



# GPH-GU 5150 Emergency Preparedness for Healthcare Organizations

**Class Schedule:** Asynchronous, On-line course

**Semester and Year:** Summer, Term I, 2020

**Professor:** Robyn Gershon, MT (ASCP), MHS, DrPH

**Phone:** 212 992 3703

**Cell:** 646 232 3586

**Email:** rg184@nyu.edu

**Office:** 715 Broadway, room 1208

**Office Hours:** On-line or by appointment

## COURSE DESCRIPTION:

The healthcare system is uniquely challenged by large-scale disasters, which are on the increase in the United States and throughout the world. Every setting of healthcare, from hospitals to outpatient clinics may be affected by acute emergencies and disaster events. Therefore, as public health professionals, healthcare professionals, emergency managers, or other professionals in charge of ensuring a safe patient care environment, it is essential to become familiar with the current disaster management paradigm (mitigation, preparedness, response, and recovery) as it pertains to the healthcare environment. This course is designed to provide students with disaster management capabilities that will have applicability in their current or future employment.

## COURSE LEARNING OBJECTIVES AND COURSE COMPONENT

\*Please note, this course is designed to meet the Association of Schools and Programs of Public Health (ASPPH) Core Competencies of the Public Health Preparedness & Response Model:

<https://www.aspph.org/teach-research/models/public-health-preparedness-response/>

Learning Objective	Course Component
<p><i>By the end of this course, students should be able to....</i></p> <p>(1). Define and characterize different types of major emergency events and incidents of concern to healthcare facilities.</p>	<p>Lecture, Readings/Viewings, Activities/Exercises from <b>Module 1 (Introduction to Healthcare Emergencies and Disasters)</b></p> <p><u>Assessments:</u></p> <p>(1) Post your discussion on the guest Interview (NYU Office of Public Safety Leadership) on the topic: <i>“Overview of the NYU Office of Emergency Management and Communications.”</i></p> <p>(2) Post your reflection on guest interview (Dr. Jackie Merrill, Professor, Columbia School of Nursing) regarding her statement - <i>“Every public health worker is, in fact, an emergency responder.”</i></p> <p>(3) Prepare and submit a Case Study Report based on the sample cases in your Case Study Inventory or you may select one of your own choosing.</p> <p>(4) Prepare and submit your Threat and Hazard Identification and Risk Assessment (THIRA) [or Hazard and Vulnerability Assessment (HVA)] <b>(Plan element #6)</b>.</p> <p>(5) Final Plan, Final Exam, FEMA certification training.</p>
<p>(2). Develop a Healthcare Disaster Management Organizational Structure and Plan.</p>	<p>Lecture, Readings and Activities/Exercises from <b>Module 2 (Overview of Healthcare Disaster Management Program Structure)</b>.</p>

