Course Change Request

A. School/Division: Medicine/Public Health
B. Academic Subject Code: PBHL
C. Current Course Number: P613
D. Current Credit Hours: 3
E. Current Title: Bioterrorism: Public Health Role and Response
F. Effective Semester/Year: Fall 2009
G. Instructor: Stone

Type of Change Requested (Check appropriate boxes and indicate changes)

☐ 8. Change course number to: __________________________ (must be cleared with University Enrollment Services)
☒ 9. Current course title: Bioterrorism: Public Health Role and Response
   Change to: Public Health and Emergency Preparedness
   Recommended abbreviation (optional) __________________________ (Limited to 32 Characters including spaces)

☒ 10. Current credit hours fixed at: 3 or variable from: ______ to ______

☒ 11. Current lecture contact hours fixed at: 3 or variable from: ______ to ______

☒ 12. Current non-lecture contact hours fixed at: ______ or variable from: ______ to ______

☒ 13. Is this course currently graded with S-F (only) grades? Yes ☒ No ☐
   Change to S-F (only) grading? Yes ☒ No ☐

☒ 14. Does this course presently have variable title approval? Yes ☒ No ☐
   Is variable title approval being requested? Yes ☒ No ☐

☐ 15. Is this course being discontinued? For all campuses ______ or for this campus only ______

☒ 16. Current course description: This course is designed to familiarize learners with emergency preparedness concepts due to natural and man-made disasters. The course will also review biological agents used for terrorism in the past, and agents the Centers for Disease Control consider most likely to be used at present.

   Change course description to (not to exceed 50 words) __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

17. Justification for change: Title better reflects course description and content.
   (Use additional paper if necessary)

18. Are the necessary reading materials currently available in the appropriate library? Yes ☒ No ☐

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: __________________________ Date: 3/11/09

Department Chairman/Division Director

Approved by: __________________________ Date: 3/18/09

Dean

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UF5 725

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White.
Course: Public Health and Emergency Preparedness

Number: PBHL-P 613

Date: Fall 2008

Faculty:
Cynthia Stone, DrPH, RNC

Phone: (317) 278-0761

Office: 714 N. Senate Ave, EF 250

E-Mail: cystone@iupui.edu

Office Hours: BY appointment

Course Description:

This graduate elective course is designed to familiarize learners with emergency preparedness concepts due to natural and man-made disasters. The course will also review biological agents used for terrorism in the past, and agents the Centers for Disease Control consider most likely to be used at present. The content will be delivered via, seminar discussion, web based activities, CDs addressing bioterrorism, resources for infection control and key resources for further exploration. Other student opportunities include readings from past great works depicting responses to naturally occurring infectious disease or contemporary responses to disasters and terrorism/bioterrorism. Public health responses to emergency preparedness at local, state and federal levels will also be discussed.

MPH Program Competencies:

B.5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.

D.3. Explain methods of ensuring community health safety and preparedness.

I.8. Apply biological principles to development and implementation of disease prevention, control, or management programs.

J. 10. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).

L. 10. Analyze the impact of global trends and interdependencies on public health related problems and systems.
Educational objectives:

By the end of the course, students will be able to:

1. Apply the roles of public health personnel with the concepts of emergency preparedness in a simulated event.
2. Identify six organisms likely to be weaponized as bioterrorism agents.
3. Identify three telltale signs that might indicate a bioterrorism attack has occurred.
4. Describe the difference between single event chemical weapon attacks and, in some cases, self-sustaining contagious bioterrorism.
5. Discuss terrorist acts as a mechanism of change.
6. Identify the ranges of public reaction to terrorism and strategies to communicate and mobilize the public.
7. Discuss one official agency at the local, state and federal levels within the United States that is attempting to meet threats posed by bioterrorism or other threats to security.

Required texts:


Recommended readings:

Supplemental CDs will be provided and assigned.

Supplemental readings will be assigned and available in resources in OnCourse.

Evaluation and Grading:

Grades will be assigned on a proficiency basis, not on a curve. Every effort will be made to provide clear expectations and criteria for successful completion of assignments, so students are expected to do well.

Assignments:

First exam 100 points
Second exam 100 points
Reading critiques (5) 200 points
Final Paper and presentation 300 points
Participation and on line assignments 300 points

The grading system is as follows:

A+ 970-1000  B+  870-899  C+  770-799  D+  670-699
A  930-969      B   830-869      C   730-769      D   630-669
A-900-929     B-  800-829      C-  700-729      D-  600-629
F   Below 600

Guidelines:

1. The examination consists of multiple choice, short answer and essay questions reflecting concepts and principles covered in the readings, in class and on-line activities.

