THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

PUBHEPI 3411 – Public Health Field Investigation
3 credits – Autumn 2025
Mondays 3:55-5:15 PM; Hitchcock Hall, Room 324

Course Instructor
Amie Hufton, PhD (Population Health; University of Texas Medical Branch; 2023)
Cunz 334; 614-247-5747
Hufton.3@osu.edu

Instructor's Office Hours
Tuesdays 2-3PM Zoom
Join Zoom Meeting
https://osu.zoom.us/j/96087247548?pwd=0J3JFq7Po3HqPY9XjqQ3744axrYqQD.1
Meeting ID: 960 8724 7548
Password: 438404

Instructor Feedback & Response Time:
The following gives you an idea of my intended availability during the course:
- **Grading:** You can generally expect feedback within 10 school days.
- **E-mail:** I will reply to e-mails (sent via Carmen or OSU email) within 2 school days.

Course Description
This course provides an applied study in investigating and responding to outbreaks, disasters, and other acute public health events. Students will gain skills in applying epidemiological principles and measures to identify and diagnose outbreaks, evaluating qualitative and quantitative evidence, understanding environmental and social factors affecting outbreak progression, and identifying potential control and prevention measures.

Prerequisites
None

Course Learning Objectives
1. Apply epidemiological study designs and measures of frequency and association to outbreak detection and investigation.
2. Describe the steps of an outbreak investigation, the different types of outbreak patterns, and mitigation and control procedures for epidemics and pandemics.
3. Discuss mitigation and control procedures for outbreaks, epidemics, and pandemics.
4. Evaluate the influence of environmental, social, economic, microbiological, and immunological factors on the etiology and progression of acute public health events.
5. Design audience-appropriate communication related to an acute public health event using quantitative and qualitative data.

Competencies:
BSPH Foundational (Core) Competencies

3. Discuss various approaches and strategies to identify, respond to and intervene with attempt to resolve common health issues.
4. Identify political, cultural, behavioral, and socioeconomic factors related to global public health issues.
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
7. Locate, use, evaluate and synthesize public health information.

CEPH Domains
4. The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
5. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
11. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Aligned CEPH Cross-Cutting Concepts
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
9. Professionalism
10. Research methods
12. Teamwork and leadership

A complete list of College of Public Health Competencies is located on the College of Public Health website: https://cph.osu.edu/students/competencies.

GE Health and Wellbeing Theme

Goal 1: Analyze health and well-being at a more advanced and deeper level than in the Foundations component.
Learning Outcomes:
1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.
1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.
Activities to achieve goal: Students engage in critical and logical thinking about outbreak investigation and acute public health events through several assignments, including: frequent written reflections on the course content which require students to evaluate influential scholarship related to acute public health events; quizzes that require the students to demonstrate understanding of key concepts and methods introduced in lectures and readings; and exercises that allow the students to apply quantitative and qualitative epidemiologic methods to solve problems.
The textbook for this course provides information on the concepts and methods of field epidemiology, while the lectures and additional readings include specific examples of acute public health events and interventions, allowing students to explore the complexities and contextual factors of outbreaks and public health emergencies. Students also engage in advanced, in-depth, scholarly exploration through two major projects (the research paper and the press release). For the research paper, students select an acute public health event and evaluate how the event was investigated and controlled, as well as the environmental, social, economic, microbiological, and immunological factors that influenced the progression of the event and interventions that either mitigated or exacerbated the event. For the press release, students design a short communication (via video, infographic, or other creative artifact), summarize the burden of the problem and report on at least one peer-reviewed article that presents an investigative or control measure.

Goal 2: Integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Learning Outcomes:

2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Activities to achieve goal: Students participate in small-group discussions with both peers and the instructor about Acute Public Health Events and Society, in which they reflect on how outbreaks are represented in various art forms, including music, paintings, sculpture, short stories, books, and films. In these discussions, students are prompted to discuss the influence of acute public health events on society, as reflected in the arts throughout history. Another component of the course that meets this learning outcome are the "Investigate and Collaborate" discussions, in which students work in small groups to share a wide variety of reputable information sources related to outbreaks. These projects will allow them to draw from prior experience and other courses and to communicate those experiences with peers.