	<p><u>Assessments:</u></p> <ol style="list-style-type: none"> <li>(1) Post your discussion on the guest Interview (Mr. Jake McCarty, President and CEO of Children’s Health of Northern California) on topic <i>“Role of Leadership in Disaster Planning.”</i></li> <li>(2) Post your discussion on the guest interview (Mr. David Miller, Director of Emergency Management, Mt. Sinai Health System) on building a <i>“Culture of Preparedness”</i></li> <li>(3) Prepare and submit your Base Plan (<b>Plan elements 1-5</b>), your Incident Command Organizational Chart (<b>Plan element # 7</b>) and your Facility Profile Document (<b>Plan element # 8</b>).</li> <li>(4) Final Plan, Final Exam, FEMA certification training.</li> </ol>
<p>(3) Describe how the Threat and Hazard Identification and Risk Assessment will be used to identify and prioritize structural and non-structural mitigation strategies.</p>	<p>Readings and Activities/Exercises from <b>Module 3 (Mitigation of Healthcare Disasters)</b>.</p> <p><u>Assessments:</u></p> <ol style="list-style-type: none"> <li>(1) Post your discussion on guest Interview (Mr. Kelly McKinney, Director, Emergency Management and Enterprise Resilience, NYU Langone Health) on the topic of <i>“Challenges to Mitigation, structural and non-structural.”</i></li> <li>(2) Prepare and submit your Patient Care Capacity (<b>Plan element # 9</b>), Other Healthcare Facility Resources (<b>Plan element # 10</b>), and your Logistics and Facilities and Back-up Plan Document (<b>Plan element # 11</b>).</li> <li>(3) Final Plan, Final Exam, FEMA certification training.</li> </ol>
<p>(4) Describe operationalizing the healthcare disaster plan, including Hospital Incident Command Structure; leadership designation and succession planning; designating a Command Center; organization of the Emergency Management Committee; planning for vulnerable patient populations (children, the elderly, pregnant women, disabled, non-English speaking, etc.); and personal and professional preparedness.</p>	<p>Lecture, Readings and Activities/Exercises from <b>Module 4 (Preparedness Strategies for Healthcare Disasters)</b>.</p> <p><u>Assessment:</u></p> <ol style="list-style-type: none"> <li>(1) Post your discussion on guest interviews (Mr. Lewis Kraus, Ms. Jan Garrett, Pacific ADA Center, Oakland, Ca. and Dr. Kris Qureshi, Professor, University of Hawaii, School of Nursing)) on various <i>“Strategies for Effective Disaster Management.”</i></li> <li>(2) Prepare and submit your Facility Readiness Document (<b>Plan element # 12</b>), Continuity of Business Document (outline) (<b>Plan element #13</b>), Designation of Incident Commander and Succession (<b>Plan element #14</b>), Command Center (<b>Plan element #15</b>).</li> <li>(3) Post your discussion on the prepared case study topic <i>“Hurricane Katrina: Memorial Hospital- Preparedness Failure for Vulnerable Hospitalized Patients.”</i></li> <li>(4) Final Plan; Final Exam; FEMA certification training.</li> </ol>
<p>(5) Analyze (compare and contrast) key response strategies for: shelter in place, evacuation (and transportation), mass casualty management and triage, and shelter of community members.</p>	<p>Lecture, Readings and Activities/Exercises from <b>Module 5 (Response to Healthcare Disasters)</b>.</p> <p><u>Assessment:</u></p> <ol style="list-style-type: none"> <li>(1) Post your discussion on guest Interviews (Dr. Dario Gonzalez, Associate Medical Director, Fire Department of New York, Division 2 - Medical Director, and USAR Medical Team Leader, Mr. Kelly McKinney, Director, Emergency Management and Enterprise Resilience, NYU Langone Health, and Dr. Vicki Raveis, Professor, NYU, College of Dentistry) on the topic of <i>“Coordination of Effort During Healthcare Disaster Response.”</i></li> </ol>

	<p>(2) Prepare a brief alert for an event of your choice. Post and discuss at least one other student's postings.</p> <p>(3) Prepare and submit your Emergency Management Committee Document (<b>Plan element #16</b>), Training Plan (<b>Plan element #17</b>), Emergency Communications Document (<b>Plan element # 18</b>), and Decision Tree for determining Evacuation vs. Shelter in Place and location of alternate care sites and/or or shelters (<b>Plan element #19</b>).</p> <p>(4) Final Plan; Final Exam; FEMA certification training.</p>
<p>(6) Describe the key stages of recovery, including personnel recovery, non-personnel infrastructure recovery, business systems recovery, community recovery.</p>	<p>Lecture, Readings and Activities/Exercises from <b>Module 6 (Recovery from Healthcare Disasters)</b>.</p> <p><u>Assessment:</u></p> <p>(1) Post your discussion on guest Interviews (Mr. Dennis Manley, Chief Nursing Officer, Mercy Hospitals Joplin and Carthage and Mr. Peter Miller, Survivor, WTC attack) on the topic of "Recovery Strategies."</p> <p>(2) Prepare and submit your Response Partners Document (<b>Plan element # 20</b>).</p> <p>(3) Final Plan; Final Exam; FEMA certification training.</p>
<p>(7) Define and discuss the legal, ethical, and psychological issues related to healthcare disaster response and recovery (including mass casualties, mass fatalities, and patient and staff morbidity and mortality).</p>	<p>Lecture, Readings and Activities/Exercises from <b>Module 7 (Ethical, Legal, and Psychological Aspects of Healthcare Disasters)</b></p> <p><u>Assessment:</u></p> <p>(1) Post your discussion on the guest Interview (Dr. Cameron Kaiser, Public Health Officer, Riverside, California) on the topic of "<i>Crisis Care Standards the ethics of the principle of 'all lives having an equal claim'.</i>"</p> <p>(2) Post your reflection in the Forum on the guest Interview (Dr. Fred Matzner, Trauma Psychiatrist) on the topic of "<i>Psychological Impact of Disaster on Staff, Patients, and Community.</i>"</p> <p>(3) Final Plan; Final Exam; FEMA training.</p>

**PRE-REQUISITES:**

None; advanced undergraduates may enroll with permission of the instructor.

**Course Requirements and Expectations:**

Students are expected to complete all required course activities and to meet assigned due dates. This is a hands-on experiential, on-line course; as such, all course work is completed at the course website on NYU classes. Students are expected to submit all assignments, to prepare and post various exercises, and to comment on fellow-classmates posts. The Instructor is available for one-on-one or team meetings (by phone, skype, or zoom, WebEx, or in-person, if feasible). Microphone/headset for your computer is helpful.

