Course Description

This course will explore the relationship between Emergency Medical Services (EMS) and public health. EMS is founded in many public health principles and is called upon to assist in both disasters and public health emergencies. Any situation which threatens the health of the public should be of concern to EMS leaders. Participation in community-wide planning and developing internal plans are essential for the EMS organization. This course will highlight some of the primary types of public health emergencies the EMS leader should be aware of. It is through planning and preparation that organizations are able to respond effectively.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Discuss public health emergency response functions for EMS organizations.
2. Describe behaviors associated with emotional responses to public health emergencies.
3. Identify key components of a continuity of operations plan.
4. Identify key components of an emergency operations plan.
5. Discuss strategies to promote community resilience.
6. Describe the role of public health during disasters.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are provided in each unit to aid students in their course of study. The readings themselves are not provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I, II, IV, V, VI, and VII to aid students in their course of study.
5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.
7. **Unit Assessments:** This course contains five Unit Assessments, one to be completed at the end of Units I-V. Assessments are composed of written response questions.
8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I, II, III, V, VI, VII and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are
9. **Final Exam (Proctored):** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. The Final Exam is composed of multiple-choice and short essay questions.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

---

**CSU Online Library**

There is a virtual library with resources, including both journals and ebooks, to support your program and your course at Columbia Southern University. eResources are accessible 24 hours a day/7 days a week from the CSU Online Library gateway page. To access the library, log into myCSU, and then click on CSU Online Library. Resources are organized in the library by title, but if you click on Research Guides, you will find eResources arranged by subject.

The Library Reference service is available 7 days a week; you can reach CSU’s virtual librarians by emailing thevirtuallibrarian@columbiasouthern.edu. These professional librarians will be glad to help you develop your research plan or to assist you in any way in finding relevant, appropriate, and timely information.

Librarian responses may occur within minutes or hours, but it will never take more than 24 hours for a librarian to send a response to the email address you have provided. Replies to reference requests may include customized keyword search strategies, links to videos, research guides, screen captures, attachments, a phone call, live screen sharing, and meeting room appointments, as well as other forms of instruction.

---

**Unit Assignments**

**Unit I PowerPoint Presentation**

Create a 7 to 10 slide presentation on the recent public health crises (see bulleted list) that demonstrated the need for enormous coordination among multiple entities, where in many incidents, government failed. The presentation should cover how private sector and nongovernmental organizations (NGOs) are playing larger roles in delivery aid.

- Middle East Respiratory Syndrome – June 2013
- El Reno, Oklahoma, Tornado – May 2013
- Moore, Oklahoma, Tornado – May 2013
- Fertilizer Plant Explosion in West, Texas – April 2013
- Ricin Event – April 2013
- Boston Marathon Bombing – April 2013
- Spring Floods – April 2013
- Tornado Outbreak, Mid-West – January 2013

You may use various sources, including your textbook or other scholarly material. Since you will not be presenting this PowerPoint to your instructor in person, you may sometimes need to add written explanation for the contents of your slides. If this becomes necessary, you may use the PowerPoint slide notes function to provide brief explanations.

You will need to emphasize key points on public health crises and the role of NGOs. Visual emphasis such as bold, italicized, or underlined text should be used sparingly in order to maximize the prominence of key points. Each slide should address a single concept, and slides should follow a logical progression, each building on the other.
Treat your PowerPoint slides like you would any research paper—provide in-text citations and a reference slide for any outside sources, including direct quotations, paraphrased words or ideas, tables and data, and images. The title and reference slides are not included in the required slide count.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Research Paper Topic**

With this assignment, you will begin working on your Unit V Research Report. See Unit V assignment instructions for more details about the final requirements for the research report.

Please select one of the topics below and prepare a well-organized and thoughtful summary for your research report. The topic chosen should expand on what you are learning during this course. Show how you understand the issues with life experiences from the EMS field. A title page, table of contents, and reference page are required, but are not included in the assignment’s required page count.

