

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do **NOT** purchase any books or start any work based on this syllabus; this syllabus may **NOT** be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Health Sciences  
PBHE 605  
Quarantine  
3 Credit Hours  
Length of Course: 8 weeks  
Prerequisite: None**

### Instructor Information

***Please refer to the Syllabus tab for your instructor's contact information and biography.***

### Course Description (Catalog)

This course is a study of the theoretical, historical, and contemporary issues associated with quarantine as a public health and safety measure. Students will learn of quarantine strategy, implementation, effectiveness, and debate. The course topics will include consideration of quarantine as a health and safety measure in the modern homeland security strategy.

### Course Scope

This course examines quarantine and related methods of separating infectious cases from susceptible hosts in a historical perspective and in current practice. In a broader sense, the course focuses on control of communicable diseases, particularly those diseases that have epidemic or pandemic potential. The course emphasizes the process of quarantine, the policy of quarantine, and effectiveness. The course examines the debate on quarantine with respect to personal rights, public safety, and international regulations.

### Course Learning Objectives

After successfully completing this course, students will be able to:

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- **CO-1** - Assess how effective control of communicable disease is determined by disease attributes, infrastructure, and location.
- **CO-2** - Discern the historical use of quarantine and other related control measures compared to current practices and the factors that prompted change.
- **CO-3** - Analyze concepts associated with the quarantine process.
- **CO-4** - Appraise epidemics and pandemics that have raised national and international concern, and which of these employed quarantine or related control measures.
- **CO-5** – Evaluate current quarantine policy and how it is affected by the debate on human rights, personal freedom, and governmental power.
- **CO-6** - Investigate selected infectious agents of concern for military operations and/or potential terrorist events.

### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

### Course Materials

#### Required Course Textbook:

1. Heymann, D. (2015). *Control of Communicable Diseases Manual*, American Public Health Association. Washington, DC. (ISBN-13: 978-0875530185 or ISBN-10: 0875530184)
2. Connelly, M. (2006). *Communicable Disease Control in Emergencies: A Field Manual*. World Health Organization, Geneva, Switzerland (ISBN: 0241546166) *Communicable Disease Control in Emergencies: A Field Manual - Free PDF available at [http://whqlibdoc.who.int/publications/2005/9241546166\\_eng.pdf](http://whqlibdoc.who.int/publications/2005/9241546166_eng.pdf)*
3. American Psychological Association. *Publication Manual of the American Psychological Association*, 6th Ed. (ISBN: 1433805618).
4. Other materials can be found in the 'Lessons' section of the classroom.

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### **Academic Writing Requirements:**

The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the *APA Publication Manual*. All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

### **Web Sites**

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

- None

## **Evaluation Procedures**

### **Forum**

Please join the forums each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

#### ***Guidelines:***

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 450 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 200 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.
- Forum rubric is included in the forum section of the course
- Additional guidelines for week one forum introduction are included in the forum tab within the course
- More in-depth specific instructions for each forum can be found in the forum tab within the course.
- **Late Forum posts receive a 10% per day late penalty. If your 2 peer responses are posted after the week is ended (after Day 7, Sunday) they receive a zero, in that the**

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discussion is over and you cannot receive credit for participation in a discussion with others after the discussion week has closed.

Students will be responsible for providing a peer response posting for at least two (2) of their peers' postings, unless there are less than 3 students in the course, where only one (1) peer posting will be required. Your peer postings should challenge or expound upon at least one of the points made by your peer, and "I agree" does not constitute as an adequate response. As graduate students, you will be expected to provide comprehensive, relevant and well supported points in your assignments.

We all bring something unique to the classroom, from our understanding, our experiences, and our value systems. We honor and respect each person's diverse beliefs to help us see beyond the classroom to be the most effective individuals we can be. Therefore, we should all be respectful of others while expressing our viewpoints and opinions. Proper netiquette behavior is expected. Any inflammatory, demeaning or disrespectful language in a posting will be immediately removed from the discussion space.

### Assignments

There will be two case studies due during the course. The first is due in week 6 and the second in week 8. All assignments should follow proper APA format and include all information given in the Assignment Instructions. All assignments must be submitted through the link in the classroom and must receive a TurnItIn score before being graded. Assignments that are not in proper format may not be read by TurnItIn. It is your responsibility to make sure your submission receives a score. If the score is above 20%, this indicates plagiarism. A submission with a high TurnItIn score should be rewritten and resubmitted prior to the due date.

- More in-depth specific instructions for each assignment can be found in the Assignment tab within the course.
- Assignments submitted late without advance notice will receive a 5% per day late penalty and will not be accepted for grading five (5) days past the due date.

### Course Grading Outline

Grading Instrument		Percentage of Final Grade
<b>Forum</b> (8 @ 100 pts each)	800 pts	<b>25%</b>
Introductory Forum Post	10 pts	
<b>Assignments</b>		
Week 6: Case Study 1: Compare and Contrast	100 pts	<b>50%</b>
Week 8: Case Study 2: Incident Case report	100 pts	<b>25%</b>
<b>TOTAL</b>	1010 pts	<b>100%</b>