**Course Overview**

Over a 7-week term, students will explore the topic of Healthcare Disaster Management. Material is organized into 7 learning modules over the 7-week term period. Students meet with the instructor (by phone, skype, or zoom, Webex, or in-person, if feasible) a few days *before* the course begins to identify a healthcare organization as a collaborating partner in the preparation of the Disaster Plan- we will assist in finding a suitable organization. Students will work in small team on a plan of the team's choice, preferably one that is needed by a healthcare organization in their COVID-19 response. Dr. Gershon can facilitate the formation of teams. Students can work on a generic "all hazards" healthcare plan or a specific corona virus plan. Students will also prepare and post (by the first day of classes) a short (5-min) video introducing themselves to their fellow classmates. Each week, students will complete various exercises that are designed to meet the

course learning objectives and to help students develop various public health and disaster preparedness competencies. Further details of all assignments will be provided within the online course, but are summarized below.

Please note, the Instructor, Dr. Gershon, works closely and individually with each student (by email, phone or skype/zoom), reviewing and commenting on drafts of all key work products (case studies, Plan elements, presentations, etc.). These work products can be submitted for review *before* final submission and grading. Therefore, students get extensive feedback before work products are graded. Also, note that this short, 7-week on-line course requires time commitment from students. A typical 3-credit course requires 10 hours a week of work for a full semester; in a 7-week term, you can expect 15-17 hours of work per week.

Students will watch 30-40 minute weekly lectures presented by Dr. Gershon, in addition to reading the required course material. Supplementary readings are provided for additional information; these include helpful summary Instructor's Notes. Each week, you will also watch guest interviews with Key Stakeholders, which are conducted by Dr. Gershon. These individuals have knowledge and expertise on the subject we are covering that week. Students typically will post a reflection (brief commentary) or discussion (posting and commenting on one or two fellow students' posts) based on each of the interviews the student has viewed. It is very important that students stay engaged with each other and the course materials through the Discussion Forum where reflections and discussions are posted.

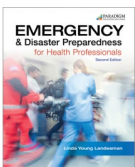
The course website has an extensive Resource section, which includes additional resources for students in this class. These are available to students via downloads or hyperlinks. Students begin work on their final project (the Disaster Plan) starting in Module 1. Students are provided with samples and templates for all of the Plan elements. Additionally, for all other assignments, students are also provided with samples. Students also have access to an extensive case study inventory to help them choose a topic for their case study assignment.

Dr. Gershon will work individually with teams to help them identify a healthcare organization (or they may choose one where a team member is currently employed) to prepare their Disaster Plan. The organization is identified because the student will collaborate with their target organization on their Plan, to the extent feasible. Each team will prepare a slide presentation on their key elements of their Disaster Plan – this will be presented and discussed in the on-line discussion forum. The Plan will also be submitted to the collaborating partner organization. Students are encouraged to also present their Plan at their collaborating organization, if feasible.

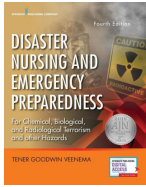
Students in this class are also expected to complete two (no-cost) FEMA Independent Course Certification Training Program. Students will receive 4.0 points for completing the training (documented by uploading the certificate(s) on our course site).

FEMA courses that are relevant to our course topic are also available and students may discuss the rationale for making substitutions. Additionally, for students without any prior experience to the topic of disaster preparedness and response, and who are considering employment at a Health Department, two foundational FEMA courses (ICS-100-b and ICS-800-b) are recommended to be completed as soon as possible before the course begins. Students also completing these will receive extra credit towards their final grade. It should be noted that these foundation FEMA ICS courses are now required for employment by most U.S. Departments of Health.

**COURSE TEXTS: Readings will come from a variety of sources, primarily the Landesman Text. All materials will be provided to the students. These are the primary textbooks.**



- Landesman, L. Emergency and Disaster Preparedness for Healthcare Professionals, (2<sup>nd</sup> ed.). St Paul, MN: Paradigm, 2018.



- Veenema, TG. Disaster Nursing and Emergency Preparedness, (4<sup>th</sup> ed.) NY, NY: Springer, 2018.
- Coppola, D. Introduction to International Disaster Management (2<sup>rd</sup> ed.). Boston: Butterworth-Heinemann, 2015
- Haddow, GD, Bullock JA and Coppola DP. Introduction to Emergency Management (5<sup>th</sup> ed.). Elsevier, Oxford, UK, 2014.
- Katz, R. Essentials of Public Health Preparedness. Burlington, MA: Jones and Bartlett. 2013.

