IDEA Objectives:  E= 2,4
I= 5,3

WILMINGTON UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
COURSE OUTLINE & SCHEDULE OF ASSIGNMENTS

COURSE NUMBER:   HLT 379
COURSE TITLE:   Healthcare Emergency Management
PREREQUISITES:   N/A

IDEA ESSENTIAL ITEMS: Learning fundamental principles, generalizations, or theories.

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

IDEA IMPORTANT ITEMS: Acquiring skills in working with others as a member of a team.

Learning to Apply Course Material (to improve thinking, problem solving, and decisions).

Preferred Method of Contact:

I.  TOPICAL OUTLINE

  1. Objective: Apply major Healthcare Emergency Management Theories
     A. Define Healthcare Emergency Management
     B. Discuss how disasters affect healthcare delivery system
     C. Examine the four phases of emergency management
     D. Define incident command, interagency coordination, and the hazard vulnerability analysis

  2. Objective: Examine the integration of healthcare, public health and public safety during a disaster
     A. Public Health
     B. Emergency Medical Services
     C. Public Safety
     D. Community Organizations

  3. Objective: Examine special situations in disaster
     A. Vulnerable Populations
     B. Altered Standards of Care
     C. Behavioral health
     D. Mass Fatalities

  4. Objective: Evidence critical thinking skills in class discussion, written work, online assignments, and oral/visual/voice-enhanced presentations.
A. Use of correct military services and branches in communications  
B. Evidence analysis of contributory/supporting data with integration of holistic health concepts into discussions, projects, and papers.  
C. Utilization of appropriate informational resources

II. METHODOLOGY & POLICIES

A. Teaching Method Options
   Readings, Lecture, Multimedia, Discussion Board, and Written Assignments

B. Evaluation Methods
   Rubrics and grading criteria are provided for all assignments. Please read the rubrics and grading criteria before completing the assignments. Following the assignment criteria will optimize your efforts toward successful course completion.

Family Disaster Kit (Objective 4) 10%

Students will develop a family disaster kit which will include viewing videos and researching website for recommendation on what material the students must gather from their homes. Once students have assembled the kits they will post a picture on the discussion board.

Family Disaster Plan (Objective 10%)

Students will develop a family disaster plan after viewing information from FEMA, Center for Disease Control and Prevention (CDC) and the Red Cross. Using templates provided to input personal disaster information to assist during an evacuation or other disaster in their own community.

Pandemic Flu Case Study (Objectives 1, 2, 3) 15%

Students will complete some basic research and develop a case study to identify impacts to the public health and medical system in Delaware. Students will use information based on lessons learned from the 1918 pandemic flu and the more H1N1 pandemic in 2009-2010. Students will also analyze what may be in store for pandemics in the near future and beyond.

Web Site Project (Objective 4) 15%

Student will research and select a website of the choice that related to health care emergency management. They will develop a PowerPoint presentation which will be posted to the course discussion board. Student will be graded for the development and content of the presentation and well as a separate grade for the posting to the discussion board.

Term Paper (Objectives 1, 2, 3, and 4) 30%

Students will choose a health care emergency management topic covered during the course. Students will be complete extensive research on the topic selected and complete a term paper using APA style on any approved healthcare emergency management subject discussed in the course text. The paper will be between five and ten pages.
Participation/Activities (Objectives 1 - 6) 20%

Success in this course depends on active participation and critical reflection by all students. Students will participate in online discussions, activities and complete projects. For all Blackboard work, a grading rubric will be used to evaluate: writing skills, critical thinking, incorporation of class concepts, integration of outside readings, and timely completion of activities.

Please Note: A minimum grade of C- is required to pass this course.

III. COURSE POLICIES:

College of Health Professions Attendance Policy: Because class sessions are highly interactive, any student’s absence diminishes the quality of learning for everyone. Students are expected to attend all in-class sessions and to log on and participate in all online sessions, as the course format requires. Failure to do so may be considered an unexcused absence. Be apprised that faculty have the ability to monitor your access to Blackboard sessions. Please note that your weekly attendance is electronically tracked and is a criterion for your final course grade. Communication with your course faculty is essential.

College of Health Professions Response Time Policy:

Faculty will generally respond to all student communication within 24-48 hours unless a weekend or holiday. Please refer to your course faculty’s specific availability as noted within the course.

Online Learning Considerations:

Online learning courses are offered in a seven week format which is designed to move the motivated student through the nursing curriculum at an accelerated pace. A significant amount of the student learning is done via independent assignments and requires the use of the Internet and the Blackboard course learning management system. Resources for Online Students, including Blackboard Technical Support, can be accessed at: http://www.wilmu.edu/onlinelearning/dl_current.aspx

* The instructor reserves the right to change or add assignments as needed*
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