Topics from which you may choose include:

- Public Health Security: Protecting Populations from Emergencies
- Emerging Public Health Systems: Post-conflict and Post-disaster settings
- Public-Private Partnerships During Emergencies
- Nongovernmental Organization’s Response to Crises
- Technology and Public Health

**NOTE:** If you have a different topic you would like to research, submit your topic proposal to your instructor and have it approved before writing your summary outline.

Submit your selected topic and summary outline to your professor through Turn-It-In. Your summary should be 200 words in length. You are required to use your textbook as source material for your response. You should also use a minimum of three scholarly sources. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit III Case Study**

For this assignment, you are to read the case study on pages 168-172. The article illuminates the issues of Hurricane Katrina’s devastation of the Gulf Coast.

Apply what you learned from one of the following concepts described in this unit to discuss the response efforts to the devastation of the hurricane: surveillance, available medical resources, emergency preparedness response, or collaboration with other area agencies. For example, did they draw on a framework of established systems or created de novo during the emergency? Were they effective? Did they rely too much on the federal government during the incident? Did they involve other agencies? If so, what were their interactions?

Using the concepts learned in this unit, discuss the authority’s concern for people and the concern for response regarding surveillance of potential communicable disease and non-communicable disease. How did the authorities handle these two areas? Was there more concern in one area than in the other? Include which area you believe the authority’s behavior in this incident aligns with what the textbook discusses.

Summarize your responses in a minimum two-page Word document.

To supplement your discussion and support your conclusions, you may use information from reputable, reliable journal articles, case studies, scholarly papers, and other sources that you feel are pertinent. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations in proper APA style.

The purpose of this assignment is for you to apply the concepts and knowledge you learned in this unit on the surveillance of potential communicable diseases. Also, this provides you with the opportunity to use your skills, expertise, and experience to enrich your response.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit V Research Report

Please use the topic you selected in Unit II, and prepare a well-organized and thoughtful 2-3 page research report. The report should expand on what you learned so far during this course. Demonstrate an understanding of the issues using real-life experiences. This paper should demonstrate a higher level of learning with examples to show that you can analyze the information and apply it to other situations. A title page, table of contents, and reference page are required but not included as part of the paper length. CSU requires that students use outside scholarly sources as well as their textbook. All sources used, including the text, must have accompanying citations, and these may include Internet sources, books, and professional journals or resources related to the profession. Be sure that all references are cited using APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Case Study

The purpose of this assignment is for you to apply the concepts and information you learned in this unit about extreme temperature emergencies. Also, this assignment provides you with the opportunity to use your skills, expertise, and experience to enrich your response.

For this assignment, you are to review the case study on page 426-428.

- Discuss the case study thoroughly, using extremes of temperature producing environments that are hazardous to public health. Did the common protective factors increase survivability? Why, or why not? Could the public health agencies have done anything differently? If so, what?
- Were public education measures adequate regarding the physical and social risk factors in heat-related illnesses? Briefly discuss the challenges involved. Does better integrated community planning have an effect on mortality rates? Why, or why not?
- Is there anything you think public health officials should have or could have done differently? Support your answer.

Provide your responses in a Word document. The completed assignment must be a minimum of two pages in length, not including the title page and reference list. To supplement your discussion, you may use journal articles, case studies, scholarly papers, and other sites you may find pertinent.

You must use APA style guidelines when writing your paper. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Essay

For this assignment, you are to respond to ONE of the following topics. Discuss your topic thoroughly, using the course learning outcomes for this unit as a foundation to discuss the concepts.