GRADING Components		
Assignment	Description	% of Grade
Required Meeting with Instructor	Students will meet with Professor Gershon by phone, skype, zoom, or Google hangout to discuss their plan topic or ideas and FEMA training course(s)	2%
Required Introductory Video	Students prepare and post a 5-minute video introducing themselves to their classmates	2%
FEMA ICS training	Students will complete two free online FEMA Certificate course related to healthcare organizations (Each FEMA program will yield 0.3 CEUs)	4%
Case Study Report	Students will choose their own topic to prepare a brief case study report using the case study inventory materials provided through NYU Classes	6%
Weekly Activities/Exercises	Students will post in weekly discussions and reflections based on course video and audio materials, including interviews, readings and lectures	35% (7 modules each worth 5%)
Final Project: Disaster Plan and Presentation	Teams will prepare a Disaster Plan for a healthcare facility (in consultation with Course Instructor and their collaborating agency. Teams prepare a 10-minute presentation of this plan, providing an overview of the plan. Work on the Plan and all Plan elements commences in week 1 of Module 1 and continues throughout the term.	20%  6% for presentation
Student Engagement/Participation	Students will receive a grade based, in part, on their peer evaluation of their Disaster Plan (if applicable) as well as their engagement in each of the discussion forums and their timelines of ALL assignments.	5%
Final Exam (open book)	Students will be provided detailed instruction at the time of the final exam. This is an open book final exam comprised of short essays.	20%

**Note: there will be an opportunity to earn extra credit for students wishing to improve their final grade. Students should contact the instructor to discuss.**

**GRADING SCALE:**

A: 94-100	C: 73-76
A-: 90-93	C-: 70-72

B+: 87-89	D+: 67-69
B: 83-86	D: 60-66
B-: 80-82	F: <60
C+: 77-79	

### NYU CLASSES:

NYU Classes will be used exclusively throughout the semester for assignments, announcements, communication, discussions, etc. NYU Classes is accessible through at <https://home.nyu.edu/academics>

### NETIQUETTE

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In an online environment it is not possible to read body language, tone of voice, or facial expressions. Therefore, a special set of rules has emerged for online communications, called Netiquette. Here are some basic Netiquette guidelines that should be followed in this course.

- Adhere to the same standards of behavior online that you follow in real life. Never mail or post anything you wouldn't say to your reader's face.
- Before posting to the Forum, you should read prior messages to get a sense of the flow and language of the discussion. Keep your questions and comments relevant to the topic of the discussion.
- Don't be afraid to ask questions within the course discussion group, or to share what you know.
- If you post a different viewpoint, first acknowledge what someone else has said. If you disagree with someone, it is better to start a message by briefly restating what the other person has said in your own words. This lets the other person know that you are trying to understand him/her.
- Support the points you make with examples or evidence from lecture, readings and/or from your own professional experience.
- Email messages should be considered private and not shared with others or quoted without permission. However, whatever you post to the Forum, it is public. You never know who might read what you posted.
- Consider that a post may be the first – and lasting - impression you make on someone: Make sure your postings contain correct information. Check your spelling.
- Do not use ALL CAPS. It gives the impression that you are shouting.
- Cite all quotes, references and sources and respect copyright and license agreements.

### COURSE OUTLINE:

Week	Topics (Module #)	Assignments Due
0 (zero) (this is a brief phone or skype meeting <i>Prior</i> to the start of the course)	<b>Introductions and Planning</b> <ul style="list-style-type: none"> <li>• Identifying a Healthcare organization as collaborator.</li> <li>• Becoming familiar with the on-line course environment and with your fellow students.</li> </ul>	<b>Activities/Exercises</b> <ul style="list-style-type: none"> <li>• A few days <i>Prior</i> to start of course, please schedule a meeting (phone, zoom, skype, Google hangout, in-person) with Course Director to discuss a potential collaborating healthcare organization for your Disaster Plan. At this point suggestions for possible teammates will be made. <u>It is important to identify the organization asap.</u></li> <li>• Prepare a brief (5 mins or less) introductory video of yourself and post within the first day of start of course so that other students may become familiar with you. Please view your fellow students' videos so that you become familiar with them.</li> </ul>

