PHLT 5812 Crisis Management in Public Health
Spring Semester 2017
Youngstown State University
Department of Health Professions

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Software for this Course

Learners will need Microsoft Word (no other word processor may be used for papers), a web browser (MS Internet Explorer is recommended), Windows Media Player and the latest version of Flash Player. Course components require high speed Internet service. Streaming components are not available on CD or DVD.

Required Course Texts

Crisis and Emergency Risk Communication (free from the CDC at http://emergency.cdc.gov/cerc/pdf/CERC-SEPT02.pdf)

Course Goal

To encourage learners to think about the roles, thought processes and actions of public health professionals during crisis situations, by understanding the anatomy of crises.

Course Objectives – Learners Will Be Able To:

- Identify the factors that make a crisis situation unique from routine daily tasks
- Distinguish each stage of a crisis and recognize what PH tasks might apply to each step
- Recognize the wide range of crises that might demand a PH response
- Distinguish the varying tasks for local PH professional, both inside and outside of the core crisis area
- Describe solutions for collateral issues such as isolation, shelter in place, mass morgue, memorandum of understandings, continuity of environmental health services, flight of infected individuals and staffing challenges.
- Explain how public health officials fit into the Incident Command System.
- Identify and use fundamental crisis communication techniques
- Identify mitigation techniques that can lessen the impact of a crisis on the PH infrastructure

Course Format

The course will be broken into a series of two or three-week modules.

Each module learners will 1) Complete the web-based reading 2) Complete text reading 3) Complete the reading quiz 4) Complete small assignments 5) Complete other assessments or discussions as described

Case Analyses – Within the course, case examples will be provided. Learners will read these real-world examples of crisis situations and should be able to apply information from the module to provide an appropriate narrative on the case (based upon reading assignments and minilectures provided by the course facilitator). So learners need to show that they understand the case in terms of the current module learning.

Minilectures - Learners will view one or two short (15-30 minute) subject lectures with each module. These lectures will provide an expansion of the required on-line and text reading. These will be on-demand so
students can attend at any time. Like the reading assignments, minilectures will be important for doing well on exams.

**Reading quiz** – Within each module, learners will find a reading quiz. These are 10 question quizzes on the web and book reading. You may use your book and web reading to take the quiz as they do not need to be taken in one sitting (you can sign in and out of these quizzes – you CANNOT sign in and out of exams though, please remember this).

**Bulletin Board Discussions** – During some semesters, learners will thoughtfully participate in interactive sessions through bulletin board posts (e.g. Learners must follow directions of each discussion session).

**Examinations** – Two examinations will be administered during the semester. Exam format may be true/false, multiple choice, matching and short answer, and/or essay. Study guides are always provided prior to exams. Learners may use their book and study guides during exams. Learners MUST complete exams in one sitting. You may not sign out of exams once they have begun or the exam will end.

**Graduate Exercise** – (Graduate learners only) Graduate learners will be required to submit a graduate project that speaks to the learner’s individual learning objectives. This project will begin early in the semester and will be explained by the course facilitator.

**Tentative Course Schedule**

**Module 1 Anatomy of a Crisis (also includes START HERE WEEK (1/9 to 2/12)**
- Stages of a crisis
- Stakeholders, policies and motives
- Geographic considerations
- Demographic considerations
- Foundations of crisis management

**Module 2 Mitigation (2/13 to 2/26)**
- Staff preparation
- Finding human assets and establishing memorandum of agreements
- Legal concern in field epidemiology
- Other tools for mitigating a bioterror crisis
- Internet resources
- Public education
- Tabletop exercises
- Media contacts and education

**Module 3 Public Health Department Structure and Responsibility (2/27 to 3/19)**
- Responsibilities during a crisis
- Information management during a bioterror investigation
- Responsibilities and activities of outlying areas and their health departments
- State and federal resources.
- Requesting added resources

**Module 4 NIMS and Emergency Management (3/20 to 4/2)**
- How does public health fit into SEMS? (Standardized Emergency Management System)
- The Incident Command System (National Incident Management System)
- Types of concurrent investigations (Who is in charge?)
- Evidence (criminal) vs. evidence (epidemiological)

**Module 5 Crisis Management Planning (4/3 to 4/16)**
- Examining PH functions and their role in crisis planning

**Module 6 Crisis Communication (4/17 to 4/30 partially overlaps module 7)**
- Understanding details of how people react in crises
- Preparing for various national and local reactions
- How to write a crisis communication
- Dealing with media
- Identifying your target audience and addressing that audience
Tentative Course Schedule (Continued)
Module 7  Case Studies (4/24 to 4/30)
- Students will synthesize a response to an actual public health crisis

Grading

Grading is not calculated on total points but on points achieved in each weighted category, so a learner cannot just add up possible points and divide by total points; that is not how weighted grading works. Midterm grades will not be provided due to this type of scoring system.

Undergraduate Learners
Exams = 60% of grade
Case & Other Written Work and Reading Quizzes = 20% of grade
Discussions = 20% of grade

Graduate Learners
Exams = 30% of grade
Case and Other Written Work and Reading Quizzes = 40% of grade
Discussions = 10% of grade
Project = 20% of grade

Exams points vary
Discussions 20 Points each
Written Papers points vary
Graduate Exercise 50 Points

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<thead>
<tr>
<th>Course Grading Scale</th>
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<tr>
<td>A (91% or &gt;)</td>
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<tr>
<td>B (82-90%)</td>
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<td>C (73-81%)</td>
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<td>D (64-72%)</td>
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<td>F (&lt;64%)</td>
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Learners who must miss an exam must notify the course facilitator at least one week prior to the date of the scheduled exam otherwise a makeup exam may be denied. Makeup exams will not be in the same format as the original exam. Late work will be subject to a 1 letter grade reduction for every day the assignment is late (including weekends since assignments can be handed in by e-mail). All exams, assignments and quizzes will have certain time limits for their completion/submission. It is each student’s responsibility to be aware of upcoming assignment dates.

Equal Access

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course please contact me privately to discuss your specific needs. You must be registered with the Disability Services Office in Beeghly Hall, room 3310 and provide a letter of accommodations to verify your eligibility. You can reach the Disability Services Office at 330-941-1372.

Policy on Cheating

Plagiarism is taken very seriously. If a student is discovered to have taken from another person’s work including from professional or other written publications, cut-n-pastes from websites or words borrowed from other students, a “0” will be given for that assignment. If a significant portion of a paper has been plagiarized, a student may be immediately dismissed from the class with a failing grade. In other cases, a second violation will result in dismissal from the course and a failing grade.