-SA 3.0 IGO
 - Note: the evidence synthesis that underlies the guideline (linked to in the guideline) is also a very useful resource!

Watch:

- [World Health Organization's Communicating Risks and Evidence in a Public Health Emergency](#) webinar

Complete:

- Hometown Vulnerability Assignment (**Due: Monday, October 25, 2021 at 1:29pm**)

During class:

- Lecture: *Disaster Risk Communication* by Dr. Ann Bostrom, PhD, MBA, Weyerhaeuser Endowed Professor in Environmental Policy, UW Evans School of Public Policy and Governance
- Discussion: Risk Communication Activity

Week 5: Assessing the Impacts of Disasters

Monday, November 1, 2021

Before class:

Read:

- Lurie N, Manolio T, Patterson AP, Collins F, Frieden T. Research as a part of public health emergency response. *N Engl J Med*. 2013 Mar 28;368(13):1251-5. doi: 10.1056/NEJMs1209510. PMID: 23534565.
- Malilay J, Heumann M, Perretta D, et al. The Role of Applied Epidemiology Methods in Disaster. *Am J Public Health*. 2014; 104(11): 2092–2102. doi: 10.2105/AJPH.2014.302010
- Schnall A, Nakata N, Talbert T, Bayleyegn T, Martinez D, Wolkin A. Community Assessment for Public Health Emergency Response (CASPER): An Innovative Emergency Management Tool in the United States. *Am J Public Health*. 2017 Sep;107(S2):S186-S192. doi: 10.2105/AJPH.2017.303948. PMID: 28892435; PMCID: PMC5594388.
- Kishore N, Marques D, Mahmud A, et al. Mortality in Puerto Rico after Hurricane Maria. *N Engl J Med* 2018; 379:162-170. DOI: 10.1056/NEJMSa1803972

Complete:

- CONVERGE Training Module: Collecting and Sharing Perishable Data (**Due: Monday, November 1, 2021 at 1:29pm**)

During class:

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- Lecture and Discussion: *Methods in Surveillance and Rapid Needs Assessment* by Haylea Hannah, MPH, PhD Student, UW Department of Epidemiology
- Lecture & Tour: National Science Foundation-supported Natural Hazards and Disaster Reconnaissance “RAPID” Facility

Week 6: Ethical Issues in Disasters

Monday, November 8, 2021

Before class:

Read:

- 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].
- 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>.
- Sabatello M, Burke TB, McDonald KE, Appelbaum PS. Disability, Ethics, and Health Care in the COVID-19 Pandemic. *Am J Public Health*. 2020 Oct;110(10):1523-1527. doi: 10.2105/AJPH.2020.305837. Epub 2020 Aug 20. PMID: 32816541; PMCID: PMC7483109.
- Smith MJ, Ahmad A, Arawi T, Dawson A, Emanuel EJ, Garani-Papadatos T, Ghimire P, Iliyasu Z, Lei R, Mastroleo I, Mathur R, Okeibunor J, Parker M, Saenz C, Thomé B, Upshur REG, Voo TC. Top five ethical lessons of COVID-19 that the world must learn. *Wellcome Open Res*. 2021 Jan 29;6:17. doi: 10.12688/wellcomeopenres.16568.1. PMID: 33693063; PMCID: PMC7919608.
- Knowles H. Hospitals overwhelmed by covid are turning to ‘crisis standards of care.’ What does that mean? *The Washington Post*. September 22, 2021. <https://www.washingtonpost.com/health/2021/09/22/crisis-standards-of-care/>

Complete:

- CONVERGE Training Module: Broader Ethical Considerations for Hazards and Disaster Researchers (**Due: Monday, November 8, 2021 at 1:29pm**)

During class:

- Lecture: *Ethical Considerations in Disasters* by Nicole Errett, PhD, MSPH
- Discussion: Deadly Choices at Memorial Discussion
- Complete: Deadly Choices at Memorial Discussion Assignment (**Due: Monday, November 8, 2021 at 4:20pm**)

Week 7: Legal Issues in Disasters & Book Club Discussion

Monday, November 15, 2021

Before class:

Read:

- Fies B. *A Fire Story*. New York: Abrams ComicArts, 2019
- Moulton AD, Gottfried RN, Goodman RA, Murphy AM, Rawson RD. What is public health legal preparedness? *J Law Med Ethics*. 2003;31(4):672-683.
- Selected Federal Legal Authorities Pertinent to Public Health Emergencies. Centers for Disease Control and Prevention. August 2017. Available: <https://www.cdc.gov/php/docs/ph-emergencies.pdf>

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Complete:

- Book Club Written Response (**Due: Monday, November 15, 2021 at 1:29PM**)

During class:

