

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6183: Public Health Disaster Preparedness and Emergency Response**  
**Summer 2022**  
Delivery Format: e-Learning in Canvas

**Instructor Name:** Dr. Traci Krueger  
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Office Hours: By appointment

**Preferred Course Communications:** Email: via Canvas Inbox to “Teachers”

### **PREREQUISITES**

There are no course prerequisites.

### **PURPOSE AND OUTCOME**

#### **Course Overview**

The purpose of this online course is to introduce students to the basics of disaster preparedness and responding to disasters, and to build a base for further development in responder training. The course provides training and resources for a basic understanding of the Incident Command System (ICS) and National Incident Management System (NIMS). Also included is disaster preparedness training to support animal owners, livestock farmers, and care providers as well as guidance for emergency management personnel in preparing community disaster plans that include animals. The overall objective is to make the student compliant with the Federal Emergency Management Agency (FEMA) minimum responder credential requirements and to broaden the scope of the student’s view of disaster management to include animal preparedness in community planning and emergency response.

#### **Relation to Program Outcomes**

This course provides primary gains or reinforcement of the following competencies:

- Demonstrate the principles of problem solving and crisis management
- Describe to specific communities or general populations the direct and indirect human and ecological effects of major environmental agents
- Describe genetic, physiological, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards
- Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and the environment

#### **Course Objectives and/or Goals**

Upon successful completion of the course, students should be able to:

1. Be compliant with the Federal Emergency Management Agency (FEMA) minimum responder credential requirements
2. Operate efficiently during an incident or event within the Incident Command System (ICS).
3. Describe the ICS organization appropriate to the complexity of the incident or event.
4. Use ICS to manage an incident or event
5. Demonstrate basic knowledge of NIMS
6. Understand special issues that emergency managers need to consider when incorporating animal-care annexes into their emergency operations plans

7. Provide sufficient information for emergency management officials and animal owners/caregivers to meet and develop meaningful and effective plans that improve the care of animals, their owners, and the animal-care industries in disasters.
8. Have a general understanding of issues that arise when disasters affect livestock including common causes and typical consequences.
9. Communicate effectively with farmers about causes, impacts, and consequences of disasters affecting livestock in their communities and how to mitigate the effects.

### Instructional Methods

1. Lectures: These are for general orientation.
2. FEMA Modules: These are integral to the course content.
3. Readings and Resources: In addition to the required text, supplementary readings and resources may be posted in the course. The reading list may be supplemented during the course.
4. Assessments: A variety of assessments will be used in this course, including assignments to present evidence of completion of the FEMA Modules, case studies and discussions, and a final project..

### What is expected of you?

You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

<b>Part 1: Basics of Disasters and Response</b>				
<b>Modules</b>	<b>Date(s)</b>	<b>Topic(s)</b>	<b>Readings</b>	<b>Assignments</b>
1	5/9 to 6/1	Introduction to Disaster Preparedness and Emergency Response		
2	5/9 to 6/1	Defining Public Health Emergency Preparedness  Types of Hazards and Threats	Public Health Emergency Preparedness: Chapters 1, 3, And 4	
3	5/9 to 6/1	Case Study of an Emerging Infection: The 2009 H1N1 Pandemic Response  Epidemiology and Surveillance in Preparedness and Response	1. Case Studies in Public Health Preparedness and Response to Disasters: Case 13  2. Public Health Emergency Preparedness Chapters 5 and 6	CASE STUDY 1: Case 13 - H1N1 Pandemic 2009 is due before 11:59 PM on 6/1. <ul style="list-style-type: none"> <li>• Written Assignment</li> <li>• Discussion Board Post</li> </ul>

<b>Part 2: Preparedness and Response in Humans</b>				
<b>Modules</b>	<b>Date(s)</b>	<b>Topic(s)</b>	<b>Readings</b>	<b>Assignments</b>
4	6/2 to 7/6	Principles and Structure of the Incident Command System (ICS):  NIMS Management Characteristics, Hazard Assessment, Planning, Training, and Evaluating	Public Health Emergency Preparedness: Chapters 7 and 8	<a href="#">FEMA Course ICS-100.B:</a> The certificate is due before 11:59 PM on 7/6.
5	6/2 to 7/6	Basic ICS for Initial Response  Using ICS to Manage an Incident or Event  Community Preparedness and Recovery	Public Health Emergency Preparedness: Chapter 10	<a href="#">FEMA Course ICS-200.B:</a> The certificate is due before 11:59 PM on 7/6.
6	6/2 to 7/6	NIMS Approach for the Whole Community  Emergency Operations Centers  Multiagency Coordination Systems, Information Sharing, and Interoperability	Public Health Emergency Preparedness: Chapter 9	<a href="#">FEMA Course IS-700.A:</a> The certificate is due before 11:59 PM on 7/6
7	6/2 to 7/6	Case Study of a Man-Made Disaster: World Trade Center September 11th Attack  Medical Surge	1. Case Studies in Public Health Preparedness and Response to Disasters: Case 10  2. Public Health Emergency Preparedness: Chapter 13	CASE STUDY 2: Case 10 - World Trade Center September 11th Attack is due before 11:59 PM on 7/6. <ul style="list-style-type: none"><li>• Written Assignment</li><li>• Discussion Board Post</li></ul>

