



**NYU**

**COLLEGE OF GLOBAL  
PUBLIC HEALTH**

## **GPH GU-9345 Public Health Emergency Preparedness and Response – A Global Perspective**

Class Schedule: [Days and Time] **TBD**

Class Location: **GNU – Tel Aviv, Israel**

Semester and Year: **Jan 2018**

Professor: **David Abramson, PhD MPH**

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Office: **715 Broadway, Room 1214**

Office Hours: **Thu 2 – 4 pm, or by appt.**

### **COURSE DESCRIPTION:**

This course will contrast US and international approaches to public health emergency preparedness and response. Rotating among different sites within the NYU Global Network University, the course will focus on the aspects of global public health emergency response systems germane to the host country. The emergency preparedness course in Israel will focus on the planning and deployment of international humanitarian aid missions, preparedness and response to terrorism, public health ethical issues that arise in conflict situations, and disaster mental health and community resilience. The course will also review principles of surveillance, mitigation, preparedness, response and recovery from natural and man-made emergency events, and cover both US and international emergency management and public health frameworks.

### **RELATIONSHIP TO THE ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH (ASPPH) MASTER'S LEVEL COMPETENCY MODEL FOR PUBLIC HEALTH PREPAREDNESS AND RESPONSE**

This course reflects many of the principles and learning objectives embodied in the ASPPH competency model (see <http://www.aspph.org/educate/models/masters-preparedness-response/>) . This course aligns with the ASPPH Competency Model, which encourages the development of academic curricula that can:

- Serve as a roadmap to improve disaster preparedness and response knowledge to protect the public's health;
- Prepare students, upon program completion, for a trajectory to assume expert roles in public health disaster preparedness and response;
- Be applied within the context of public health incidents;
- Utilize an all-hazards approach spanning across the homeland security mission areas (prevent, protect, respond and recover) and the disaster management cycle (mitigation, preparedness, detection, response, containment, and recovery);
- Support the implementation of individual nations' health security strategies; and
- Provide a stronger linkage between global health and public health preparedness and response.

**COURSE OBJECTIVES:**

Students who successfully complete this course will be able to:

1. [PUBLIC HEALTH SYSTEMS AND DESIGN] Characterize the role of the public health system before, during, and after a public health emergency. This includes describing the roles of public health workers and public health organizations;
2. [COMMUNICATION AND INFORMATION] Review key elements and challenges for public health risk and crisis communication;
3. [PUBLIC HEALTH INFRASTRUCTURE AND LEVERS] Describe the essential elements involved in establishing a public health emergency response infrastructure:
  - a. Describe the organizational structure of Incident Command Systems and similar organizational emergency management and coordination frameworks used globally;
  - b. Identify strategies for conducting rapid needs assessments, post-disaster;
  - c. Review processes for ensuring public health workforce readiness, surge-capacity and continuity of essential services;
  - d. Describe means of assessing and addressing community mental health and resilience, both before and after disaster events
4. [PUBLIC HEALTH ETHICS] Analyze ethical challenges faced in public health emergencies;
5. [RISKS, THREATS, AND DETERMINANTS OF HEALTH] Define and characterize different types of major public health emergency events.

**PRE-REQUISITES:**

Pre-requisites for this course include GPH-GU 2106 Epidemiology and GPH-GU 2140 Global Issues in Social & Behavioral Health. Non-public health students should discuss with the instructor what other courses might substitute for these required courses.

**COMPETENCIES COVERED IN THE COURSE:**

Objective #	Competency
1	<b>PUBLIC HEALTH SYSTEMS AND DESIGN:</b> Demonstrate the ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health
2	<b>COMMUNICATION AND INFORMATION:</b> Gather, process, and present information to different audiences in-person, through information technologies, or through media channels
3	<b>PUBLIC HEALTH SYSTEM INFRASTRUCTURE AND LEVERS:</b> Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions
4	<b>PUBLIC HEALTH ETHICS:</b> Apply ethical principles to public health research, program planning, implementation and evaluation
5	<b>RISKS, THREATS, AND DETERMINANTS OF HEALTH:</b> Identify determinants for disease that include individual, social/contextual, and structural determinants of morbidity and mortality trends within and across populations

**COURSE REQUIREMENTS AND EXPECTATIONS:**

**Class Attendance and Participation:** Students are expected to be actively involved and participate in each class, including preparing for class by completing assigned readings. ***Class attendance and participation will account for 15% of the student's final grade.*** The students are expected to attend and participate in class discussions on the topics assigned to them each week. Please e-mail Dr. Abramson in advance if you have to miss a class. Students are held responsible for all material covered

in class. The class attendance and participation score will be figured as followed: (1) A class attendance ratio will be calculated as the proportion of attended classes over all classes held; (2) Class participation will be scored for each student for each class as 3 = “very active participant,” 2 = “moderate participant,” 1 = “infrequent participant,” and 0 = “did not participate/did not attend.” This participation score will be summed and averaged over all classes held, and then an overall class participation ratio will be calculated as the average score divided by “3”; (3) The total class attendance and participation score will then be calculated as [class attendance ratio] x [class participation ratio] x 15.

