

COURSE SYLLABUS

Course number: PubH 7200-116 #89143

Course title: Workers as Partners in Emergency Response

Credits: 1

Course meeting times:	Monday, June 6, 9:00 AM- 12:00 noon Tuesday, June 7, 8:00 AM - 12:00 noon Wednesday, June 8, 8:00 AM - 12:00 noon Friday, June 10, 8:00 AM - 12:00 noon
Location	Room 415 Blegen Hall
Instructor:	Peter Raynor Assistant Professor
Address:	Mayo 1230
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I. Course Description

Many of the people exposed to hazards during emergency situations, including intentional terrorism and unintentional disasters, are workers. When workers are incorporated into plans for avoiding or coping with terrorism or other emergencies, they are better positioned to minimize their injuries and illnesses should an incident occur. Workers have important roles in prevention of, preparedness for, and response to emergency situations. Students in this course will study basic concepts on workers' roles in emergency management. In addition, they will hear from a labor representative about how workers can be integrated into emergency planning. Students will also develop recommendations for a workplace that has yet to incorporate workers thoroughly into its emergency planning.

II. Learning Objectives

After completion of this course, participants will be able to:

- identify elements of emergency action plans to which workers can contribute
- cite examples of worker roles in emergency planning
- suggest specific roles for workers in prevention, preparedness, and response at a work site
- list competencies that workers should develop as they are involved in emergency planning
- discuss utilization of workers in emergency planning with a variety of stakeholders

III. Methods of Instruction and Work Expectations

This course combines lectures with discussions and tours. Students will be expected to spend about 3-6 hours before each class reading materials, preparing for group discussions, and/or working on a group project. The last class will include presentations of the results of the group projects.

IV. Additional Instruction

Rita Isker, USW (formerly PACE International Union), Local 7-0409, Stillwater, MN

V. Expectations

What the Instructor Expects from Students

- Students are expected to attend all classes and to arrive on time.
- Students should look at assigned readings prior to class and bring the readings to class.
- Students are expected to answer questions posed by the instructors and participate in classroom discussions.
- Students are responsible for asking questions and/or letting instructors know when they do not understand lectures or course materials.
- Students must work independently on the quizzes given in class.
- Although students may discuss their projects together, each student is expected to develop competencies that are appropriate and unique to her/his selected workplace.
- Students are encouraged to provide constructive feedback to the instructors when they are dissatisfied with the course content or teaching methods.

What Students Should Expect from the Instructor

- The instructor will be enthusiastic about the class and the subject matter.
- The instructor will begin and conclude classes on time.
- The instructor will state objectives for each class session.
- The instructor will provide for at least two breaks during each class.
- Respecting the students' styles of learning, the instructor will use a variety of instructional methods.
- The instructor will answer all questions posed during class by students. Whenever possible, questions will be answered immediately. As an alternative, the instructor may indicate that the question will be addressed later in the class or that he will answer the question at the beginning of the next lecture if he does not know the answer.
- The instructor will ensure that all discussions in class are conducted in a professional and collegial manner.
- The instructor will create assignments with clear expectations.
- The instructor will grade assignments objectively on criteria shared with the students in advance.
- The instructor will provide feedback on assignments that identifies both strengths and weaknesses in student work with constructive suggestions for improvement.
- The instructor will make himself available outside of class to discuss any aspect of the course with students.

Additional Information

Every class is influenced by the fact that participants bring diverse values, experiences, and abilities into the classroom. All participants will be expected to listen to those with differing views, disagreeing with the views while remaining respectful of the individuals who hold them. Students should feel free to question the instructors and each other collegially at any time.

VI. Grading

This course combines traditional lectures with group discussions. Students will be expected to spend about 3-6 hours reading materials and working on a project before each class. Grades will also be assigned for class participation. The last class will include presentations on the group project.

A brief quiz, lasting approximately 5-10 minutes, will begin each class. The quizzes will cover key points from the assigned readings.