		<ul style="list-style-type: none"> <li>• Begin or complete your required FEMA Certifications.</li> </ul>
Week 1	<p><b>Introduction to Healthcare Emergencies and Disasters (Module 1)</b></p> <ul style="list-style-type: none"> <li>• Characterization of natural and man-made disaster categories</li> <li>• Trends and factors driving disaster trends</li> <li>• Use of epidemiological and other sources of data on threats in your locale</li> <li>• Threats that are of particular concern to healthcare</li> <li>• Threat and Hazard Identification and Risk Assessment (THIRA) or Hazard Vulnerability (HVA) Assessment</li> </ul>	<p><b>Activities/Exercises Module 1</b></p> <ul style="list-style-type: none"> <li>• Watch the assigned lectures</li> <li>• Read the assigned readings.</li> <li>• Watch the assigned guest interviews and post your discussion in the Forum.</li> <li>• Prepare a case study report.</li> <li>• Prepare and submit your Threat and Hazard Identification and Risk Assessment (THIRA) or Hazard and Vulnerability Assessment (HVA) (<b>Plan Element #6</b>) for the locale of your healthcare organization.</li> </ul>
Week 2	<p><b>Overview of Healthcare Disaster Management Program (Module 2)</b></p> <ul style="list-style-type: none"> <li>• Overview of the National Preparedness and Response Management system</li> <li>• Incident Command Systems</li> <li>• Challenges of healthcare Organizations</li> <li>• Key elements of a basic Emergency Operations Plan</li> <li>• Response partners</li> </ul>	<p><b>Activities/Exercises Module 2</b></p> <ul style="list-style-type: none"> <li>• Watch the assigned lectures.</li> <li>• Read the assigned readings.</li> <li>• Watch the assigned guest interview, post discussion in the Forum.</li> <li>• Prepare and submit your Base Plan of your Disaster Plan (if using JCAHO TEMPLATE, <b>Plan elements # 1-5,</b>) your Incident Command Organizational Chart (<b>Plan element # 7</b>), and your Facility Profile Document (<b>Plan elements # 8</b>).</li> </ul>
Week 3	<p><b>Mitigation (Module 3)</b></p> <ul style="list-style-type: none"> <li>• Structural and non-structural mitigation strategies.</li> <li>• Back-up planning for water, food, power, supplies, staffing.</li> </ul>	<p><b>Activities/Exercises Module 3</b></p> <ul style="list-style-type: none"> <li>• Watch the assigned lecture.</li> <li>• Read the assigned readings.</li> <li>• Watch the assigned guest interview and post discussion in the Forum.</li> <li>• Prepare and submit your Patient Care Capacity (<b>Plan element # 9</b>), Other Healthcare Facility Resources (<b>Plan element # 10</b>), and your Logistics and Facilities, and Back-up Plan Document (<b>Plan element # 11</b>).</li> </ul>

<p>Week 4</p>	<p><b>Preparedness Strategies for Healthcare Emergencies and Disasters Response (Module 4)</b></p> <ul style="list-style-type: none"> <li>• Key elements of a Healthcare Disaster Management Program.</li> <li>• All-hazards Disaster Planning.</li> <li>• Continuity Planning.</li> <li>• Planning for: <ul style="list-style-type: none"> <li>▪ Shelter-in-place</li> <li>▪ Evacuation (and transport and refuge areas for patients).</li> <li>▪ Social distancing</li> <li>▪ Cohorting</li> <li>▪ Screening, testing of patients and staff.</li> <li>▪ Meeting surge capacity needs.</li> <li>▪ Serving as community refuge.</li> </ul> </li> <li>• Planning for vulnerable patient populations.</li> <li>• Planning for staff.</li> <li>• Planning for volunteers.</li> </ul>	<p><b>Activities/Exercises Module 4</b></p> <ul style="list-style-type: none"> <li>• Watch the assigned lecture.</li> <li>• Read the assigned readings.</li> <li>• Watch the assigned guest interviews and post discussion in the Forum.</li> <li>• Post your discussion in the Forum on the case study topic <i>“Hurricane Katrina: Memorial Hospital-Preparedness Failure.”</i></li> <li>• Prepare and submit your Facilities Readiness Document (<b>Plan element # 12</b>), Continuity of Business Document (outline) (<b>Plan element # 13</b>), Designation of Incident Commander and Succession (<b>Plan element #14</b>), and Command Center (<b>Plan element #15</b>).</li> </ul>
<p>Week 5</p>	<p><b>Response to Healthcare Disasters (Module 5)</b></p> <ul style="list-style-type: none"> <li>• Pre-crisis assessment.</li> <li>• Activation of the Plan (and Incident Command Center).</li> <li>• Crisis Communications.</li> <li>• Decision-making: evacuation vs shelter-in-place vs social distancing.</li> <li>• Triage considerations.</li> <li>• Training and Drills</li> </ul>	<p><b>Activities/Exercises Module 5</b></p> <ul style="list-style-type: none"> <li>• Watch the assigned lecture.</li> <li>• Read the assigned readings.</li> <li>• Watch the assigned guest interviews and post reflections in the Forum.</li> <li>• Prepare and post a brief alert message for the event and target of your choice. Post your discussion of at least one other student’s alert in the Forum.</li> <li>• Prepare and submit Emergency Management Committee Document (<b>Plan element # 16</b>), Training Plan (<b>Plan element # 17</b>), Emergency Communications Document (<b>Plan element # 18</b>), and Decision Tree for determining Evacuation vs Shelter-in-Place (<b>Plan element # 19</b>).</li> </ul>
<p>Week 6</p>	<p><b>Recovery from Healthcare Disasters (Module 6)</b></p> <ul style="list-style-type: none"> <li>• Repopulation of the healthcare environment and preparation of facility for repopulation.</li> <li>• Retaining staff after a disaster.</li> <li>• Role of governmental agencies in the recovery effort.</li> <li>• Role of non-governmental, including private section and coordination of recovery efforts.</li> </ul>	<p><b>Activities/Exercises Module 6</b></p> <ul style="list-style-type: none"> <li>• Watch the assigned lecture.</li> <li>• Read the assigned readings.</li> <li>• Watch the assigned guest interviews and post reflections in the Forum.</li> <li>• Prepare and submit your Response Partners Document (<b>Plan element # 20</b>).</li> </ul>