**Site visits, academic conference attendance, and disaster drills:** This intensive J-term class will take advantage of access to domestic and international experts in public health emergency management and disaster research, and will include class visits to organizations involved in, or conferences focused on, disaster preparedness, response, or research. In addition, the class will participate in table-top drills or functional exercises, as available. Such drills and exercises are designed to provide hands-on experience and simulations of an emergency situation. Students will be expected to familiarize themselves with the content area of the site visits or disaster drills, using class lecture materials and assigned readings.

**Attendance and active engagement in these site visits and disaster drills will constitute 15% of the student’s final grade.** The site visit engagement score will be figured as followed: (1) An attendance ratio will be calculated as the proportion of attended site visits, conference meetings, or drills over the number of all potential visits and drills; (2) Engagement will be scored for each student for each site visit or drill as 3 = “very engaged,” 2 = “moderately engaged,” 1 = “not very engaged,” and 0 = “not at all engaged/did not attend.” This engagement score will be summed and averaged over all site visits or drills held, and then an overall class participation ratio will be calculated as the average score divided by “3”; (3) The total engagement score will then be calculated as [attendance ratio] x [engagement ratio] x 15.

**Case Studies and Team presentations:** The site visits and guest lectures in Israel will be supplemented by a series of four case studies. Students are expected to read and familiarize themselves with all the case material provided. The class will be divided in to 4 teams. Each team (composed of 4 students) will be responsible for presenting one case to the class. The case material will be available in NYU Classes. Case presentations will involve a summary of the specific case and a discussion of how each case illustrates aspects of the course’s main themes – formal and informal systems, organizational levers and practices, specific threats and consequences, ethical issues, or communication issues. Although all students are expected to have read each case thoroughly, the presenting team will be expected to lead the discussions. When Dr. Abramson presents questions about the case, the presenting team will be expected to respond first. **These team presentations are worth 20% of the student’s final grade (20 points).**

There will be a total of four cases: (1) Katrina, Sandy, and Hospital Evacuations; (2) SARS in Toronto; (3) The Japan Tsunami/Earthquake and Cascading Consequences; and (4) Cyber-terrorism. **Important note:** in addition to the written material for these cases, there is also an excellent and riveting 54-minute video that is part of the Japan case – Frontline: Inside Japan's Nuclear Meltdown. <http://www.pbs.org/wgbh/pages/frontline/japans-nuclear-meltdown/>. **Please view this video BEFORE we travel to Israel, if possible.**

**Case teams:**

- Team 1 – Ramon, Rebecca, Emily, Vaishali: Hospital evacuation case
- Team 2 – Kavitha, Sasha, Gabrielle, Seth: SARS

Team 3 – Molly, Ashley, Sofie, Courtney: Japan tsunami  
Team 4 – Zoe, Vaibhav, Angie, Enrique: Cyber-terrorism

**Conference presentation critiques:** Each student will present a critique of a paper presented at the international conference, a poster, or a research session. This oral, ten-minute critique will include the following: (1) a brief summary of the research objectives, methods, findings, and conclusions presented by the scientist(s); (2) the student's assessment and justification of the strengths and limitations of the research, as presented by the scientist(s); and (3) the potential application of the research or methods to another disaster setting, either domestic or international. In considering how this research, policy, or practice might be applied in another setting, students might reflect upon the influence of political, economic, social, demographic, or cultural factors and their influence on the activity or the outcomes. ***The oral critique will account for 30% of the student's final grade.***

**FEMA Certification:** All students must complete and become certified in the FEMA courses, Incident Command Systems 100 and 200. Copies of certification of completion are due in Dr. Abramson's office by TBD. These courses are available at no cost at the following web addresses:

1. ICS 100, Introduction to Incident Command System,  
<http://training.fema.gov/EMIWeb/IS/IS100a.asp>
2. ICS 200, ICS for Single Resources and Initial Action Incidents  
<http://training.fema.gov/EMIWeb/IS/IS200a.asp>

Each program is estimated to take three hours to complete, and each program will yield 0.3 CEUs. These are certifications that many departments of health and other agencies now require for emergency operations positions. Please bring a copy of your certificate to class. ***Satisfactory completion of each course will account for 5 points each, representing a total of 10% of the student's final grade.*** It is recommended that students complete these FEMA Certification courses prior to traveling.