- Research a hazardous materials emergency response plan. Compare it to the phases and distinct elements listed in the text. List each element in the response plan, and briefly compare and contrast each phase against the text.
- Research an incident involving decontamination, and briefly describe the incident. Discuss why decontamination of personnel in the warm and cold zones is essential to ensure removal of the hazardous material. Explain why a situation where decontamination of personnel is not performed threatens the health of the public and should be of concern to EMS leaders.
- Research hazardous materials and discuss why they are a ubiquitous part of modern society. Explain why thorough knowledge of hazardous materials, classes, preparedness and planning, response, and mitigation is necessary to ensure the proper treatment of patients and the safety and security of the larger public health population in an incident involving these substances.
- Research emergency response for nuclear power plants. Briefly describe the safety procedures and drills to improve emergency responses. Discuss if the plant is involved in community-wide planning and developing internal plans for the EMS organization. Why, or why not?
- Research the most significant incident in the history of U.S. commercial nuclear reactors. Briefly describe the incident, and highlight some of the primary types of public health emergencies the EMS leader should be aware of.
The purpose of this assignment is for you to apply the concepts and knowledge you learned within this unit. Also, this provides you with the opportunity to use your skills, expertise, and experience to enrich your response. Since you are offered the choice of which assignment to complete, you should provide a rich and thorough discussion on the concepts and how these could relate to your field or career choice. To supplement your discussion, you may use journal articles, case studies, scholarly papers, and other sites you may find pertinent.

Your response should be at least two pages of content, double spaced and appropriately cited using APA style writing. Any material that is directly quoted is required to have the necessary citation. Your paper should have a title page and reference page meeting APA format. This should largely be original work that demonstrates a higher level of learning. The use of examples is appropriate to show that you can analyze the information and apply it to other situations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Research Report**

Hypothetically, you have been asked to review your EMS organization’s plan for dealing with special populations, including children, during public health emergencies and make suggestions for improving the current plan. Compose a report of no less than two pages that first outlines the organization’s current plan, and then give suggestions based on knowledge you have gained through this course and other outside scholarly sources, describing ways you can improve upon the current plan. Please be sure to properly cite and reference all sources used, including your textbook, using APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guide” is available for you to download from the APA Guide link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document includes examples and sample papers and provides links to The CSU Success Center and the CSU Online Library staff.

**Blackboard Grading Rubrics**

**Assignment Rubrics**

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment. You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in “My Grades” through the “Tools” button in your course menu. Click the “View Rubric” link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

**CSU Grading Rubrics for Papers/Projects, Discussion Boards, and Assessments**

The Learning Resource area of the myCSU Student Portal provides the rubrics, and information on how to use them, for Discussion Boards, written response questions in Unit Assessments, and Research Papers/Projects. The course writing assignments will be graded based on the CSU Grading Rubric for all types of writing assignments, unless otherwise specified within assignment instructions. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions.

To view the rubrics, click the Academic Policies link on the Course Menu, or access it through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.
Final Examination Guidelines

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee. Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection, and the appropriate system rights required to download and install software. To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam, in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensil, and a calculator, if necessary, are allowed when taking proctored exams.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>16%</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>9%</td>
</tr>
<tr>
<td>Unit Assessments (5 @ 4%)</td>
<td>20%</td>
</tr>
<tr>
<td>Case Study (2 @ 5%)</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper Topic</td>
<td>5%</td>
</tr>
<tr>
<td>Research Reports (2 @ 5%)</td>
<td>10%</td>
</tr>
<tr>
<td>Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
# Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

## Unit I: Government and Public Health Emergencies

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Study Guide</td>
</tr>
<tr>
<td><strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Read:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 1:</strong> Public Health Security: Protecting Populations from Emergencies</td>
</tr>
<tr>
<td><strong>Chapter 2:</strong> Government Capacity: Federal, State, and Local Agencies and Responsibilities</td>
</tr>
<tr>
<td><strong>Chapter 4:</strong> National Response Plan</td>
</tr>
<tr>
<td><strong>Chapter 5:</strong> Emerging Public Health Systems: Post-conflict and Post-disaster Settings</td>
</tr>
<tr>
<td><strong>Suggested Reading:</strong> See Study Guide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discuss:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Board Response:</strong> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
</tr>
<tr>
<td><strong>Discussion Board Comment:</strong> Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Submit:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong> by Tuesday, Midnight (Central Time)</td>
</tr>
<tr>
<td><strong>PowerPoint Presentation</strong> by Tuesday, Midnight (Central Time)</td>
</tr>
</tbody>
</table>

