# The University of Toledo

## New Graduate Course Proposal

**Contact Person**: Paul Rega, MD  
**Phone**: (XXX-XXXX) 383-6722  
**Email**: paul.rega@utoledo.edu

**College**: Medicine  
**Dept/Academic Unit**: Public Health and Preventive Medicine

**Alpha/Numeric Code (Subject area - number)**: PUBH 6410

**Proposed title**: Global Perspectives on Public Health and Disaster Prep  
**Proposed Effective Term**: Fall 2015

**Is the course cross-listed with another academic unit?**  
No

**Approval of other Academic unit (Signature and title)**

**Is the course offered at more than one level?**  
No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

**Credit hours**: Fixed: 3

**Delivery mode**: 

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Type:</td>
<td>Lecture</td>
<td>Open Lab</td>
</tr>
<tr>
<td>Minimum Credit Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum Credit Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Contact Hours</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Terms Offered**:  
- [x] Fall  
- [ ] Spring  
- [ ] Summer

**Years offered**: Every Year

**May the courses be repeated for credit?**  
No

**Are students permitted to register for more than one section during a term?**  
No

**Grading system**: Grade Only (A-F, WP/WF, PR, I)

Prerequisites (must be taken before): e.g., C or higher in BIOE 4500 or BIOE 5500 and C or higher in MATH 4200, etc.
Permission

Co-requisites (must be taken together):

Catalog Description (75 Words Maximum)

This course introduces the introductory healthcare learner (including but not limited to MD, MPH, PA, MSN, MSBS, OT, PT) to specific principles of global perspectives on disaster management and response. Covers epidemiology of various diseases and population health issues from a global and domestic perspective. Employs an all-hazards framework, providing essential skills to function in the event of a catastrophe. Guest speakers from healthcare disciplines who work internationally will present first-hand experiences in managing disasters.

Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click here for the template.

Course Approval

Department Curriculum Authority

Department Chairperson

College Curriculum Authority or Chair

College Dean

Graduate Council

Dean of Graduate Studies

Office of the Provost

For Administrative Use Only

Effective Date

CIP Code

Subsidy Taxonomy

Program Code

Instruction Level
Global Perspectives on Public Health and Disaster Preparedness Syllabus (Fall 2015)

Northwest Ohio Consortium for Public Health (NOCPH)
COURSE SYLLABUS
PUBH 6???/8??? Global Perspectives on Public Health and Disaster Preparedness
Fall 2015

COORDINATOR AND INSTRUCTOR:
Paul Rega, MD, FACEP
Assistant Professor of Public Health
Department of Public Health and Preventive Medicine and Department of Emergency
Medicine
Room 4218 Collier
Phone: (419) 383-6722
E-mail: paul.rega@utoledo.edu

ASSOCIATE INSTRUCTORS
Brian Fink, PhD
Associate Professor of Public Health
Department of Public Health and Preventive Medicine
Room 4223 Collier
Phone: 419-383-4817
E-mail: brian.fink2@utoledo.edu

Barbara Saltzman, Ph.D., M.P.H.
Faculty Office: 4212
Phone: 419-383-5394
E-Mail: barbara.saltzman@utoledo.edu

Course Location and Time: Collier Building/IISC

Course Description
The purpose of this semester long course is to introduce the interdisciplinary healthcare
learner (including but not limited to MD, MPH, PA, MSN, MSBS, OT, PT) to specific
principles of Global Perspectives on Disaster Management and Response. The course
will cover epidemiology of various diseases and population health issues from a global
and domestic perspective. The course will employ an all-hazards framework to provide
essential skills enabling proper functioning in the event a catastrophe arises in various
settings around the Globe. Guest speakers from healthcare disciplines who work, and
continue to work internationally will present on first-hand experiences managing
disasters.