2. The Final Book Review Paper and its Presentation provides an opportunity for each student to pursue his/her own area of particular interest within the larger topic of emergency preparedness and bioterrorism. Following standards as if one was presenting at a conference, share what was learned with class colleagues. An excellent guideline for reading a nonfiction book for the purpose of review appears on the University of Wisconsin-Madison’s The Writing Center website. Please go to: http://www.wisc.edu/writing/Handbook/CriReadingBook.html
The attached grading matrix for the Final Book Review Paper follows that guideline. The presentation of the Final Book Review Paper will evaluate:
   a. if the presentation was well organized;
   b. if a clear statement of the general theme of the presentation was provided;
   c. if the significance of the problem (Why should we care was addressed;
   d. if the visual aides used were of high quality and clarity;
   e. if the presenter engaged the audience and generated good questions and commentary and last;
   f. if the presenter spoke clearly and kept to the time limitations.

3. The Class Participation component of the course grade will be determined by student, peer and instructor assessments.

4. Six one page reading critiques are required. These reflective papers, based upon required and individual readings, should answer the following questions:
   a. Old ideas. Ideas that you already had in the past that you could relate to this reading.
   b. New ideas (including elaboration). For example, other topics you would like to investigate.
   c. Questions. Questions you would like to ask the author.
d. Uses. Ways in which you can use the ideas presented by the author.
e. Feelings for and feelings against the materials presented.
f. Turn in a copy of the article along with your critique as outlined on the schedule.

Course Content Topic Outline: Weekly Schedule, Summer, 2009

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 13</td>
<td>Course Orientation</td>
<td>Read Forward and Preface and chapter 18 to Levy and Sidel’s (L&amp;S) text; Markenson, DiMaggio and Redlener article. View NOVA Bioterrorism Report in class and discuss using the Guided Study outline.</td>
</tr>
<tr>
<td>2</td>
<td>May 17</td>
<td>Terrorism, Emergency Preparedness, and hazard assessment defined</td>
<td>Read Novick and Marpages 1-57 Read Chapter 1 in Veenema Complete internet activity and post in forum</td>
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<tr>
<td></td>
<td>on-line</td>
<td></td>
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<tr>
<td>3</td>
<td>May 20</td>
<td>PH Functional Roles, Incident Command, Integration with Emergency Management Table top exercise</td>
<td>Read Chapter 2 and 3 in Landesman Select and receive approval for book report</td>
</tr>
<tr>
<td>4</td>
<td>May 24</td>
<td>Communication, Government Resources</td>
<td>Read Chapters 6 in Landesman Two reading critiques are due post in forum</td>
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<tr>
<td></td>
<td>on-line</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>May 27</td>
<td>First Examination</td>
<td>The first examination consists of multiple choice, short answer and essay questions.</td>
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<tr>
<td>6</td>
<td>May 31</td>
<td>Biological weapons</td>
<td>Read Chapter 10 in L&amp;S Read Baccam and Boechler Anthrax article and Inglesby, O'Toole article. Epidemiology of Bioterrorism Agents CD. Completed guided study and post in assignments.</td>
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<tr>
<td></td>
<td>on-line</td>
<td></td>
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<tr>
<td>7</td>
<td>June 3</td>
<td>Chemical weapons</td>
<td>Read Chapter 11 in L&amp;S, Novick and Mar pages 75-92 Present Biological agent report in class</td>
</tr>
<tr>
<td>8</td>
<td>June 7</td>
<td>Radiological/Nuclear weapons</td>
<td>Read Chapter 12 in L&amp;S Three reading critiques are due post in forum</td>
</tr>
<tr>
<td>9</td>
<td>June 10</td>
<td>Second Examination</td>
<td>Second examination consists of multiple choice, short answer and essay questions.</td>
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<td>10</td>
<td>June 14</td>
<td>Public Health Surveillance, BT Epidemiology</td>
<td>Read Chapters 13 &amp; 14 in L&amp;S, Novick and Marr pages 104-110 Bioterrorism Epidemiology CD complete guided study and post in assignments.</td>
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<td>on-line</td>
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<tr>
<td>11</td>
<td>June 17</td>
<td>Resources for PH</td>
<td>Read chapter 17 in Veenema, Read Novick and Marr pages 111-120Complete Public Health preparedness Tools: Key Resources for Public Health Department CD</td>
</tr>
<tr>
<td>12</td>
<td>June 21</td>
<td>Addressing Mental Health Needs</td>
<td>Read L &amp; S chapter 3 Complete web activity and post in assignment</td>
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<td></td>
<td>on-line</td>
<td></td>
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<tr>
<td>13</td>
<td>June 24</td>
<td>Book Report</td>
<td>Post book report in forum and complete peer review</td>
</tr>
</tbody>
</table>
on-line | evaluation post to forum

**Attendance:**

Students are expected to attend all scheduled class sessions. If you know you have to be absent from a class session, please notify the faculty ahead of time and arrange to make up what you have missed.

**Students with disabilities:**

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in CA 001E and you can reach the office staff by calling 274-3241.

**Course Evaluation:**

The Department of Public Health evaluates all courses. Student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of respondents.

**Academic integrity:**

Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Student Misconduct section of the IUPUI Code of Student Rights Responsibilities and Conduct.