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Course Outline					
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
1	Introduction and Welcome, Identification of Course Goals and Expectations, and Fundamentals of Quarantine and Isolation	Examine and discuss quarantine, isolation, and social distancing.  Discuss the difference between communicable and infectious diseases.  Examine the historical use of quarantine and the methods of use.	Syllabus  Rubrics  Lesson: Week 1  Heymann (2015): User's Guide xix– xx and Explanation of Terms: pp. 693-706  See readings and videos in lesson.	No assignment is due for week 1.  Begin working on your Case Study 1: Compare and Contrast <b>due by the end of week 6.</b>	Week 1 Forums: Introduction - Virtual Class Introduction  APA Tutorial Review Required  Fundamentals of Quarantine and Isolation
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
2	Quarantine Authority, Policy, and Ethics	Discuss the U.S. and WHO health regulations for quarantine.  Examine and discuss the CDC quarantine authority and local public health.  Examine and discuss quarantine ethics, trends, and consequences on the	Lesson: Week 2  Heymann (2015): Tuberculosis, pp. 637 – 650  See readings and videos in lesson.	Week 2: No assignment is due for week 2.  Continue working on your Case Study 1: Compare and Contrast <b>due by the end of week 6.</b>	Week 2 Forum: Quarantine Authority, Policy, and Ethics

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		population.  Examine the epidemiology, pathophysiology, treatment, and control methods of tuberculosis.			
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
3	Communicable Disease Surveillance	Examine WHO Communicable Disease Surveillance and Response.  Understand and demonstrate the steps of an Outbreak Investigation.  Describe the methods, supplies, control measures: via infrastructure, location, and circumstances (disaster/ emergency or non-emergency situation).  Examine the epidemiology, pathophysiology, treatment, and control methods of meningitis and polio.	Lesson: Week 3  Heymann (2015): pp. A1- A19  Heymann, Meningitis. pp-401-413.  Heymann, Poliomyelitis, pp. 477-483.  Connolly (2006): pp. 3-4, Chapters 1, 3, & 4 (Surveillance, Outbreak Control)  See readings and videos in lesson.	Week 3: No assignment is due for week 3.  Continue working on your Case Study 1: Compare and Contrast <b>due by the end of week 6.</b>	Week 3 Forum: Communicable Disease Surveillance
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
4	Communicable		Lesson: Week		Week 4 Forum:

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	Disease Elements and Control	Analyze diseases that occur at the human-animal interface  Understand the preventative method of vaccination and the issues concerning vaccines.  Discuss the use of emergency vaccination and herd immunity.  Examine the epidemiology, pathophysiology, treatment, and control methods of measles and	4  Heymann (2014): Mass Vaccination and Public health A39-A45; One health, A25-A28; Handling of infectious materials, A55-A57; Measles, pp.389-396; Other influenza, pp. 313-322.  See readings and videos in lesson.	Continue working on your Case Study 1: Incident Case Report <b>due by the end of week 6.</b>	Communicable Diseases with Mass Vaccination Program in Public Health
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
5	Communicable Disease Control in Special Settings	Examine and discuss transmission of a communicable disease in healthcare facilities.  Discuss the various control measures for person, clinic, hospital, and home.  Demonstrate how to use appropriate infection-prevention control measure during an	Lesson: Week 6  Heymann (2015): Infection Prevention and Control, A28-A37, A45-A57; <i>Staphylococcal</i> disease, pp. 571-580; Seasonal	Week 6: Case Study 1: Compare and Contrast is <b>due by the end of week 6.</b>	Week 6 Forum: Communicable Disease Control in Special Settings

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		emergency.  Examine and discuss the epidemiology, pathophysiology, treatment, and control methods of <i>Staphylococcal</i> disease and seasonal flu.	influenza, pp. 306-313.  See readings and videos in lesson.		
<b>Lesson</b>	<b>Topic</b>	<b>Course Objective(s)</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>	<b>Forum(s)</b>
<b>6</b>	Diseases with Epidemic & Pandemic Potential	Evaluate and discuss the potential communicable diseases that will require isolation and/or quarantine to protect the general population.  Understand the concept of Endemic, Epidemic, and pandemic.  Understand what went right and what went wrong during the 2003 SARS outbreak.  Examine the epidemiology, pathophysiology, treatment, and control methods of Influenza and Severe Acute Respiratory Syndrome (SARS) and pandemic flu.	Lesson: Week 6 Diseases with Epidemic & Pandemic Potential  Heymann (2014): SARS pp. 539 - 549; Influenza pp. 306 – 322  See readings and videos in lesson.	Week 6: Case Study #1 is due by Sunday	Week 6 Forum: Diseases with Epidemic & Pandemic Potential
<b>Lesson</b>	<b>Topic</b>	<b>Course Objective(s)</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>	<b>Forum(s)</b>
<b>7</b>	Emerging Infectious Diseases	Examine and discuss various control methods from people, vectors,	Lesson: Week 7 Emerging Infectious	Week 7: No assignment is due for week	Week 7 Forum: Emerging Infectious



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		and reservoirs.  Understand the concept of a novel infection/disease.  Understand the importance of antimicrobial drug resistance that can lead to re-emergence of diseases.  Examine the epidemiology, pathophysiology, treatment, and control methods of Ebola, HIV, and MERS.	Diseases  Heymann (2014): Emerging Infectious Diseases: Ebola-Marburg, pp. 173-178; HIV pp. 287- 294.  MERS  See readings and videos in lesson.	7.  Begin working on your Case Study 2: Incident Case Report <b>due by the end of week 8.</b>	Diseases
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
8	Infectious Agents with Bioterrorism Potential	Communicate effectively through writing.  Understand the Bio-terrorism Categories and the infectious agents.  Understand and discuss the potential infectious agents that may be used in a bioterrorism incident (Bacteria, Viruses and toxins).  Examine the epidemiology, pathophysiology, treatment, and control methods of Anthrax and	Lesson: Infectious Agents with Bioterrorism Potential  Heymann (2014): Deliberate use of Biological Agents, A19 – A25; Anthrax, pp. 16-26; Smallpox pp. 561-569.  See readings and videos in lesson.	Week 8: Case Study 2: Incident Case Report <b>due by the end of week 8.</b>	Week 8 Forum: Infectious Agents with Bioterrorism Potential

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## **Policies**

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)