## Unit II: Private-Sector and Nongovernmental Organizations

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Study Guide</td>
</tr>
<tr>
<td><strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Read:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 6:</strong> Public-Private Partnerships During Emergencies</td>
</tr>
<tr>
<td><strong>Chapter 7:</strong> Nongovernmental Organizations’ Response to Crises</td>
</tr>
<tr>
<td><strong>Chapter 8:</strong> Technology and Public Health Crises</td>
</tr>
<tr>
<td><strong>Suggested Reading:</strong> See Study Guide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discuss:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Board Response:</strong> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
</tr>
<tr>
<td><strong>Discussion Board Comment:</strong> Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Submit:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong> by Tuesday, Midnight (Central Time)</td>
</tr>
<tr>
<td><strong>Research Paper Topic</strong> by Tuesday, Midnight (Central Time)</td>
</tr>
<tr>
<td><strong>Proctor Approval Form</strong></td>
</tr>
</tbody>
</table>

Notes/Goals:
# Course Schedule

## Unit III: Public Health Tools During Emergencies

### Review:
- Unit Study Guide

### Read:
- **Chapter 9:** Epidemiological Studies
- **Chapter 10:** Surveillance and Monitoring
- **Chapter 11:** Rapid Needs Assessment
- **Suggested Reading:** See Study Guide

### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

### Submit:
- **Assessment** by Tuesday, Midnight (Central Time)
- **Case Study** by Tuesday, Midnight (Central Time)

## Unit IV: Infectious Diseases Emergencies

### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

### Read:
- **Chapter 12:** Contagious Diseases Epidemics
- **Chapter 13:** Pandemic Influenza
- **Chapter 14:** Emerging and Re-emerging Infectious Diseases
- **Suggested Reading:** See Study Guide

### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

### Submit:
- **Assessment** by Tuesday, Midnight (Central Time)

### Notes/Goals:
## Unit V: Terrorism

| Review: | Unit Study Guide  
|---|---  
| **Learning Activities (Non-Graded):** | See Study Guide  
| Read: | Chapter 15: Bombing Events  
| | Chapter 16: Biological Agents  
| | Chapter 17: Chemical Agents  
| | Chapter 18: Radiological Agents  
| | **Suggested Reading:** See Study Guide  
| Discuss: | **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
| | **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)  
| Submit: | **Assessment** by Tuesday, Midnight (Central Time)  
| | **Research Report** by Tuesday, Midnight (Central Time)  

### Notes/Goals:

---

## Unit VI: Natural Emergencies

| Review: | Unit Study Guide  
|---|---  
| **Learning Activities (Non-Graded):** | See Study Guide  
| Read: | Chapter 19: Earthquakes  
| | Chapter 20: Hurricanes, Tsunamis, and Cyclones  
| | Chapter 21: Extreme Temperature Emergencies: Heat Waves and Cold Storms  
| | **Suggested Reading:** See Study Guide  
| Discuss: | **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
| | **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)  
| Submit: | **Case Study** by Tuesday, Midnight (Central Time)  

### Notes/Goals:

---
# EMS 4306, Public Health Emergencies

## Course Schedule

### Unit VII  Industrial Emergencies

**Review:**
- Check box
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Check box
- **Chapter 22:** Hazardous Materials
- **Chapter 23:** Nuclear Energy Reactors
- **Suggested Reading:** See Study Guide

**Discuss:**
- Check box
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Check box
- **Essay** by Tuesday, Midnight (Central Time)
- **Request to take Final Exam**

**Notes/Goals:**

### Unit VIII  Special Populations and Issues

**Review:**
- Check box
- **Unit Study Guide**

**Read:**
- Check box
- **Chapter 24:** Mental Health Emergencies and Post-traumatic Stress Disorder
- **Chapter 25:** Children and Public Health Emergencies
- **Chapter 26:** Public Health Emergencies and Substance Abuse
- **Suggested Reading:** See Study Guide

**Discuss:**
- Check box
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Check box
- **Research Report** by Tuesday, Midnight (Central Time)
- **Final Exam** by Tuesday, Midnight (Central Time)

**Notes/Goals:**