Students participate with both peers and instructor in frequent "Investigate and Collaborate" small-group discussions which require them to reflect on course material and what they have already learned or experienced, as well as what they still question or might need to learn. Students also produce a research paper and press release, which allow them to integrate newly acquired knowledge into creative and scholarly products. For both the research paper and press release, students participate in peer-review, which allows them to assess the work of classmates and reflect on and incorporate the feedback given to them by their peers.

Goal 3: Explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

Learning Outcomes:

3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

Activities to achieve goal: The two dimensions that are the greatest focus in this class are physical and environmental health. The perspectives that are covered extensively are scientific, historical and cultural. The Acute Public Health Event Press Release, in which students analyze a recent health event and design a short communication (via video, infographic, or other creative artifact), allows the student to analyze scientific perspectives of health and well-being. Students also participate in the "Investigate and Collaborate" discussions, which allow them to choose and reflect on various sources of information that promote outbreak or acute public health event mitigations and control strategies.

Text/Readings:

- The CDC Field Epidemiology Manual; Edited by Sonja A. Rasmussen and Richard A. Goodman; Available at: https://www.cdc.gov/eis/field-epi-manual/chapters.html
- Patient Zero: A Curious History of the World's Worst Diseases by Lydia Kang, MD and Nate Pederson
- Assigned readings and resources posted in Canvas

Carmen

There is a Carmen site for this course: https://carmen.osu.edu. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (https://admin.resources.osu.edu/buckeyepass/adding-a-device)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works
- **Mode of delivery:** This course will consist of one synchronous session each week and asynchronous lectures, videos, readings, and quizzes. Prior to coming to class on Mondays, students should review the course content in the corresponding module and listen to the recorded lectures. During class, we will discuss the topic of the week and complete in-class assignments. Each week, a new module will open.
- Should in-person classes be canceled by University officials, we will meet virtually via Carmen Zoom during our regularly scheduled time if allowed by University recommendations. I will share any updates via Carmen/Canvas announcements.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy [(go.osu.edu/credithours)](go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction and interaction with peers (e.g., recorded lectures and discussions) in addition to 6 hours of homework/active learning activities (e.g., assignments listed below) to receive a grade of (C) average.
- **Attendance and participation requirements:** The "In Class Application Exercises" are completed in-class and may not be submitted by students that are not present in the classroom (unless otherwise noted by instructor due to extenuating circumstances). These in-person exercises make up a total of 30% of the course grade, and the points for these are evenly distributed across all of the in-person meetings for this course. The instructor does provide bonus points for every single one of these Application Exercises, which creates a point buffer in the event that a student must miss a class for any reason. Students are responsible for managing their attendance and the corresponding points.

Course Technology
Technology skills needed for this course
- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings) for office hours

Required equipment
- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software
- **Microsoft 365 Copilot (formerly Office 365)**
  All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support
For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.
- **Self-Service and Chat support:** http://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

This course will include a variety of assessment components. Each is described briefly below; additional details will be provided in Carmen for each assignment.

In-class Application Exercises: 30%
In each in-person meeting of this course, students will work individually or in small groups to apply the knowledge and skills they have learned. These exercises include using Excel, evaluating examples of public health field investigations, and solving case studies related to course content.

Quizzes and Online Assignments: 10%
Every week, students will complete quizzes and assignments after listening to the recorded lectures (and videos) and reading the assigned materials.

Research Paper: Evaluation of an Acute Public Health Event: 15%
Students will select a recent acute public health event to examine. Each student will research how the event was investigated and controlled. They will evaluate environmental, social, economic, microbiological, and immunological factors that influenced the progression of the event, as well as interventions that either mitigated or exacerbated the event. The deliverable will be a paper that discusses the event with an understanding of epidemiological principles and methods. More details are provided on Carmen. Peer review of the research paper will occur in small groups prior to the final submission.

Acute Public Health Event Press Release: 15%
Using a different topic than their research paper, students will evaluate quantitative data in Excel to investigate a public health issue, and then design a short communication aimed at the general public as an audience. Students will summarize the burden of the problem and report on at least one peer-reviewed article that presents an investigative or control measure. More details are provided on Carmen, and examples are provided below.

Book Club: Acute Public Health Events and Society Reflections: 10%
Students will review material from books, music and film to consider and discuss how outbreaks are reflected in various art forms. Students will work in small groups to discuss the influence of acute public health events on society, as reflected in the arts.