Grades will be assigned for classroom participation. Students will be able to obtain full credit for classroom participation by asking questions, participating in discussions and hands-on activities, and submitting one-minute "essays" requested periodically by the instructor.

The project will allow students to develop a set of competencies for emergency preparedness for workers at a workplace of their choosing. Students will be expected to inform the instructor of their choice of workplace on the second day of class. A report documenting the competencies will be due during the final class and each student will make a 10-15 minute presentation of their recommendations to the class.

1. Grading Criteria

For all work, partial credit will be awarded generously, so students should show all work. In addition, the neatness of the work is important because the instructor will be able to follow the students' reasoning more easily when trying to award partial credit.

The breakdown of grading for the course is:

Quizzes on readings	20 %
Classroom participation	30 %
Report on competencies	30 %
Presentation of competencies	20 %

Final grades will be assigned on either an A/F basis or an S/N basis. Students may change grading options during the initial registration period or during the first two days of the class. The grading option may not be changed after the second day of class. A/F letter grades will be determined by total effort as follows:

A	(93-100 %) Outstanding achievement relative to course expectations
A-	(90-93 %)
B+	(87-90 %)
B	(83-87 %) Achievement above minimum course expectations
B-	(80-83 %)
C+	(77-80 %)
C	(73-77 %) Achievement meeting the minimum course expectations
C-	(70-73 %)
D+	(67-70 %)
D	(60-67 %) Achievement below minimum expectations, but sufficient for credit
F	(< 60 %) Represents failure (or no credit) and signifies that the work was either (i) completed but at a level of achievement that is not worthy of credit or (ii) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

S/N grades will be determined by total effort as follows:

S	Achievement that is satisfactory will be expected to complete all assignments and receive a minimum of 70% to receive a passing score (achievement required for an S is at the discretion of the instructor but may be no lower than a 70%).
N	Signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit (70% or higher) or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

2. **Grading Option** - Students may change grading options during the initial registration period or during the first two days of the term. **The grading option may not be changed after the second day of class.**
3. **Course Incomplete** - An incomplete grade is permitted only in cases of extraordinary circumstances and following consultation with the instructor. In such cases an "I" grade will require a specific written agreement between the instructor and the student specifying the time and manner in which the student will complete the course requirements. Extension for completion of the work will not exceed one year.
4. **Scholastic Dishonesty** - This course follows the University of Minnesota Board of Regents' policy on student conduct and scholastic dishonesty which can be found at:
<http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf>

A grade of "F" or "N" for the entire course will be assigned for scholastic dishonesty as defined in the policy and will be reported to the Office of Student Judicial Affairs
<http://www.sja.umn.edu/>

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in an "F" or "N" grade for this course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity:
<http://cisw.cla.umn.edu/plagiarism/uofmpolicies.html>

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/>. In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you received credit in another course unless by prior agreement with the instructor. Building on a dissertation or final project is acceptable.

If you have any questions, consult the instructor.

VII. Course Withdrawal

School of Public Health Students may withdraw from a course **through the second day** of the course without permission. No "W" will appear on the transcript. After the second day, students are required to do the following:

- The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
- The student must send an email to the SPH Student Services Center (SSC). The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student's intent.
- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor and instructor). A "W" will be placed and remain on the student transcript for the course.
- After discussion with their advisor and notification to the instructor, students may withdraw until the end of the second day of class. There is no appeal process.

VIII. Disabilities

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and Disability Services at the beginning of the term. All discussions remain confidential. For further information contact the University of Minnesota Disability Services website at <http://ds.umn.edu/> or call 612-626-1333 (V/TTY).

IX. Course Text and Readings

Web-based reading assignments will be required for all four class sessions.

See below for reading schedule.