**Final paper:** Prepare a Briefing Memo addressed to a governor or to a federal secretary (Secretary of Health, or Secretary of Homeland Security, for example) that recommends adoption or adaptation of a strategy you learned about in Israel to some current US emergency preparedness, response, or recovery practice. The Briefing Memo should include the following:

- A specific recommendation for a change in US policy or practice;
- A summary of the problem that the strategy is intended to address;
- A description of current US practice. Be specific about what the US practice is. Describe limitations, weaknesses, or gaps associated with this practice. Whenever possible, cite reputable evidence in footnotes to bolster your points;
- A description of the proposed practice. Be specific about this proposed practice is, and how and why it evolved as it did. Describe the strengths or successes associated with this strategy, citing evidence if available;
- Close by re-capitulating your recommendation and the rationale for it.
- The general format of the Briefing Memo should include the following:
  - Appropriate heading for a formal memo (To, From, Date, Regarding, with clear title or position of intended recipient).
  - Recommendation – what specific policy or operational change should be made to US emergency preparedness, response, or recovery strategies, and how can this change be accomplished.

- Background/context of problem this recommendation is addressing – what is the fundamental problem, gap, or need that this strategy will address? This should be a crisp description of the problem statement. What is the context of the roles(s) or requirements of the organization or agency in relationship to this problem. For example, if it's a problem of certifying volunteer health providers, and this memo is directed at the commissioner of the state public health agency, articulate that it is the state health department's legal responsibility to assure an appropriate medical workforce, and/or to manage such medical "surge." [WHAT IS THE PROBLEM?]
- Data or evidence substantiating the problem – The student should establish the credibility of any evidence presented, and be clear and specific about data or literature referred to. All citations should be included in footers in the document. [HOW DO WE KNOW THIS IS A PROBLEM?]
- Proposed strategy – a clear description of the proposed solution to the problem. After describing the solution in some detail, the student should provide evidence justifying this proposed solution. The evidence should be drawn from scientific literature (peer-reviewed article or the grey literature) or from expert "testimony" (such as our guest lecturers). [HOW DO WE ADDRESS THE PROBLEM?]
- Anticipated barriers to implementation of the proposed solution, and strategies that might address these barriers. [HOW DO WE OVERCOME BARRIERS TO IMPLEMENTATION?]
- Summary paragraph or two on why this makes sense or is important for the agency or organization to adopt. [WHY SHOULD WE DO IT?]

The Briefing Memo should be approximately 3-5 double-spaced pages. Please include references as footnotes on the same page as the citation. Margins should be 1" all around, and font should be no larger than 12 point. ***The final paper represents 10% of the student's final grade (10 points).***

#### COURSE TEXTS

1. The principal textbook for this course is Public Health Management of Disasters: The Practice Guide, edited by Linda Young Landesman and Rita Burke (4<sup>th</sup> edition). APHA Press. Washington, DC, 2011. ISBN: 978-087553-0048. Available for purchase at <http://secure.apha.org/imis/ItemDetail?iProductCode=978-087553-2790&CATEGORY=BK> and on Amazon.
2. Additional case material will be available in NYU Classes, under the Resources tab.

#### ADDITIONAL COURSE RESOURCES:

Standard supplemental resources are listed below.

3. Centers for Disease Control and Prevention. Public Health Emergency Response Guide for State, Local, and Tribal Public Health Directors. Version 1.0. <http://www.bt.cdc.gov/planning/responseguide.asp>
4. Liddell MK, Prater CS, Perry RW, Nicholson WC. Fundamentals of Emergency Management. FEMA, 2006. Link: <http://archone.tamu.edu/hrrc/Publications/books/>
5. Johns Hopkins and Red Cross/Red Crescent. Public Health Guide for Emergencies. The Johns Hopkins School of Public Health, 2008. [http://www.jhsph.edu/refugee/publications\\_tools/publications/CRDR\\_ICRC\\_Public\\_Health\\_Guide\\_Book/Public\\_Health\\_Guide\\_for\\_Emergencies](http://www.jhsph.edu/refugee/publications_tools/publications/CRDR_ICRC_Public_Health_Guide_Book/Public_Health_Guide_for_Emergencies)
6. Department of Homeland Security, National Response Framework Resource Center: <http://www.fema.gov/emergency/nrf/>

