



BSDP- 564 Medical and Public Health Intelligence

Syllabus

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Course Description:

This introductory course is designed to expose the participants to the confluence of public health and intelligence and provide them with the ability to participate in and contribute to the intelligence process. The course assumes that participants come to it with an understanding of the public health mission related to recognition and management of diseases and events of public health consequence. Simultaneously the course assumes that the student will have no prior understanding of the US intelligence apparatus or the process of intelligence collection, analysis and distribution.

Through a set of assigned readings, streaming videos, web based lectures and threaded discussions the student will be introduced to the structure, function, and limitations of US intelligence organizations. Assignments however, will place an emphasis on the evolving role and function of public health to the local intelligence fusion efforts. Through a set of regional case studies, the course will introduce students to the interconnectedness of geopolitical issues and events in global

hotspots, which directly result in or contribute to threats to the safety and health of the country and its local communities.

The course will also expose the student to the intensity of the Militant Islamic movement's quest to add chemical, biological, and radiological-nuclear agents to its armamentarium.

Weekly written assignments (Actionable Intelligence Briefs) will be used to demonstrate the utility and applicability of open source information to the public health component of the intelligence collection and analysis process as it relates to enhanced workforce protection and protection of the public's health.

Competencies:

- Upon completion of the course, participants will have the knowledge, skills, and abilities to assume entry-level responsibilities as a Public Health and Medical Intelligence Officer at Intelligence Fusion Centers.
- Upon completion of the course, participants will have the knowledge, skills, and abilities to collaborate with the partnering public health agencies to provide epidemiologically based, disease-specific, actionable information and, incident specific guidance to all members of the intelligence fusion effort
- Upon completion of the course, participants will have the knowledge, skills, and abilities to provide advice, guidance, and policies that will enhance emergency responder workforce protection against the threat of emerging and novel infectious diseases and bioterrorism threats.

Course Objectives:

At the conclusion of this course a student will be able to:

- Compare and contrast the differences between information and intelligence.
- Clearly define the intelligence cycle and the steps that must be taken to accomplish any phase of the cycle.
- Compare and contrast the traditional intelligence cycle with Clark's Target Centric Intelligence Model.

- Describe in detail the limits to and the inherent uncertainties associated with the intelligence process.
- Describe in detail the jurisdictional, legal, and psychological barriers to information sharing.
- Demonstrate proficiency in locating and collecting open source information to satisfy the requirements of an intelligence collection plan focused on a public health issue.
- Detail the DoD and DoJ classification systems and describe how their application may serve as unnecessary impediments to information sharing.
- Demonstrate the ability to communicate complex issues to the lowest possible classification level in order to facilitate information sharing.
- Demonstrate the ability to use open source information to provide epidemiologically based, disease-specific, actionable information to the intelligence fusion effort.
- Demonstrate the ability to use open source information to provide advice, guidance, and policies that will enhance emergency responder workforce protection against the threat of emerging and novel infectious diseases and bio-terrorism threats.

Course Format:

Directed readings, streaming videos, web based lectures and threaded discussions

Evaluation of Performance:

- Weekly assignment; Actionable Intelligence Briefings 40 %
- Participation in weekly asynchronous discussions 25 %
- Assignments (each 10% of grade) 20 %
- Final assignment 15%

According to the Saint Louis University Graduate School, the only final grades allowed are:

- A (≥ 93 points)
- B+ (90 – 92 points)
- B (83 – 89 points)

- B- (80 – 82 points)
- C (73 – 79 points)
- F (≤ 72 points)

Course Policies:

- All class-associated email communication should take place through the course Blackboard email.
- Seminar discussions should begin early in the session to allow for maximum interaction.
- All posts to discussion board and emails to the entire class are confidential and must not be divulged outside of class.
- The standard for the course professor will be to login to the course at least 3 days of the week.
- Responses to all individual comments are not possible although answers to specific questions will be given.
- Students should notify the course professor early if they are unable to participate in a scheduled course activity during a specific week.
- Students must notify the instructor in advance if some life event or obligation precludes them from submitting an assignment on time. Project due dates are very flexible for military personnel that are deployed or personnel deployed to a disaster; please discuss this with the instructor.
- It is at the instructor's discretion to allow students to make-up missed assignments.
- All University, Graduate School, and School of Public Health policies and procedures are in effect, including, but not limited to, academic standards, course withdrawals, and course incompletes. Please refer to the:
 - [Catalog of the Graduate School](#)
 - [Office of the Bursar](#) (Student Accounts)
 - [Office of the University Registrar](#) (Student Services)
 - [Institute for Biosecurity](#)
 - Institute for Biosecurity Policy Statement on Academic and Professional Integrity.
 - More information, policies, and guidelines relevant to your education are available on the School of Public Health web site at: [SLU School of Public Health](#). It is your responsibility to become familiar with all information available through this and the Web sites above.