Week 7	<b>Ethical, Legal and Psychological Aspects of Healthcare Disasters (Module 7)</b> <ul style="list-style-type: none"> <li>• Ethical concerns related to crisis care, altered standards of care, limited resource allocation.</li> <li>• Legal issues related to transfer of patients, transfer of staff, certification of volunteer staff.</li> <li>• Psychological impact of disaster events on staff, patients, visitors, the community.</li> <li>• Strategies for building resiliency in staff and patients.</li> </ul>	<b>Activities/Exercises Module 7</b> <ul style="list-style-type: none"> <li>• Watch the assigned guest interviews on “Ethical, Legal and Psychological Aspects” of disasters on healthcare environment. Prepare and post reflections in the Forum.</li> <li>• Finalize and combine all final elements of your Disaster Plan and submit.</li> <li>• Prepare and post your presentation of your Final Plan in the Forum.</li> <li>• Complete your FEMA certification training(s) and submit your certificate(s) for course credit.</li> <li>• Complete peer evaluations for your Final Project team members (if applicable).</li> <li>• Complete the Final Exam</li> </ul>
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**Required and Recommended Readings:**

**Module 1: Introduction- Readings (Provided to students)**

- **Required**
  - Landesman, L. (2018). “Chapter 1: Emergences, Disasters, and Healthcare.” In *Emergency and Disaster Preparedness for Healthcare Professionals*, 2<sup>nd</sup> edition. St Paul, MN: Paradigm.
  - Coppola, D. (2015). In *Introduction to International Disaster Management* (2<sup>nd</sup> ed.). Boston: Butterworth-Heinemann
    - “Chapter 1: The Management of Disasters;” pay special attention to pp. 1-3
    - “Chapter 2: Hazards;” pay special attention to pp. 40-46
- **Supplemental Readings and Resources** (Hyperlinks and PDFs provided)
  - Haddow, GD, Bullock, JA, Coppola, DP. (2014) “Chapter 2. Natural and Technological Hazards and Risk Assessment,” in *Introduction to Emergency Management*, 5<sup>th</sup> edition. Oxford, UK: Elsevier.
  - Annual Disaster Statistical Review, 2017.
  - Instructor's Notes:
    - Instructor’s Notes A: Definition and Classification of Disasters and Preparedness
    - Instructor's Notes B: Infectious Diseases
    - Instructor's Notes C: Commonly Used Terms in Hazard Vulnerability
    - Instructor's Notes D Biological Terrorism
    - Instructor's Notes E Chemical Terrorism
    - Instructor's Notes F Radiological Terrorism
    - Instructor's Notes G Climate Change

**Additional Supplemental resources for all modules are available in the course site “Resources” section.**

**Module 2: Overview of Healthcare Disaster Management Program Structure- Readings (Provided to students)**

- **Required**
  - Landesman, L. (2018). “Chapter 2: Emergency and Disaster Planning and Management.” In *Emergency and Disaster Preparedness for Healthcare Professionals*, 2<sup>nd</sup> edition. St Paul, MN: Paradigm.
- **Recommended**

- Slepski, L.A, et al. (2018). *“Chapter 2: Leadership and Coordination in Disaster Health Care Systems: The U.S. National Response Framework.”* In *Disaster Nursing and Emergency Preparedness*, (4<sup>th</sup> ed.), Veenema, TG (editor), NY,NY: Springer.
- **Supplemental Readings and Resources** (Hyperlinks and PDFs provided)
  - Instructor’s Notes: What is the Incident Command System and How Does it Work?
  - FEMA Multi-Hazard Mitigation Planning (Links to an external site.)
  - Emergency Support Function #8 – Public Health and Medical Services Annex, Dept of Homeland Security, FEMA
  - Katz, R. (2013). *“Chapter 4: September 11, 2001 and its Aftermath.”* In *Essentials of Public Health Preparedness*. Burlington, MA: Jones & Bartlett Learning.