7. WHO Health Library for Disasters: <http://www.helid.desastres.net/>

**GRADING RUBRIC:**

<b>Item:</b>	<b>Percentage or Points:</b>
Class attendance and participation	<b>15</b>
Site visits, academic conference attendance, and disaster drill participation	<b>15</b>
Group Case Presentation	<b>20</b>
Conference presentation critique	<b>30</b>
FEMA Certification	<b>10</b>
Final briefing memo	<b>10</b>

**GRADING SCALE:**

A:	93-100	C+:	77-79
A-:	90-92	C:	73-76
B+:	87-89	C-:	70-72
B:	83-86	D+:	67-69
B-:	80-82	D:	60-66
		F:	<60

**NYU CLASSES:**

NYU Classes may be used for assignments, announcements, and communication, depending upon reliability of Internet access and reliability. NYU Classes is accessible through at <https://home.nyu.edu/academics>.

**TECHNOLOGY POLICY:**

Laptops or tablets may only be used for note-taking or to reference the course readings in the classroom. Use of laptops, tablets, or cellphones for other purposes (e.g., email, social media, Internet browsing) is disruptive to the spirit of class engagement and participation, and is not allowed. If you need to make a call or answer an urgent text or email, please step out of the classroom.

**COURSE OUTLINE:**

<b>DATE</b>	<b>DAY</b>	<b>TOPIC / THEME</b>	<b>TIME</b>	<b>LECTURER / NOTES</b>	<b>SITE</b>
<b>1/2/18</b>	<b>Tue</b>	<b>Students arrive</b>			
<b>1/3/18</b>	<b>Wed</b>	<b>Orientation / Introductory material</b>			
		Course Orientation	9:15 – 10:15	<b>Dr. David Abramson</b>	Meet in lobby of Bnei Dan Hostel
		Israel Orientation	10:30 – 11:45	<b>Dr. Edan Raviv, PhD</b>	NYU-TA

DATE	DAY	TOPIC / THEME	TIME	LECTURER / NOTES	SITE
				(social, cultural, political history of Israel)	
		NYU-TA Orientation	11:45 – 13:30	<b>Eran Rothshenker</b> , NYU-TA residential life	Walking tour on Tel Aviv neighborhood
		Israeli “All-Hazards” approach to public health emergency management	14:30 – 16:30	<b>Dr. Odeda Benin-Goren</b> , PhD RN CEN. Senior Consultant for Emergency Preparedness, Assessment and Coordination in Disaster, UNDAC	NYU-TA
<b>1/4/18</b>	<b>Thu</b>	<b>Leadership, Command, Organization</b>			
		Chronology of Israeli history	10:00 – 11:30	<b>Dr. Benny Hary</b> , PhD, NYU-TA Director	NYU-TA
		Israeli approaches to epidemiology, and compliance with International Health Regulations	13:00 – 15:00	<b>Dr. Roei Singer</b> , MD MPH, Deputy Director, Division of Epidemiology, Israeli Ministry of Health	
		Difficult Cases: Challenges faced by Israel’s public health and disaster management systems	15:30 – 17:30	<b>Dr. Bruria Adini</b> , PhD, professor of disaster management, School of Public Health, Sackler Faculty of Medicine, Tel Aviv University	
<b>1/5/18</b>	<b>Fri</b>	<b>Case study prep, and Ethics</b>			
		Case preparation	morning		
		Allocation of scarce resources exercise		David Abramson	NYU-TA
<b>1/6/18</b>	<b>Sat</b>	<b>Day off (tour of Kinneret)</b>			
<b>1/7/18</b>	<b>Sun</b>	<b>Mental health and resilience</b>			
		Individual and Community resilience	9:00 – 10:00	David Abramson	NYU-TA
		<b>Case 1: Hurricane Sandy hospital evacuation</b>	10:15 – 11:15		NYU-TA
		<b>Case 2: Cyber-security</b>	11:30 – 12:30		NYU-TA
<b>1/8/18</b>	<b>Mon</b>	<b>Hospital readiness, International Aid, and Disaster Workforce</b>			
		Disaster response -- workforce	10:00 – 12:30	<b>Felix Lotan</b> , Senior Paramedic and Jerusalem Region Deputy Director of Magen David Adom (Israeli red cross and EMS)	Magen David Adom Jerusalem
		Hospital readiness	3:00 – 3:45	<b>Dr. Todd Zalut</b> , MD,	Shaare Zedek,