Required Texts:

Graham, Bob & Nussbaum, Jeff. (2008). *Intelligence Matters: The CIA, the FBI, Saudi Arabia, and the Failure of America's War on Terror*. University Press of Kansas. Lawrence, Kansas. ISBN# 978-0-7006-1626-8.

Johnson, Loch K. & Wirtz, James J. (2008). *Intelligence and National Security: The Secret World of Spies. An Anthology*. Oxford University Press. New York. ISBN# 978-0-19-533247-6.

Katrona, Peter, Intriligator, Michael D. and Sullivan, John P. ed. (2006) *Countering Terrorism and WMD: Creating a Global Counter-Terrorism Network*. Routledge. Taylor and Francis Group. New York. ISBN# 13:978-0-203-08746-6.

Clark, Robert M. (2006). *Intelligence Analysis: A Target Centric Approach*. CQ Press. Washington D.C. ISBN# 978-1933116938

Texts may be purchased from any online vendor. Examples include the SLU Bookstore <http://slu.bncollege.com/>, Amazon.com, Barnes and Noble, and ecampus.com. Please note that the ISBN numbers listed above are usually associated with the hardback version of the book; you may buy the paperback version of any of the books when it is available.

Professors Note: I have included the following as reference texts that can help you understand the biology, clinical manifestations and epidemiology of the various infectious diseases that you may encounter through out the course. Mandel is on line through the SLU Library and we are asking them to acquire Nelson. Both Gilbert and Berger' books are pocket reference style manuals. They would be useful if you are going to be doing more within the public health response community

Suggested Reference Texts:

Nelson, K. E. and Williams, C.M., *Infectious Disease Epidemiology: theory and practice*, 2nd ed. Jones and Bartlett Sudbury MA., 2007

Mandel, Douglas, and Bennett's *Principles and Practice of Infectious Diseases* Elsevier, 2005

Gilbert et al, *The Stanford Guide To Antimicrobial Therapy*, Antimicrobial Therapy Inc, 2007

Berger, S.A., Calisher, C.H., and Keystone, J.S. *Exotic Viral Disease*, 2003 BC Decker, London

Course Outline:

For organizational purposes the course has been divided into the following Modules

Module 1 - Week of January 12th - Introduction to the Intelligence Community

Module 1 Objectives:

Upon completion of this module the student will be able to:

- Define Intelligence and describe the differences between intelligence and information.
- Define and describe actionable; strategic, tactical and public health intelligence and, articulate their roles in planning and operations.
- Describe and apply the Intelligence Cycle to produce actionable recommendations.
- Describe Target Centric Analysis, its strengths and limitations, and its role in intelligence production.

Required Reading;

Assigned Texts;

Intelligence Matters – Graham – pp. Introduction – 100

Intelligence and National Security – Wirtz – *Intelligence in the United States* – pp. Introduction – 20

Countering Terrorism and WMD – Katona – *Actionable Intelligence in Support of Homeland Security Operations* – pp 212-217.

Intelligence Analysis – Clarke Preface- pg 11

Web based readings:

Intelligence Essentials for Everyone – Krizan – pp 7-54

http://www.au.af.mil/au/awc/awcgate/dia/intel_essentials_krizan.pdf

Institute for Bio-security Policy Statement on Academic and Professional Integrity. Details on the Bio-security Policy Statement on Academic and Professional Integrity are provided in the Academic Integrity link to the left of your Blackboard course page and in the MS in Bio-security Student Handbook.

Assignment 1

1. After reading the Institute's Policy Statement on Academic and Professional Integrity (located on the home page of this course) submit an E-Mail to the instructor stating that you have read and will comply with that policy.
2. Post your Biographical Sketch, and write a bit about your goals for this class.
3. View the course introduction and welcome.

Assignment 2

1. Prepare and submit the first AIB which is due no later than 5:30 PM EST Sunday, January 18, 2008. (*See Below for Format and Description*)

Module 2. Week of January 19 – 9/11: Why intelligence matters and how it fails

Module 2 Objectives

Upon completion of this module, the student will be able to;

- Discuss the importance of intelligence in a post Cold War environment.
- Define “Stovepipes” and “the Wall” and describe the role they play in intelligence failures.
- Describe the historic breakdown of the U.S. Intelligence system and the impact those failures had on the U.S. vulnerabilities to attacks by non-state actors.
- List four of the major faults of the pre 9-11 intelligence system as described by Graham in *Intelligence Matters*.

