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COLLEGE OF GRADUATE STUDIES

The University of Toledo

New Graduate Course Proposal

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

College: Medicine
If Other:
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 or Variable: to

Delivery mode:	Primary	Secondary	Tertiary
Activity Type	Lecture	Open Lab	
Minimum Credit Hours			
Maximum Credit Hours			
Weekly Contact Hours	2	1	

Terms Offered: ☒ Fall ☐ Spring ☐ Summer
Years offered: Every Year

May the courses be repeated for credit? No
Maximum hours:

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	Brian N. Finch	Date	3/18/15
Department Chairperson	Sherry Mulz	Date	3-30-15
College Curriculum Authority or Chair	NA- MPH program course	Date	
College Dean	C. Coom	Date	3-31-15
Graduate Council		Date	5-12-15 GC 5.5.2015
Dean of Graduate Studies		Date	5-12-2015
Office of the Provost		Date	

For Administrative Use Only

Effective Date	
CIP Code	
Subsidy Taxonomy	
Program Code	
Instruction Level	

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

- 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/
2) http://www.nocph.org/news/archives.html

- 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

        - 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

1. Fitzharris et al.: Injury in China: a systematic review of injury surveillance studies conducted in Chinese hospital emergency departments. BMC Emergency Medicine 2011 11:18.
2. Dengue. Simmons CP, et al. N Engl J Med 2012;366:1423-32.
3. Heinz FX, et al. Flavivirus and flavivirus vaccines. Vaccine 30 (2012) 4301–4306.
4. National Anthrax Outbreak Control Team. An Outbreak of Anthrax Among Drug Users in Scotland, December 2009 to December 2010. Health Protection Scotland, 2011.
5. Prüss-Üstün A, Bos R, Gore F, Bartram J. Safer water, better health: costs, benefits and sustainability of interventions to protect and promote health. World Health Organization, Geneva, 2008.
6. WHO. Progress on Drinking Water and Sanitation: 2012 Update. ISBN: 978-92-806-4632-0
7. Murray CJL, et al. Measuring the Global Burden of Disease. N Engl J Med 2013; 369:448-57.
8. McMichael AJ. Globalization, Climate Change, and Human Health. N Engl J Med 2013;368:1335-43.
9. Global Slavery Index-Executive Summary. 2013
10. Norton R, Kobusingye O. Injuries. N Engl J Med 2013;368:1723-30.
11. Leaning J, Guha-Sapir D. Natural Disasters, Armed Conflict, and Public Health. N Engl J Med 2013;369:1836-42.
12. European Centre for Disease Prevention and Control/WHO Regional Office for Europe. Tuberculosis surveillance and monitoring in Europe 2015.
13. Keith Crane, Zhimin Mao. Costs of Selected Policies to Address Air Pollution in China. The RAND Corp., 2015.

14. WWAP (United Nations World Water Assessment Programme). 2015. *The United Nations World Water Development Report 2015: Water for a Sustainable World.* Paris, UNESCO.

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