**Additional Supplemental resources for all modules are available in the course site “Resources” section.**

### **Module 3: Mitigation of Healthcare Disasters- Readings (Provided to students)**

- **Required**
  - Coppola, D. (2015). *“Chapter 4: Mitigation.”* Pages 224-225, 230-252. In *Introduction to International Disaster Management* (3<sup>rd</sup> ed.). Boston: Butterworth-Heinemann
- **Supplemental Readings and Resources** (Hyperlinks and PDFs provided)
  - POD Training and Management (vaccine distribution)
  - Post-Disaster *“Lessons We Don’t Learn”* Article
  - Gershon, RRM. Factors Associated With the Ability and Willingness of Essential Workers to Report to Duty During a Pandemic. *JOEM*, 2010;. 52:995-1003.
  - Qureshi K. Health Care Workers’ Ability and Willingness to Report to Duty During Catastrophic Disasters. *Journal of Urban Health*, 2005; 82(3): 378–388.

**Additional Supplemental resources for all modules are available in the course site “Resources” section.**

### **Module 4: Preparedness Strategies for Healthcare Disasters- Readings (Provided to students)**

- **Required**
  - Landesman, L. (2018). *“Chapter 3: Healthcare Planning, Challenges, and Case Studies.”* In *Emergency and Disaster Preparedness for Healthcare Professionals*, 2<sup>nd</sup> edition. St Paul, MN: Paradigm.
  - Landesman, L. (2018). *“Chapter 6: Professional and Personal Preparedness.”* In *Emergency and Disaster Preparedness for Healthcare Professionals*, 2<sup>nd</sup> edition. St Paul, MN: Paradigm.
  - Coppola, D. 2015. *“Chapter 5: Preparedness”*, esp pp. 275-279 and pp 297-301. In *Introduction to International Disaster Management* (3<sup>rd</sup> ed.). Boston: Butterworth-Heinemann
  - Davis, EA. *“Chapter 31: Identifying and Accommodating High-Risk, High-Vulnerability Populations in Disasters”*. In *Disaster Nursing and Emergency Preparedness*, (4<sup>th</sup> ed.), Veenema, TG (editor), NY, NY: Springer, 2018.
- **Supplemental resources for Module 4.** (Hyperlinks and PDFs provided)

- Gershon, RR. Adherence to Emergency Public Health Measures for Bioevents: Review of US Studies. JODMPHP, 2018; 12:528-535.
- CDC WWMR Rapid large-scale deployment of TB testing in a high school
- FEMA Integrated Public Alert & Warning System (Links to an external site.)
- Search, Rescue & Identification
- Water, Food, and Shelter in Disaster Response
- Water, Food, Shelter in Superstorm Sandy (Links to an external site.)
- Red Cross Tornado (Links to an external site.)
- CDC Core Competency Model Paper, 2012

#### Business Preparedness

- Forming an Emergency Response Team
- Red Cross: Preparing a Business Continuity Plan in Case of Disaster (Links to an external site.)

#### Personal Preparedness

- Red Cross: Preparedness (Links to an external site.)
- FEMA: Replacing your important papers (Links to an external site.)
- Information on Earthquake Preparedness
- Instructor Notes: Emergency Kit Checklist
- Instructor Notes : Replacing Your Important Papers
- Information on Tsunamis
- Instructor Notes: Earthquake Preparedness, Response, and Recovery Pamphlet

**Additional Supplemental resources for all modules are available in the course site “Resources” section.**

#### **Module 5: Response to Healthcare Disasters- Readings (Provided to students)**

- **Required**
  - Landesman, L. (2018). *“Chapter 4: Healthcare Response Procedures.”* In Emergency and Disaster Preparedness for Healthcare Professionals, 2<sup>nd</sup> edition. St Paul, MN: Paradigm.
  - Coppola, D. 2015. *“Chapter 6: Response”*, especially pp. 321-328 and pp 332-339. In Introduction to International Disaster Management (3<sup>rd</sup> ed.). Boston: Butterworth-Heinemann
- **Supplemental Resources for Module 5.** (Hyperlinks and PDFs provided)
  - *“Stumbling Storm-Aid Effort Put Tons of Ice on Trips to Nowhere”*
  - HIPAA and Disasters: What Emergency Professionals Need to Know. 2017. Tracie Healthcare Emergency Preparedness

#### Risk Communication

- Analysis of media response to Katrina
- How Social Media is Changing Disaster Response
- Using Social Media Before, During, and After a Natural Disaster
- Sandy Marked a Shift for Social Media Use in Disasters
- The 4 Ways People Use Social Media in Natural Disasters

**Additional Supplemental resources, including new COVID-19 materials, for all modules are available in the course site “Resources” section.**

