

### ***(Un)Common Read***

IDH 2930, Class Number 26362, Section 0211

**Class Periods:** Wednesdays, Period 8, 3:00pm – 3:50pm

**Location:** Online Delivery (Zoom) 100%

**Academic Term:** Fall 2020

**Course Credit:** 1

#### ***Instructor:***

Norman Beatty, MD

Assistant Professor of Medicine

Division of Infectious Diseases and Global Medicine

[Norman.beatty@medicine.ufl.edu](mailto:Norman.beatty@medicine.ufl.edu)

Office: 352-273-8830

Office hours: Monday – Friday 4pm to 5pm (Zoom)

#### ***Course Description***

The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus is an amazing nonfiction book detailing the discovery of the Ebola virus and the scientists who worked so diligently to understand its origins. Based off the true accounts the book also details an actual outbreak that took place right here in the United States, which suddenly emerged in the suburbs of our nation's capital.

Reading this book will allow the student to understand the complexities of actual infectious disease outbreak with a lethal virus. The hope after completing the course is that the student will gain insight and curiosity to pursue a career in the fields of biology, medicine, and public health.

Each week we will discuss our reading assignment in an open forum in the class. A homework assignment will also be given as it pertains to the reading. This will consist of a research objective to investigate current events in medicine and infectious diseases. The book has four parts describing different events as it pertains to the discovery of Ebola virus and the outbreak here in the United States. After completing each part, the students will be asked to write a short essay based off 3-5 questions given. At the end of the semester each student will have completed the four parts. A final assignment will be given in the form of completing a project with a partner to conduct a hypothetical infectious disease outbreak.

#### ***Course Pre-Requisites / Co-Requisites***

None

#### ***Course Objectives***

- Learn about field epidemiology, response to an outbreak of an infectious disease, and public health measures to mitigate spread.
- Learn what the differences are between an epidemic and pandemic, and how this pertains to transmission of an infectious agent.
- Learn about the differences between the four Biosafety Levels (BSL) of biocontainment and the purpose of this system in fieldwork, research, and industry.
- Learn about viral hemorrhagic fevers, which includes Ebola Virus Disease.
- Learn what different careers are available for public health officers and infectious diseases.

#### ***Materials and Supply Fees***

**The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus.**

**Author:** Richard Preston

**Mass Market Paperback:** 422 pages

**Publisher:** Anchor; 1st edition (August 1995)

**ISBN-10:** 0385427107

**ISBN-13:** 978-0385479561

***The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus***

*IDH 2930, Class Number 26362; Norman Beatty, MD; Fall 2020*

## **Course Schedule**

Week 1: Introduction to course and objectives; Please read "To The Reader" for broad open discussion

Week 2: Discuss chapters: "Something in the Forest" and "Diagnosis" (pp3-47)

Week 3: Discuss chapters: "A Women and a Solider", "Project Ebola" (pp48-75); Viral Hemorrhagic Fever Essay Assignment

Week 4: Discuss chapters: "Total immersion and "Ebola River" (pp76-130); **Viral Hemorrhagic Fever (VHF) Essay Assignment due by 3pm**

Week 5: Discuss chapters: "Cardinal" and "Going Deep" (pp131-153; Finish "Part One"); Assignment #1 given at end of class

Week 6: **Assignment #1 due by 3pm:** Discuss "Part One" as a Class

Week 7: Discuss chapters: "Restin", "Into Level 3", "Exposure", "Thanksgiving", "Medusa" (pp154-198)

Week 8: Discuss chapters: "The First Angel", "The Second Angel", "Chain of Command", "Garbage Bags", "Space Walk", "Shoot out", "The Mission", "Reconnaissance" (pp199 - 282); Assignment # 2 given at end of class

Week 9: **Assignment # 2 due by 3pm:** Discuss "Part Two" as a Class

Week 10: Discuss chapters: "Insertion", "A Man Down", "91-Tangos", "Inside", "A Bad Day", "Decon", "The Most Dangerous Strain", (pp285-371); Assignment # 3 given at end of class

Week 11: No Class (Veteran's Day); **Assignment # 3 due 11/13/20 by 5pm**

Week 12: Discuss "Part Three" as a class; **Discuss Final Project and example given in class.**

Week 13: Thanksgiving Holiday (No Class)

Week 14: Discuss chapters: "Highway" and "Camp" (pp384-411; Finish "Part Four"); Assignment # 4 given at the end of class

Week 15: **Assignment # 4 is due by 3pm;** Discuss "Part Four" as a Class

Week 16: **Final Project due 12/16/2020 by 5pm.**

## **Assignments**

**Assignments 1-4:** Short essays based off our current reading and learning objectives. Some questions may involve some investigation but will be clearly stated in the question.

**VHF Essay assignment:** Student will be asked to research viral hemorrhagic fevers and choose one VHF to write about. Essay will consist on background information, transmission, signs/symptoms of the disease, exposure risk, diagnosis, treatment (if any), and prevention strategies. 5 -10 references.

**Final Project:** With a partner, will choose one pathogen (viral, bacterial, fungal, parasitic) that has the potential or has been known to become an outbreak among humans and/or animals. Cannot be SARS-CoV-2 (COVID-19) pathogen. Will need to research and choose a pathogen based-off potential to be infectious at a rate that can allow for an outbreak. Will need to simulate an outbreak event from time zero (Index case), course of events leading to an epidemic or pandemic, public health response, and interventions. Final Assignment will be in the form of a power point. Example will be given in class of the Final Project during Week 12.

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## ***Attendance Policy, Class Expectations, and Make-Up Policy***

Attendance is required and recorded at the beginning of each class.

On our first day of class, students will share a brief introduction of themselves, their major, and how they wish to be addressed. Students are also advised to change their Zoom name to the name they wish to be called and add pronouns (e.g., she/her/hers, he/him/his, or they/them/theirs). Roll will not be called but visible on Zoom.

Students will get “One Freebie” at which an absence will not count against their grade. This should be reserved for unique situations. Assignment will still need to be turned in at designated time no matter whether student is absent that day. If you have an unexcused tardy past 10 minutes this will count as being absent. Each unexcused absence will result in a 15-point reduction in the final grade. Excused absences must be consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

**Assignment and Final Project:** Please email to Dr. Beatty prior to designated time.

Please include what assignment in subject line.

[Norman.beatty@medicine.ufl.edu](mailto:Norman.beatty@medicine.ufl.edu)

### ***Evaluation of Grades***

<b><i>Assignment</i></b>	<b><i>Total Points</i></b>	<b><i>Percentage of Final Grade</i></b>
Class Discussions (13 total)	195	20%
Assignment #1	100	10%
Assignment #2	100	10%
Assignment #3	100	10%
Assignment #4	100	10%
VHF writing assignment	100	10%
Final Project	305	30%
Total for Course	1000	100%

### ***Grading Policy***

<b><i>Percent</i></b>	<b><i>Grade</i></b>	<b><i>Grade Points</i></b>
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 - 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)  
[Grades and Grading Policies](#)

### ***Students Requiring Accommodations***

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### ***Course Evaluation***

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students on the [Gator Evals page](#).

### ***University Honesty Policy***

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### ***Software Use***

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### ***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

## **Campus Resources:**

### Health and Wellness

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

### Academic Resources

**[E-learning technical support](#)**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

**[Career Resource Center](#)**, Reitz Union, 392-1601. Career assistance and counseling.

**[Library Support](#)**, Various ways to receive assistance with respect to using the libraries or finding resources.

**[Teaching Center](#)**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

**[Writing Studio](#)**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

**[Student Complaints Campus](#)**

**[On-Line Students Complaints](#)**