Investigate and collaborate: 15%
You will be placed into small groups of 4-6 students for these discussions, which occur three times throughout the term. Each student will find a succinct source of quantitative or qualitative data about an acute public health event, and then create a post on the discussion board that includes the source of the data and a link to the source so that peers may review the same material. The following week, group members will respond to each other's initial posts.

Grading
Grading in this course is distributed, as detailed below, across the assignments listed above.

Assignment	Percentage of total course grade
In-class Application Exercises	30%
Online Quizzes and Assignments	10%
Research Paper	15%
Acute Public Health Event Press Release	20%
Investigate and Collaborate Discussions (3)	15%
Book Club: Public Health Events and Society (2)	10%

Grading Scale
A	**93 to 100**	Outstanding work that reflects mastery of the material and the ability to apply it
A-	**90 to <93**	Excellent work that reflects mastery of the material
B+	**87 to <90**	Good work that reflects mastery of most of the material
B	**83 to <87**	Good work that reflects mastery of some of the material
B-	**80 to <83**	Good work that reflects mastery of a few aspects of the material
C+	**77 to <80**	Mediocre work that reflects familiarity with, but not mastery of the material
C	**73 to <77**	Mediocre work that reflects familiarity with most of the material
C-	**70 to <73**	Mediocre work that reflects little familiarity with the material
D+	**67 to <70**	
D	**60 to <67**	
E	**Below 60**	

Class Policies
Late Work Policy for Online Assessments
- Online assessments that are designated on the course schedule as "Due before in-person class" (such as quizzes, Research Paper and discussion posts) can be submitted up to **3 days (exactly 72 hours) after the due date without penalty**. Students do not need to notify instructor(s) of late submissions as long as the submission is within this 3-day grace period.
- If missing a course deadline (by more than the 3-day grace period) because of extenuating circumstances, students must reach out to the instructor **within 24 hours of the assignment deadline** posted on Carmen in order to be considered for potential accommodations. Students should understand that extensions past the 3-day grace period are extremely rare, since there is already so much flexibility in this course and modules open at least 2 weeks prior to due dates.

Copyright Statement
This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy
Given that the learning goals of this class are aligned with the Council on Education for Public Health (CEPH) and OSU's General Elective expectations, the use of generative artificial intelligence (GenAI) tools such as **Copilot or ChatGPT, or writers aids like Grammarly** is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct](#).

Office of Student Life: Disability Services
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services
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 or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations
Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or

participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Intellectual Diversity
Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems
A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct
The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability,

ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at http://civilrights.osu.edu/,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

Week/ Module	Topics	Recorded Lectures	Chapter Readings from CDC Field Epidemiology Manual and Additional Materials	Assignments Due before in-person class; (IC= Investigate and Collaborate)	In-class Mtg Dates	In Class Activities and Application of Module Concepts (Mondays, end of Module)
1	Defining Field Epidemiology; Introduction to Epidemiologic Principles	**Lecture A:** Introduction to Epidemiologic Principles; **Lecture B:** Defining Field Epidemiology	Ch 1 Defining Field Epidemiology; Materials on historical outbreak investigations; Review of Common Measures and Study Designs used in Epidemiology	Syllabus Quiz; CDC "Solve the Outbreak"; Self Assessment of EPI Knowledge and Skills	9/1	NA- No class due to Labor Day Holiday
2	Initiating Operations and Conducting a Field Investigation	**Lecture A:** Field Team Preparation, Management, and Debriefing; **Lecture B:** Ten Steps of A Field Investigation.	Ch 2, Ch 3; Materials on **1918 Flu Pandemic**;	IC #1; Excel Practice #1	9/8	Application Exercise #1
3	Collecting and Managing Data	**Lecture A:** Identifying Sources of Data and Collection Activities; **Lecture B:** Active Case Finding and Monitoring	Ch 4, Ch 5; Patient Zero Chapter; Materials on y**ellow fever** epidemics	Quiz 1; IC#1 Peer Response; Excel Practice #2	9/15	Application Exercise #2
4	Disease Outbreaks and Society	**Lecture A:** Social and Economic Factors Associated with Outbreaks.	Patient Zero Chapter; Materials on **cholera and EVD (Ebola virus disease)** epidemics	Research Paper Draft;	9/22	Application Exercise #3