<b>Part 3: Preparedness and Response in Animals</b>				
<b>Modules</b>	<b>Date(s)</b>	<b>Topic(s)</b>	<b>Readings</b>	<b>Assignments</b>
8	7/7 to 8/3	Awareness and Preparedness Among Animal Owners  Identifying Community Needs and Resources  Applying the Four Phases of Emergency Management  The Care of Animals in Disasters	<a href="#">FL SART</a> website:  1. Presentation: Identifying Community Needs and Resources  2. Presentation: First Aid for Dogs and Cats	<a href="#">FEMA Course IS-10.a:</a> The certificate is due before 11:59 PM on 8/3.
9	7/7 to 8/3	Community Plans for Managing Animals in Disasters  Sheltering Options in Mass Evacuations  Preparing an Action Plan	<a href="#">FL SART</a> website:  1. Presentation: Sheltering Options in Mass Evacuations  2. Presentation: Preparing an Action Plan	<a href="#">FEMA Course IS-11a:</a> The certificate is due before 11:59 PM on 8/3.
10	7/7 to 8/3	Issues Affecting Livestock in Disasters  Foreign Animal Disease Recognition  Emergency Management of Large Animals	<a href="#">FL SART</a> website:  1. Presentation: Foreign Animal Disease Recognition  2. Presentation: Emergency Management of Large Animals	<a href="#">FEMA Course IS-111:</a> The certificate is due before 11:59 PM on 8/3.
11	7/7 to 8/3	Case Study of a Natural Disaster: Floyd Flood	Case Studies in Public Health Preparedness and Response to Disasters: Case 3	CASE STUDY 3: Case 3 - Floyd Flood is due by 11:59PM on 8/3. <ul style="list-style-type: none"> <li>• Written Assignment</li> <li>• Discussion Board Post</li> </ul> <p>The Final Project is due before 11:59 PM on 8/3.</p>

### Course Materials and Technology

1. Required Text: Public Health Emergency Preparedness: A Practical Approach for the Real World by Suzet McKinney and Mary Elise Papke. Any edition. Published by Jones & Bartlette Learning.
2. Required Text: Case Studies in Public Health Preparedness and Response to Disasters by Linda Young Landesman and Isaac B. Weisfuse. Any edition. Published by Jones & Bartlette Learning.

### Additional Readings

1. Powerpoints, documents, assignments, and/or discussion boards found on the eLearning course website.
2. Online FEMA training can be found on the [Independent Study Program](#) web page.  
\*\*\*\*You will need to acquire a FEMA Student Identification Number (SID) to gain access and complete the FEMA certificate exams (also called the Independent Study final exams). Please register on the [FEMA SID](#) web page to get your FEMA SID number.

### Technical Support

For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact:

Name: Truly Hardemon, MEd, Instructional Designer for Public Health Programs  
Phone Number: 352-273-5822  
Email Address: [hardemont@ufl.edu](mailto:hardemont@ufl.edu)

For all other technical support for this class, please contact the UF Computing Help Desk at:

Phone Number: (352) 392-HELP (4357) Option 2  
Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)  
Webpage with Chat: [UF Computing Help Desk](#)

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

**FEMA certificates of completion:** There are six FEMA training courses, each with an online exam consisting of 25-50 multiple choice questions. These six exams will be graded by the EMI and a passing score is 75% or greater. The exams are open book. The student will be notified by email whether they passed or not. The EMI will issue via email a certificate of course completion to students that pass the exam. These certificates can be saved as a PDF file and also printed. Students will need to present their certificates of completion to the course coordinator via submission as an attachment on the eLearning website. Each of the six exams is worth 7 points for a combined total of 42% your final grade. Certificates of completion are due before 11:59PM on the dates listed in the chart below.