DATE	DAY	TOPIC / THEME	TIME	LECTURER / NOTES	SITE
				Director, Department of Emergency Medicine, Shaare Zedek hospital	Jerusalem
		Medical humanitarianism Ethical challenges in mass care situations	3:45 – 4:30	<b>Dr. Ofer Merin, MD</b> , Director of Shaare Zedek Hospital and Commander of Israeli Defense Forces (IDF) Field Hospital	
<b>1/9/18</b>	<b>Tue</b>	<b>Disaster Mental Health</b>			
		Tel Aviv walking tour	Morning	<b>Prof. Rona Yona, PhD</b> , NYU Post-doctoral fellow, Jewish history	
		Disaster mental health and PTSD	13:00 – 14:30	<b>Dr. Zahava Solomon, PhD</b> , director of the Multidisciplinary Center of Excellence for Mass Trauma Research, Tel Aviv University	Tel Aviv University
<b>1/10/18</b>	<b>Wed</b>	<b>Resilience &amp; Mental Health</b>			
		International medical humanitarian readiness and organization	8:30 – 10:00	<b>Dr. Kobi Peleg, MD</b> , Professor of disaster management, Tel Aviv University	NYU-TA
		Mental health and resilience	12:30 – 17:30	<b>Dr. Stu Mirkin, PhD</b> , Deputy Director of Southern District, Ministry of Social Affairs and Social Services	Beersheva
<b>1/11/18</b>	<b>Thu</b>	<b>Emerging Infectious Diseases / Terrorism</b>			
		<b>Case 3: Japan Tsunami. Earthquake, radiological event</b>	Morning		
		<b>Case 4: SARS</b>	Morning		
		Israeli public health response to terrorism	12:00 – 14:00	<b>Dr. Isaac Ashkenazi, MD</b> , former Surgeon General of Home Front Command, lecturer at Harvard Kennedy School of Government	
<b>1/12/18</b>	<b>Fri</b>	<b>Tour: Masada / Dead Sea (with other NYU group)</b>			
<b>1/13/18</b>	<b>Sat</b>	<b>Tour: Masada / Dead Sea (with other NYU group)</b>			
<b>1/14/18</b>	<b>Sun</b>	<b>Technology / Ethics</b>			
		Israeli/Jewish ethics,	9:30 – 12:30	<b>Rabbi Yoav Ende</b> , director	Kibbutz

DATE	DAY	TOPIC / THEME	TIME	LECTURER / NOTES	SITE
		and an introduction to an Israeli kibbutz		of the Education Center, blogger for Times of Israel	Hannaton
		Israeli high-tech sector involvement in preparedness and response	2:30 – 4:00	<b>Dr. Arik Eisenkraft, MD</b> , director of Homeland Security projects, Pluristem Therapeutics, former head of R&D in medical countermeasures for non-conventional weapons for IDF	Haifa
<b>1/15/18</b>	<b>Mon</b>	<b>Research</b>		<b>IPRED (David Intercontinental Hotel)</b>	
<b>1/16/18</b>	<b>Tue</b>	<b>Research</b>		<b>IPRED (David Intercontinental Hotel)</b>	
<b>1/17/18</b>	<b>Wed</b>	<b>Summary and Reflection</b>			
		Conference Critique Presentations on IPRED	11:00 – 14:30		NYU-TA
		US federal response and recovery systems in practice; US medical humanitarianism	15:00 – 16:00	<b>Dr. Andy Garrett, MD MPH</b> , US DHHS/ASPR, Senior Medical Advisor, former director of National Disaster Medical System	
		Reflections on public health emergency preparedness, response and recovery	16:15 – 17:00		
		<b>Final Dinner</b>			
<b>1/18/18</b>	<b>Thu</b>	<b>Students depart</b>			

#### STATEMENT OF ACADEMIC INTEGRITY:

The NYU College of Global Public Health (CGPH) 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 CGPH 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 CGPH 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

Plagiarism, whether intended or not, is not tolerated in the CGPH. 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 CGPH 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 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 Program Director, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Academic Affairs, as a final step. The student has the right to appeal the action taken in accordance with the CGPH Student Complaint Procedure.

### **STUDENTS WITH DISABILITIES:**

Students with disabilities 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. Information about the center can be found here: <https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>. Students requesting accommodation must obtain a letter from the Moses Center to provide to the instructor prior to traveling to Israel. [NOTE: Dr. Abramson has reached out to Dr. Julie Avina for assistance with this section, to identify any additional resources that might be available to students traveling abroad.]