Learning Outcomes
At the completion of this course, students will:
- Administer basic and advanced disaster aid training
- Describe the epidemiology and global impact of numerous infectious diseases
- Describe the health care infrastructure of another country
Global Perspectives on Public Health and Disaster Preparedness Syllabus (Fall 2015)

- Summarize clinical manifestations and management considerations of select communicable and non-communicable infectious disease threats.
- Describe the potential disaster threats in the developing world
- Identify the key components that characterize a disaster.
- Recognize the components of disaster response in a global setting.
- Understand the need for disaster preparedness and training in a global setting.
- Practice basic medical skills for use upon deployment.

Core Outcome Competencies Met

Required Textbook
Library support is available at Mulford Library should you need any assistance with finding journals, books, or articles. You may also ask me for assistance with finding these resources.

Asynchronous Educational Videos
1) http://www.nocph.org/

- Topics
  - Environmental
    ▪ Death by Lightning
    ▪ Wildfires
    ▪ Hypothermia
    ▪ Drownings
    ▪ Tornado Preparedness and Response: A Simulation Exercise for Issues in Public Health
    ▪ Tornadoes
    ▪ Earthquakes
    ▪ Floods
    ▪ Tsunamis
  - Hazardous materials (HAZMAT)
    ▪ Carbon Monoxide Poisoning in Adverse Conditions
  - Infectious diseases (communicable & non-communicable)
    ▪ The Hajj and MERS-CoV
    ▪ C. difficile and pediatrics
    ▪ Chikungunya 1&2
    ▪ Measles 1&2
    ▪ Vibrio vulnificus
    ▪ The Global Polio Emergency & World Health Organization 1&2
    ▪ Ebola, 2014: The Deadliest Outbreak in History
    ▪ Anthrax Among Poppy Poppers: Heroin Associated Anthrax
Global Perspectives on Public Health and Disaster Preparedness Syllabus (Fall 2015)

- Neuroinvasive Arboviruses in Children
- Trichinellosis
- Tuberculosis
  - Terrorism
    - High Energy Explosives
    - Sarin in Syria and a Look Back
    - The beginning of an era of "nuclear terrorism"
    - Active Shooter Incidents
    - Anti-terrorism training in U.S. medical schools
  - Special populations
    - Disaster Stress and Older Adults
    - Hypothermia and the Older Adult
  - Disaster
    - Prepping for Disaster
    - Triage: Start, Jump Start, Salt

Supplemental Readings
9. Global Slavery Index-Executive Summary. 2013

**Course Policies:**

**Attendance:**

**Excused Absences:** If I do not receive advance communication from you via phone or in writing regarding an absence, it will not be “excused.” Excused absences are for specific, unavoidable situations such as:

- personal emergencies, including, but not limited to, illness of the student or of a dependent of the student [as defined by the Board of Trustees’ Policy on Family and Medical Leave], or death in the family;
- religious observances that prevent the student from attending class;
- participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performance, R.O.T.C., functions, academic field trips, and specific events connected with coursework;
- government-required activities, such as military assignments, jury duty or court appearances; and any other absence that the professor approves.

**Grading:** 93-100%: A; 90-92%: A-; 88-89%: B+; 82-87%: B; 80-81%: B-; 78-79: C+; 72-77%: C; 70-71%: C-; 69 and below: D or F.

Grading: 6???
1. Participation: 25%
2. Homework: 25%
3. Quizzes: 25%
4. Final Country Project: 25%

Grading: 8???
1. Participation: 20%
2. Homework: 20%
3. Quizzes: 20%
4. Country Project: 20%
5. Scenario development (neglected tropical disease): 10%
6. Video presentation (mutually agreeable topic): 10%
e. Infectious diseases
   i. Communicable
   ii. Non-communicable

5) Simulation exercises (4 weeks)
   a. Triage
   b. Disease scenarios (examples): IISC
      i. Botulism
      ii. Cholera
      iii. Schistosomiasis
      iv. Cystercercosis
      v. Rabies
      vi. Dengue
      vii. Malaria
      viii. Chikungunya
      ix. Plague
      x. H7N9

6) Skills lab (DAB-LAB) (2 weeks)
   a. Splinting
   b. Suturing
   c. Vital signs
   d. PPE
   e. Needle thoracostomy