

COURSE OUTLINE

EMERGENCY HEALTH

Course Title

CPH 253

Dept. & Course No.

I. COURSE DESCRIPTION:

This course introduces the very actual, basic concepts relevant to three aspects pertaining to Emergency Health: health emergency set-up in Palau; health emergency response; and role of the media in health emergencies. The Course addresses concepts, structures and roles of each organizational set-up, and its functions.

II. SEMESTER CREDITS: 2

III. CONTACT HOURS PERWEEK: Lecture: 2 Lab: 0 Total: 2

IV. PREREQUISITE: CPH 162

V. STUDENT LEARNING OUTCOMES: VI. COURSE CONTENTS:

Upon completion of this course the student will be able, with 65% level of accuracy, to:

1. Describe basic concepts underlying the Palau Ministry of health and Public Health Emergency Operations Plans (EOPs and PH-EOP).
 2. Describe the assigned roles in PH-EOP, and its annexes: the Strategic National Stockpile, and the Pandemic Influenza Response Plan
 3. Describe the principles, characteristics and structure of the Incident Command System (ICS) and the National Incident Management System (NIMS).
- A. The Ministry of Health's EOPs
 1. Ministry of Health EOPs, concepts, master plan and structure
 2. Overview of the PH-EOP's Telephone Notification Tree
 - B. Assigned roles in the Palau Public Health EOP, and its annexes
 1. Roles assigned within the Public Health EOP
 2. The Strategic National Stockpile, an annex to the PH-EOP
 3. The Pandemic Influenza Response Plan, another annex to PH-EOP
 - C. Characteristics, principles and structure of ICS and NIMS.
 1. The Incident Command System, ICS: role, functions and structure
 2. The National Incident Management System, NIMS: role, functions and structure
 3. Operational selection between ICS and NIMS, and subsequent implementation

4. Describe the meaning, importance and function of “risk communication”; “crisis communication”; and “crisis emergency risk communication (CERC)”.
5. Describe the basic principles of CERC, its role and the 6 STARCC pointers therein.
- D. Communications, their relevance and characteristics
 1. Risk communication: definition, importance and use
 2. Crisis communication: definition, importance and use
 3. Distinguishing between the two
- E. CERC and STARCC: mnemonic value of these acronyms, and their meaning and value
 1. Crisis and emergency risk communication, CERC, and its role
 2. The 6 “basic rules” of CERC
 3. STARCC: 6 “principles” to be kept in mind

VII. EQUIPMENT AND MATERIALS:

1. Projector
2. Routine classroom materials
3. 1 USB storage device (at least 1 GB)—student-furnished

VIII. TEXT:

Required Text: Instructor-made handout

IX. METHODS OF INSTRUCTION:

1. Problem – Based Learning [PBL]
2. Group work with tutor guidance
3. Self-learning from identified resources
4. Group reporting and consolidation of outcomes
5. Questions and Answers (Discussion)

X. METHOD OF EVALUATION:

1. Description	Points
a. Class participation & presentations	50%
b. Unit Tests/Quizzes	<u>50%</u>
Total	100%
2. Transmutation of percent to letter grade	
a. 90-100	A
b. 80-89	B
c. 70-79	C
d. 65-69	D
e. 0-64	F

**Palau Community College
CPH 253 Emergency Health
Course Learning Outcomes**

During the course experience, the *course learning outcomes* (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

- Rating Scale:
4. Exceeds Expectations
 3. Meets Expectations
 2. Developing
 1. Below Expectations

CLO#1: Students will be able to describe the concepts underlying the Ministry of Health and the Public Health Emergency Operations Plan.

4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> • Describe an Emergency Operations Plan • Describe the concepts, master plan, and structure of the Ministry of Health EOPs • Describe the function and the structure of the PH-EOP's Telephone Notification Tree • Elaborate on possible improvements or additions to the Ministry of Health EOPs
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

CLO#2: Students will be able to describe the roles of PH-EOP and its annexes.

4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> • Describe the roles assigned within the PH-EOP • Identify the significance of the assigned roles within the PH-EOP • Identify the annexes of the PH-EOP • Describe the function of each annex and their contribution to public health
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

CLO#3: Students will be able to describe the characteristics and structure of ICS and NIMS.

4	Perform all of the following tasks accurately and completely <ul style="list-style-type: none"> • Describe the meaning of the acronyms "ICS" and "NIMS" • Define "incident" as it applies to the ICS and NIMS • Describe the roles, functions, and structure of the ICS and NIMS • Describe the linkage of the roles and functions of ICS and NIMS to public health and health in general
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.

2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

CLO#4: Students will be able to describe the role of the media in health emergencies and the relevance and characteristics of Communication.

4	Perform all of the following tasks accurately and completely <ul style="list-style-type: none"> • Describe the roles of the media in health emergencies • Define risk communication and discuss both its use and role in public health • Define crisis communication and discuss both its use and role in public health • Explain the difference between risk communication and crisis communication
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

CLO#5: Students will be able to describe CERC and the 6 STARCC pointers.

4	Perform all of the following tasks accurately and completely <ul style="list-style-type: none"> • Define both CERC and STARCC and discuss the meaning and value of their acronyms • Describe the role of the CERC • Describe the 6 “basic rules” of CERC • Explain the 6 “principles” of STARCC
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.