The University of Toledo

New Graduate Course Proposal

Contact Person: Paul Rega, MD
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College: Medicine
Dept/Academic Unit: Public Health and Preventive Medicine

Alpha/Numeric Code: PUBH 5410

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

Is the course offered at more than one level? No

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

May the courses be repeated for credit? No

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

Years offered: Every Year

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

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<th>Role</th>
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<tr>
<td>Department Curriculum Authority</td>
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<td>College Curriculum Authority or Chair</td>
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<td>College Dean</td>
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### 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:
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ASSOCIATE INSTRUCTORS
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Barbara Saltzman, Ph.D., M.P.H.
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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
Global Perspectives on Public Health and Disaster Preparedness Syllabus (Fall 2015)


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%
COURSE SCHEDULE

The course will consist of six integrated components over one semester:

1) Basic healthcare demographics of a region’s population (1.5 weeks)
2) Healthcare infrastructural disparities (1.5 weeks)
   a. Pre-hospital
   b. Hospital
3) Disaster management principles (3 weeks)
   a. Hazard analysis
   b. Risk assessment
   c. Preparedness, response, and recovery
      i. Refugees
      ii. Humanitarian aid
   d. Personal survival skills
4) Current global threats (3 weeks)
   a. Climatic
      i. Tropical cyclones
      ii. Tsunamis
      iii. Flooding
      iv. Extreme cold
      v. Extreme heat
   b. Geographical
      i. Earthquakes
      ii. Volcanoes
   c. Technological
      i. Hazardous materials
         1. Chemical
         2. Radiological
      ii. Transportation
      iii. Cyber-frailties
   d. Man-made
      i. Accidental
      ii. Intentional
         1. Terrorism
         2. Conflict
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