Required Reading:

Assigned Texts;

Intelligence Matters – Graham – pp 235-301

Intelligence and National Security – Wirtz – pp 413 – 505 and 526 – 536

Intelligence Analysis – Clark pp 12-27

Assignment;

Prepare and submit an AIB which is due no later than 5:30 PM EST Sunday, January 25, 2008

Module 3. Week of January 26 – The National Intelligence Apparatus

Module 3 Objectives:

Upon completion of this module, the student will be able to;

- List the federal agencies that comprise the National Intelligence Community.
- Describe the unique mission of these agencies.
- Describe the strengths and limitations of each of these agencies
- Describe the relationships that existed pre 9-11 between agencies within the Intelligence Community
- Describe the relationships that existed pre 9-11 between the Intelligence Community and other agencies. (Federal, State and Local).

Required Reading;

Assigned Texts;

Intelligence Analysis – Clark pp 63-100

Intelligence and National Security – Wirtz – p. 538

Web Based readings;

An Overview of the U.S. Intelligence Community – pp 1 – 40

http://www.odni.gov/who_what/061222_DNIHandbook_Final.pdf

Assignment;

1. Submit an AIB
2. **AIB due no later than 5:30 PM EST Sunday, February 1, 2008**
3. Participate in discussion of last weeks AIB submissions

Module 4. Week of February 2 - Secrecy versus Security

Module 4 Objectives

Upon completion of this module, the student will be able to:

- List and Explain the Levels of Security Classifications that exist in the Department of Defense and Department of Justice as applied to Counter-Terrorism
- Describe the HIPAA law and discuss the misconceptions surrounding it.
- Evaluate the impact Security Classifications and HIPAA regulations have on interdisciplinary information sharing.

- Describe 3 barriers to information sharing.
- Develop strategies to facilitate information sharing in a classified environment.

Assignment;

1. Submit an AIB
2. **AIB due no later than 5:30 PM EST Sunday, February 8, 2008**
3. Participate in discussion of last weeks AIB submissions

Required Reading;

Assigned Texts; none

E-Reserve readings; none

Web based readings

Summary of the HIPAA Privacy Rule

<http://www.hhs.gov/ocr/privacysummary.pdf>

Health Insurance Portability and Accountability Act of 1996

<http://www.cms.hhs.gov/HIPAAGenInfo/Downloads/HIPAALaw.pdf>

**Classified and Controlled Information:
History, Status, and Emerging Management
Issues**

<http://www.fas.org/sgp/crs/secretcy/RL33494.pdf>

**Sensitive Security Information and Transportation Security:
Issues and Congressional Options**

<http://www.fas.org/sgp/crs/RL32425.pdf>

**“Sensitive But Unclassified” and Other Federal Security Controls on
Scientific and Technical Information: History and Current Controversy**

<http://www.fas.org/sgp/crs/RL31845.pdf>

**Module 5. Week of February 9 –
Critical Thinking and Uncertainty**

Module 5 Objectives

Upon completion of this module, the student will be able to:

- Explain the limitations of predictive intelligence when directed towards non-state actors.
- Define Critical Thinking.
- Describe the roles that bias and mindset play in intelligence failure.
- Apply the Analysis of Competing Hypotheses when analyzing a problem.

Assignment

1. Prepare a written Geopolitical Case Study of Somalia
2. **Assignment due no later than 5:30 PM EST Sunday, February 15, 2008**
3. No AIB this week

- **Week five assignment: Somalia; A geopolitical case study.**

Background:

For purposes of this assignment, assume that you are working as an analyst in your state's intelligence fusion center. Your state has had a noticeable enrollment of Somali refugees in its health /social welfare programs. The governor's office has asked to be briefed on the geopolitical issues that are driving this unexpected influx of Somali refugees. Inherent in this briefing request is the expectation that you will conclude the brief with your estimation of the likelihood that the refugee influx will, over the next 36 months decrease, continue at its current rate or, increase substantially.

Assignment specifics:

1. You are to develop a two- four page briefing paper in which each of the following points is addressed in 3 to 4 sentences.
 - Political structure
 - Civil unrest
 - Health Care System;
 - Manpower, facilities, capacity, and limitations
 - Endemic diseases and health indices
 - Cultural beliefs/ health practices that have medical/ health implications
 - Novel and reemerging infectious diseases
 - Migration/immigration issues
 - Crime and terror
 - Religions and ethnic conflicts
 - Trafficking activities;

- Money, ideology, human traffic, weapons, armament, and drugs.