**Case Studies and Discussion Board:** There are three case studies, one in each part of the course. The cases are found in the required text Case Studies in Public Health Preparedness and Response to Disasters. Each case study includes one written assignment and a minimum of one discussion board post per case study. Each case study will have two “starter question/topic” threads awaiting responses under the Discussion tab. You can choose to post a reply to one of these two, or you can post about something else related to the case study in the thread labeled as “Open Discussion” for that case study. You will only be awarded two points per case study, no extra points are given for posting in multiple discussion threads for the same case study (although multiple posts are welcome and encouraged). Each of the three assignments is worth 8 points for a combined total of 24% of your final grade. Each case study discussion board post is worth 2 points for a combined total of 6% of your final grade. Due dates for case study assignments and discussion board posting are listed in the chart below. For Discussion board postings you have the option to post a written/text response or an oral (voice recording) response.

**Final Project:** You will be given the choice between several projects: creating a personal preparedness plan, creating a preparedness plan for an animal facility, or defining your own project (must be approved). The assignment will be due at the end of the semester

after you have successfully completed the FEMA courses, and it is designed for you to demonstrate an understanding of practical use of the knowledge gained in this course. No extra credit will be given for completing more than one final project. The final project is worth 28 points (28% final grade). The final project is due before 11:59PM on the date listed in the chart below.

### Grading

Requirement	Due date	Points or % of final grade
Case Study 1	6/1 by 11:59PM	8 points or 8% of final grade
Case Study 1 Discussion	6/1 by 11:59PM	2 points or 2% of the final grade
FEMA ICS100b	7/6 by 11:59PM	7 points or 7% of final grade
FEMA ICS200b	7/6 by 11:59PM	7 points or 7% of final grade
FEMA IS700a	7/6 by 11:59PM	7 points or 7% of final grade
Case Study 2	7/6 by 11:59PM	8 points or 8% of final grade
Case Study 2 Discussion	7/6 by 11:59PM	2 points or 2% of final grade
FEMA IS-10	8/3 by 11:59PM	7 points or 7% of final grade
FEMA IS-11a	8/3 by 11:59PM	7 points or 7% of final grade
FEMA IS-111	8/3 by 11:59PM	7 points or 7% of final grade
Case Study 3	8/3 by 11:59PM	8 points or 8% of final grade
Case Study 3 Discussion	8/3 by 11:59PM	2 points or 2% of final grade
Final Project	8/3 by 11:59PM	28 points or 28% of final grade
<b>Total</b>		<b>100 points or 100%</b>

### Point system used

<b>Points earned</b>	90 to 100	87 to 89	83 to 86	80 to 82	77 to 79	73 to 76	70 to 72	67 to 69	63 to 66	60 to 62	57 to 59	<57
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

**Letter grade to grade point conversions are fixed by UF and cannot be changed.**

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the [Grading and Grade Policies](#) posted by the Registrar's Office.

### **Policy Related to Make up Exams or Other Work**

Personal issues with respect to fulfillment of course requirements will be handled on an individual basis. Late submissions will not be accepted without instructor approval prior to the submission deadline.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Technical Issues**

Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing Help Desk created when the problem was reported to them. The ticket number will document the time and date of the problem. You **must** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

All faculty are bound by the UF policy for excused absences. For greater detail on excused absences, see the [Attendance Policies](#) posted by the Registrar's Office.

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

Students are expected to behave with courtesy befitting a professional student.

### **Communication Guidelines**

Student-Instructor communication will be primarily via the elearning course site—this may be by course mail, assignment comment section, announcements, or discussion board. Students may also contact the instructor directly by email ([krueger@ufl.edu](mailto:krueger@ufl.edu)) or via phone (352 280-0121 between the hours of 8:00 AM and 7:00 PM EST).

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

***“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”***

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

***“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”***

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will

not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details.

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online [Faculty Course Evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. [Summary Results](#) of these assessments are available to students.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the [Dean of Students Office Disability Resource Center](#) (DRC) within the first week of class. The DRC will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

[The Counseling and Wellness Center](#) (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Online and in person assistance is available.

If you are feeling overwhelmed or stressed, you can reach out for help through the [You Matter We Care](#) website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the [Student Health Care Center](#) website.

Crisis intervention is always available 24/7 from the [Alachua County Crisis Center](#) at (352) 264-6789.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

## **INCLUSIVE LEARNING ENVIRONMENT**

Public health and health professions are based on belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity



enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace the University of Florida's Non-Discrimination Policy, which reads:

***“The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.”***

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the [Office of Multicultural & Diversity Affairs](#) website.