5	Describing Epidemiologic Data; Designing and Conducting Analytic Studies in the Field	**Lecture A:**Descriptive Epi- What, how much, when, where, among whom? **Lecture B**: Testing Hypotheses	Ch 6, Ch 7;	Book Club Discussion #1; Peer Review of Research Paper	9/29	Application Exercise #4
6	Analyzing and Interpreting Quantitative and Qualitative Data	**Lecture A:** Analyzing and Interpreting Data **Lecture B**: Collecting Qualitative Data	Ch 8, Ch 10; Materials on Qualitative Data	Quiz 2; Book Club Discussion #1 Peer Response; IC#2	10/6	Application Exercise #5
7	Interventions and Communication	**Lecture A:** Developing Interventions. **Lecture B:** Communicating During an Public Health Investigation	Ch 11, Ch 12; Materials on **Infodemics**	IC #2 Peer Response Book Club #2	10/13	Application Exercise #6
8	Global and geospatial approaches to Public Health Emergencies	**Lecture A:** Multinational Outbreak Investigation **Lecture B:** Interpreting and Applying GIS Data	Ch 15, Ch 17; Materials on Geospatial analysis of Outbreaks	Research Paper Final Version	10/20	Application Exercise #7
9	Acute diseases of environmental origin	**Lecture A:** Environmental Health Field Investigations **Lecture B:** Analyzing Health and Exposure Data	Ch 20; Patient Zero Ch (Cholera);	Book Club Discussion #2 Peer Response; Press Release Part 1	10/27	Application Exercise #8
10	Non-traditional Interventions	Lecture A: Non-traditional Interventions for Public Health Issues		Module 10 Assignment	11/3	Application Exercise #9
11	Pandemics: past & present	**Lecture A:** Historical Pandemics and Key Outcomes **Lecture B:** Pandemics	Patient Zero Chapter; Piret, J., Boivin, G. (2021) Pandemics Throughout History Article	Press Release Part 2; IC#3	11/10	OUT OF CLASS Due to Veteran's Day (work on Press Release)

		today and in the future				
12	Public Health Investigations during Natural and Human-Made Disasters	**Lecture A:** Role of Field Epidemiologists in Emergency Response **Lecture B:** Rapid Assessments and Surveys	Ch 22; Shakya et al 2018 "Outbreak Investigation Following the 2015 Earthquake Disaster in Nepal.".	Quiz 3; IC#3 Peer Response	11/17	Application Exercise #10
13	Acute Enteric Disease Outbreaks	**Lecture A:** Steps in a Foodborne Outbreak Investigation **Lecture B:** Evaluating Evidence	Ch 23, Foodborne Disease Outbreaks: Guidelines for Investigation and Control	Quiz 4; Module 13 Assignment	11/24	Application Exercise #11
14	Suspected Intentional Use of Biologic and Toxic Agents	**Lecture A**: Events Involving Intentional Release of Biological or Toxic Agents **Lecture B:** Information Sharing and Dissemination	Patient Zero Chapter; Ch 24; Riedel S. Biological warfare and bioterrorism: a historical review.	Press Release Part 3 (Final)	12/1	Application Exercise #12
15	Public Health Emergencies and Society	**Lecture A:** redistributed resources after pandemics **Lecture B:** How sickness spurs societal changes	Ch 25; Patient Zero Chapter;	Quiz 5; Last Assignment!	12/8 Last Class!	Application Exercise #13

Alignment of Competencies with Assessments

This course assesses the following competencies (in order of BSPH Foundational Competencies, BSPH CEPH Foundational Domains, and CEPH Cross Cutting Concepts) through the designated assignment groups.

Competencies	Online Quizzes and Assignments	Investigate and Collaborate Discussions and Press Release	Book Club	Research Paper	Application Exercises
3. Discuss various approaches and strategies to identify, respond to and intervene with attempt to resolve common health issues.	x	x			x
4. Identify political, cultural, behavioral, and socioeconomic factors related to global public health issues.			x	x	x
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.		x	x	x	x
7. Locate, use, evaluate and synthesize public health information.		x			x
4. The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice	x	x			
5. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations	x	x		x	x
11. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology		x		x	x
3. Critical thinking and creativity			x		x
4. Cultural contexts in which public health professionals work	x				
9. Professionalism		x	x	x	x
10. Research methods		x		x	x
12. Teamwork and leadership		x			x