- Discussion: Book Club Discussion (**Graded! You must make arrangements with the TA at least two weeks in advance if you have an approved excuse for missing this discussion.**)
- Lecture: *Public Health Legal Preparedness* by Nicole Errett, PhD, MSPH
- Discussion: Emergency Management Assistance Compact

Week 8: Preparing for and responding to public health emergencies: the roles and responsibilities of healthcare systems

Monday, November 22, 2021

Before class:

Read:

- Northwest Healthcare Response Network. Washington Medical Coordination Center (WMCC). Available: <https://nwhrn.org/washington-medical-coordination-center-wmcc/>
- Robles F. Puerto Rico's Health Care is in Dire Condition, Three Weeks After Maria. *New York Times*. October 10, 2017. <https://www.nytimes.com/2017/10/10/us/puerto-rico-power-hospitals.html>
- 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>.

Complete:

NONE

During class:

- Lecture: *Disaster Medicine* by Stephen Morris, MD, MPH, Assistant Professor, UW Department of Emergency Medicine (invited)
- Lecture: *Hospital Emergency Management: University of Washington Medical System* by Danica Little, MHA, Emergency Management Director, UW Medicine
- Discussion: Q&A with Guest Speakers

Week 9: Preparing for and responding to public health emergencies: the roles and responsibilities of public health and emergency management agencies

Monday, November 29, 2021

Before class:

Read: NONE

Complete:

- IS-100.C: Introduction to Incident Command System Certificate (**Due: November 29, 2021 at 1:29pm**)

During class:

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- Lecture: *Emergency Management Roles and Responsibilities* by Nick Gibbons, Emergency Management Program Manager, King County Office of Emergency Management
- Lecture: *Public Health Roles and Responsibilities* by Resham Patel, MPH, Organizational Preparedness and Evaluation Manager, Public Health Seattle and King County (invited)
- Lecture: *Healthcare Coalition Roles and Responsibilities* by Onora Lien, MA, Executive Director, Northwest Healthcare Response Network (invited)
- Discussion: Q&A with Guest Speakers

Week 10: Putting it into practice: careers in public health emergency preparedness
Monday, December 6, 2021

Before class:

Read:

- Career panelists bios

Complete:

- Improving Preparedness, Response, and Recovery for Disasters and Public Health Emergencies Assignment (**Due: December 6, 2021 at 1:29pm**)
- Careers in Disasters and Public Health Assignment (**Due: December 6, 2021 at 1:29pm**)
- ENVH 506 students only: Disaster Research Proposal (**Due: December 6, 2021 at 1:29pm**)

During class:

- Lecture: Career Panelist Presentations
 - Kate Pedersen, MPH, MUP, Financial Program Manager, Washington Emergency Management Division
 - Brianna Willis, MPH, Senior Research Specialist, CNA Corporation
 - Nate Matthews-Trigg, MPH, Planning Coordinator, Northwest Healthcare Response Network
 - Joshua Edrich, MPH
- Discussion: Q&A with Career Panelists
- Lecture: *Optimizing Your Resume* by Haley Leventhal
- Discussion: Resume Workshop

UW Academic Policies and Resources

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-accommodatio...) (<https://registrar.washington.edu/staffandfaculty/religious-accommodatio...>). 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-requ...) (<https://registrar.washington.edu/students/religious-accommodations-requ...>).

Access and Accommodations

Your experience in this class is important to me. 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 have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented 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 not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.

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](#) (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.

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.

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

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Gardner (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](#), 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 for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <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.

Personal Pronouns

According to the UW First Year Programs, being an ally is not just about intention, it's also about behavior. We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

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.

Excused Absence from Class

Students are expected to attend class and to participate in all graded activities. A student who is anticipating being absent from class due to a Religious Accommodation activity needs to complete the Religious Accommodations request process by the second Friday of the quarter. Students who anticipate missing class due to attendance at academic conferences or field trips, or participation in university sponsored activities should provide a written notice to the instructor ahead of the absence. The instructor will determine if the graded activity or exam can be rescheduled or if there is equivalent work that can be done as an equivalent, as determined by the instructor.

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Medical Excuse Notes

Students are expected to attend class and to participate in all graded activities. To protect student privacy and the integrity of the academic experience, students will not be required to provide a medical excuse note to justify an absence from class due to illness. A student absent from any graded class activity or examination due to illness must request, in writing, to take a rescheduled examination or perform work judged by the instructor to be the equivalent. Students are responsible for taking any number of examinations for which they are scheduled on a given day and may not request an adjustment for this reason alone.

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.

Guidance for Students Taking Remote Courses from Outside the U.S.

Faculty members at U.S. universities – including the University of Washington – have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events. If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws. If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

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 of 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](#) and on the [DEOHS intranet](#).