## Module 6: Recovery from Healthcare Disasters- Readings (Provided to students)

- **Required Readings**
  - Landesman, L. (2018). "Chapter 5: Maintaining Continuity of Care." In Emergency and Disaster Preparedness for Healthcare Professionals, 2<sup>nd</sup> edition. St Paul, MN: Paradigm.
  - Coppola, D. 2015. "Chapter 7: Recovery." In Introduction to International Disaster Management (3<sup>rd</sup> ed.). Boston: Butterworth-Heinemann
- **Supplemental Readings and Resources** (Hyperlinks and PDFs provided)
  - Japanese Town Struggling to Rebuild From 2011 Tsunami. NYT
  - Tips for Retaining and Caring for Staff after a Disaster, 2018. Tracie Healthcare Emergency Preparedness
  - The AIDS Memorial Quilt Project
  - Why Memorialize Disasters? The good and bad in trauma memorials and anniversaries.

## Module 7: Ethical, Legal, and Psychological Aspects of Healthcare Disasters - Readings (Provided to students)

- **Required Readings**
  - Bruce Jennings, "Disaster Planning and Public Health," in From Birth to Death and Bench to Clinic: The Hastings Center Bioethics Briefing Book for Journalists, Policymakers, and Campaigns, ed. Mary Crowley (Garrison, NY: The Hastings Center, 2008), 41-44.
  - Bonanno, G. *Resilience in the Face of Potential Trauma*, 2005. Current Directions in Psychological Science; 14:135-138.
  - Parmet, W.E., Sinha, M.S., Covid-19 — The Law and Limits of Quarantine. NEJM. 2020. <https://www.nejm.org/doi/full/10.1056/NEJMp2004211>
- **Supplemental Readings and Resources** (Hyperlinks and PDFs provided)
  - Gershon R, Dernehl LA, Nwankwo E, Zhi Q, Qureshi K. *Experiences and Psychosocial Impact of West Africa Ebola Deployment on US Health Care Volunteers*. PLOS Currents Outbreaks. 2016 Sep 21 . Edition 1. doi: 10.1371/currents.outbreaks.c7afaae124e35d2da39ee7e07291b6b5.
  - HHS Disaster Behavioral Health Concept of Operations, 2011
  - Katz, R. (2013). "Chapter 6: Legislation, Regulations, and Policy Guidance." In Essentials of Public Health Preparedness. Burlington, MA: Jones & Bartlett Learning.

**Additional Supplemental resources, including new COVID-19 materials, for all modules are available in the course site "Resources" section, are available in the course site "Resources" section.**

### STATEMENT OF ACADEMIC INTEGRITY:

The NYU School of Global Public Health values both open inquiry and academic integrity. Students in the program are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The SGPH does not tolerate violations to academic integrity including:

- Plagiarism
- Cheating on an exam
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Collaborating with other students for work expected to be completed individually
- Giving your work to another student to submit as his/her own
- Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves with the SGPH and University's policy on academic integrity as they will be expected to adhere to such policies at all times – as a student and an alumni of New York University.

### Plagiarism

Please note: "Some assignments in this course may be checked for plagiarism using Turnitin."

Plagiarism, whether intended or not, is not tolerated in the SGPH. Plagiarism involves presenting ideas and/or words without acknowledging the source and includes any of the following acts:

- Using a phrase, sentence, or passage from another writer's work without using quotation marks
- Paraphrasing a passage from another writer's work without attribution
- Presenting facts, ideas, or written text gathered or downloaded from the Internet as your own
- Submitting another student's work with your name on it
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Purchasing a paper or "research" from a term paper mill.

Students in the SGPH and SGPH courses are responsible for understanding what constitutes plagiarism. Students are encouraged to discuss specific questions with faculty instructors and to utilize the many resources available at New York University.

### Disciplinary Sanctions

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms that violation(s), he/she, in consultation with the Chairperson or Program Director may take any of the following actions:
  - Allow the student to redo the assignment
  - Lower the grade for the work in question
  - Assign a grade of F for the work in question
  - Assign a grade of F for the course
  - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Chairperson or Program Director and inform the student in writing, instructing the student to schedule an appointment with the Vice Dean, as a final step. The student has the right to appeal the action taken in accordance with the SGPH Student Complaint Procedure.

### **STUDENTS WITH DISABILITIES:**

Students with disabilities or illness should contact the Moses Center for Students with Disabilities regarding the resources available to them, and to determine what classroom accommodations should be made available. More information about the Moses Center can be found here: <https://www.nyu.edu/life/safety-healthwellness/students-with-disabilities.html>. Students requesting accommodation must obtain a letter from the Moses Center to provide to me as early in the semester as possible.