X. Course Outline/Weekly Schedule

6/6/05	Day 1	<p>Course Introduction Course syllabus and schedule; emergency action plans</p> <p>Types of Workers and Workplaces Roles during World Trade Center attack and during the aftermath; deficiencies in preparedness; first responders; categorization of workplaces</p> <p>Competencies for Preparedness Examples of competencies; competencies for public health workers; competencies for first responders; roles in preparedness, prevention, and response; resources</p> <p>Project Assignment</p> <p><u>Required Readings:</u> The 9/11 Commission Report (2004). <i>Chapter 9: Heroism and Horror</i>, Washington: U.S. Government Printing Office, ISBN 0-16-072304-3, pp. 278-323, http://a257.g.akamaitech.net/7/257/2422/22jul20041130/www.gpoaccess.gov/911/pdf/sec9.pdf</p> <p>Mitchell, CS, Doyle, ML, Moran, JB, Lippy, B, Hughes, JT, Lum, M, Agnew, J (2004). Workers Training for New Threats: A Proposed Framework, <i>American Journal of Industrial Medicine</i>, 46:423-431, http://www3.interscience.wiley.com/cgi-bin/fulltext/109703483/PDFSTART</p> <p>Columbia University Center for Health Policy (2002). <i>Bioterrorism & Emergency Readiness, Competencies for All Public Health Workers</i>, New York: Columbia University School of Nursing, 23 pp., http://www.cumc.columbia.edu/dept/nursing/institutes-centers/chphsr/btcomps.pdf</p>
6/7/05	Day 2	<p>Guest Instructor: Rita Isker, USW (formerly PACE International Union)</p> <p>Emergencies in Chemical Production Bhopal methyl isocyanate release; Graniteville train derailment; BP Texas City refinery explosion</p>

Preparedness for Workers in Chemical Production

Survey tools; current state of readiness; opinions of workers versus management; worker education and training tools; curriculum for education and training of workers in the chemical industry

Q&A with Worker Trainer

Required Reading:

Johnson, J (2004). New Voices for Plant Security, *Chemical & Engineering News*, 82(46):51-53, <http://pubs.acs.org/isubscribe/journals/cen/82/i47/html/8247gov2.html>

●●● Review, but do not necessarily read word for word ●●●

PACE/Labor Institute (2004). *Controlling WMD Through Prevention*, New York: The Labor Institute, 145 pp.

<http://www.pacehealthandsafety.org/Controlling%20WMD%20Through%20Prevention.pdf#search='PACE%20The%20Labor%20Institute'>

6/8/05 Day 3

Preparedness for Health Care Workers

Roles in emergencies; importance of recognition; Emergency Response Plan for Fairview-University Medical Center; education and training methods; evaluating the success of education and training; consideration of hospitals versus clinics

Personal Protective Equipment

Hierarchy of control; Types of respirators; Respiratory protection program requirements; Chemical protective clothing

Required Reading:

OSHA (2005). *OSHA Best Practices for Hospital-Based First Receivers of Victims from Mass Casualty Incidents Involving the Release of Hazardous Substances*, 32 pp. http://www.osha.gov/dts/osta/bestpractices/firstreceivers_hospital.pdf

Thorne, CD, Oliver, M, Al-Ibrahim, M, Gucer, PW, McDiarmid, MA (2004). Terrorism-Preparedness Training for Non-Clinical Hospital Workers: Tailoring Content and Presentation to Meet Workers' Needs, *Journal of Occupational and Environmental Medicine*, 46(7):668-676.

6/10/05 Day 4

Other Workers and Workplaces

Railway workers; truckers and workers in trucking operations; transportation workers; workers in non-chemical manufacturing; workers in office buildings

Project Presentations

Required Reading:

Ruth Rутtenberg & Associates (2002). *Vulnerabilities to Terrorism: Responses of Railway Workers Four-Day Hazmat Program*, George Meany Center for Labor

Studies: Railway Workers Hazardous Materials Training Program, 6 pp.,
http://wetp.org/Wetp/public/dwloads/HASL_339dnfile.DOC

OSHA (2001): *How to Plan for Workplace Emergencies and Evacuations*, U.S.
Department of Labor, Occupational Safety and Health Administration, Pub. No. OSHA
3088, 21 pp., <http://www.osha.gov/Publications/osha3088.pdf>

PROJECT REPORT DUE