

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 7227 Section 101 Class #88115 Incident Management Systems: The Public Health Role May Session 2017

Credits:	1 credit
Meeting Days/Time:	May 22 9:00 am – 12:00 pm May 23, 24, 26 8:00 am – 12:00 pm
Meeting Place:	Blegen Hall Room 235
Instructor:	Cheryl Petersen-Kroeber, BS, MEP Director, Center for Emergency Preparedness and Response Minnesota Department of Health
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Office Hours:	By appointment

I. Course Description

Almost any disruption to a community impacts the public's health. This course is designed to provide public health professionals with the knowledge and skills necessary to effectively manage personnel and resources in an emergency incident. This course will provide an overview of how the standardized ICS system is applied within the context of public health. During disasters, public health has a responsibility not only to respond to specific public health threats but also to ensure that essential public health services are maintained for the affected community. The incident management system provides a formalized and common method of management practices applicable in virtually any setting. By understanding incident management systems, public health professionals will be better prepared to lead their agency's response in crisis situations where interaction with other local, state, tribal, and federal partners is crucial. The health professional's ability to understand and apply incident management system techniques is a core competency for public health leaders. This course is not a substitute for required National Incident Management System training courses, it is intended to demonstrate how the use of the incident command system can be used by public health partners.

Competencies

Domain 1: Model Leadership

- 1.2 Manage behavior associated with emotional responses
- 1.3 Facilitate collaboration with internal and external partners
- 1.4 Maintain situational awareness

Domain 2: Communicate and Manage Information

- 2.4 Collect data according to protocol
- 2.5 Manage the recording of data according to protocol
- 2.1 Manage information related to an emergency

Domain 3: Plan for and Improve Practice

- 3.4 Refer matters outside of one's scope of legal authority through the chain of command

Domain 4: Protect Worker Health & Safety

- 4.3 Report unresolved threats to physical and mental health through the chain of command
- 4.1 Maintain personal/family emergency plans

II. Course Prerequisites

None

III. Course Goals and Objectives

At the conclusion of this course, participants will be able to:

- Describe the laws and standards that require an organized “all-hazards” approach to incidents.
- Compare and contrast the “command and control mode” of the Incident Command System with traditional public health consensus-building decision-making process.
- List the elements of an effective Incident Management System.
- Describe the various roles of those involved in managing an event or incident.
- Describe the potential roles of the public health professional in an Incident Management System.
- Apply principles of incident management to a designated scenario.
- Evaluate an organization's capabilities to participate in and/or implement the various elements of an Incident Management System as they relate to public health preparedness and response.

IV. Methods of Instruction and Work Expectations

- Methods will include lecture, discussion, small group and large group exercises.
- Students will apply learning through class discussion and a small group activity to a variety of scenarios designed to demonstrate the importance of planning and communication.
- Students will complete brief nightly homework assignments to build on each day's learning.
- Students will be required to demonstrate application of the Incident Command System to public health practice through participation in a final exercise.

V. Course Text and Readings

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

Access Course Moodle Site

- go to www.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Moodle site link

Required Pre-course assignment:

Complete one of the following online courses from the FEMA Independent Study Program: IS-100.a (preferred), IS-100.HC, IS-100.HE, IS-100.PW.a, IS-100.SCa, IS-100.LE.a, or equivalent introduction to the Incident Management System. <http://training.fema.gov/IS/crslst.asp>

You must either e-mail me a copy of your certificate of completion or bring a copy to class.

Course Readings:**Embracing the Incident Command System Above and Beyond Theory**

By W. Michael Phibbs, M.H.R., and Michael A. Snawder

<https://leb.fbi.gov/2014/november/embracing-the-incident-command-system-above-and-beyond-theory>

Disaster Response: Public Health Efforts During Hurricane Sandy

By Bryan M. Scyphers, M.Ed., CEM

Adjunct Faculty, Public Health Program American Public Health University

<http://inpublicsafety.com/2012/12/disaster-response-public-health-efforts-during-hurricane-sandy/>

VI. Course Outline/Weekly Schedule

Pre-Course Assignment	Complete online pre-course assignment. Email a copy of the certificate of completion to the instructor or bring a paper copy with you on the first day of class.
Day 1	History of the Incident Management System.
	Laws and standards that require the “all-hazards” approach of an Incident Management System.
	Comparison of Incident Management System to consensus-building decision-making approach.
	Public Health Leadership: Research from the field.
	Guest speaker: TBD
Day 2	Coordinating Health Care and Public Health in Incident Management.
	Guest speaker, Real world experiences from the field: TBD
	Elements of an Incident Management System.
Day 3	Roles and responsibilities of those involved in Incident Management including public health professionals.
	Guest Speaker, Addressing a public health incident, real world scenario from Minnesota.
Day 4	Applying elements of Incident Management to given scenarios (final exercise).
	Evaluating your organization’s ability to implement or participate in various types of incidents.

VII. Evaluation and Grading

Course grading will be determined on the basis of:

- Class participation (50 points, 25% of grade)
- Homework including ICS course certificate, (50 points, 25% of grade), and
- Final exercise - A tabletop discussion (100 points, 50% of grade)

This course is offered S/N only

• **S/N option must complete all assignments to a C- level (70%):**

S	Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).
N	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following: Examples of point/percent equivalencies are also listed but they are suggestions only.

A	4.000 (94-100 points/percent) Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667 (90-93 points/percent)
B+	3.333 (87-89 points/percent)
B	3.000 (83-86 points/percent) Represents achievement that is significantly above the level necessary to meet course requirement
B-	2.667 (80-82 points/percent)
C+	2.333 (77-79 points/percent)
C	2.000 (73-76 points/percent) Represents achievement that meets the course requirements in every respect
C-	1.667 (70-72 points/percent)
D+	65-69 (points/percent) 1.333
D	1.000 (60-64 points/percent) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseeval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal:

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment:

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota:

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: *for courses that do not involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

OR:**Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the

college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

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