Required Readings;

Assigned Texts

Countering Terrorism and WMD – Katona – *Warning in the Age of WMD Terrorism* pp 51-65

Intelligence Analysis –Clark PP 163-183

Web based readings

Critical Thinking and Intelligence Analysis – Moore – pp 1 – 97

http://www.au.af.mil/au/awc/awcgate/dia/ndic_moore_crit_analysis_lores.pdf

A neat little visualization tool

http://www.visual-literacy.org/periodic_table/periodic_table.html

Module 6. Week of February 16 – Uncertainty and Critical Thinking

Module 6 Objectives:

Upon conclusion of this module, the student will be able to:

- Discuss the utility of extrapolation techniques and their limitations
- Demonstrate an ability to make a probability estimate
- Discuss sensitivity analysis
- Define and apply a nonlinear approach to forecasting
- Discuss the utility of publication pattern analysis

Assignment;

1. Submit an AIB
2. AIB due no later than 5:30 PM EST Sunday, February 22, 2008
3. Participate in discussion of last weeks AIB submissions
4. Watch the Connections Video which shall be posted on the 16th of February

Required Reading:

Assigned Text

Intelligence Analysis-Clark pp101-126

Web based readings

Psychology of Intelligence Analysis – Heurer – pp 1 -172

<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf>

Professor's Note: I apologize for the reading burden this week. Heurer is considered a classic in the field and deserves to be carefully read.

Module 7. - Week of February 23 – Open source intelligence collection

Module 7 Objectives:

Upon completion of this objective, the student will be able to:

- Define Open Source Intelligence and discuss its strengths and limitations.
- Identify and evaluate the types of open source information available to the analyst.
- List the steps taken in the production of intelligence using open source information.

Assignment:

1. Submit an AIB
2. **AIB due no later than 5:30 PM EST Sunday, March 1, 2008**
3. Participate in discussion of last weeks AIB submissions

Required Reading:

Assigned Text:

Intelligence and National Security – Wirtz – Open Source Intelligence – pp 137 – 152

Web based readings

NATO Exploitation of the Internet pp 4 – 84

http://www.au.af.mil/au/awc/awcgate/nato/exploit_internet.pdf

NATO Open Source Intelligence Handbook – pp 1 –42

http://www.oss.net/dynamaster/file_archive/030201/ca5fb66734f540fbb4f8f6ef759b258c/NATO%20OSINT%20Handbook%20v1.2%20-%20Jan%202002.pdf

Module 8. – Week of March 2

Intelligence law and ethics

Module 8 Objectives;

At the conclusion of this module, the student will be able to:

- Explain the laws governing the collection and retention of intelligence in the civilian and military sectors.
- Discuss two common ethical dilemmas related to the intelligence process.

Assignment;

1. Submit an AIB
2. AIB due no later than 5:30 PM EST Sunday, March 8, 2008
3. Participate in discussion of last weeks AIB submissions
4. Watch Web Based Lecture by Fagan

Required Reading;

Assigned Texts;

Intelligence and National Security – Wirtz – *Accountability and Civil Liberties* –pp 341 - 412

SPRING BREAK – MARCH 9 – 15 – NO CLASSES OR DISCUSSIONS THIS WEEK

Module 9 - Weeks of March 16 Medical and Public Health intelligence

Module 9 Objectives;

Upon completion of this section, the student will be able to:

- Discuss the differences between the DoD definition of Medical Intelligence and the definition proposed by Natarajan
- Describe the scope of medical intelligence as defined by Natarajan.
- Describe the scope to the infectious disease threats detailed in NIE 99-17D
- Discuss the threats posed by the revolution in bio-technology and biotechnology education
- Use open sources to develop an operational medical intelligence document to support a disaster relief operation in underdeveloped regions of the world

Week of March 16th Assignment;

1. Submit an AIB based on the arrest record posted in this week's assignment section. (also in Appendix C of the syllabus)
2. Are there any specific tests that you can recommend to run on the soil samples?
3. **AIB due no later than 5:30 PM EST Sunday, March 22, 2008**
4. Participate in discussion of last weeks AIB submissions
5. Watch Dr. Zelicoff's lecture (this lecture will be posted on March 16th).

Required Readings;

Web based readings:

Jarcho, S. HISTORICAL PERSPECTIVES OF MEDICAL INTELLIGENCE
<http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1807979&blobtype=pdf>

ENZE, C., M.D RECOLLECTIONS OF A MEDICAL INTELLIGENCE OFFICER IN WORLD WAR II
[.http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1807092&blobtype=pdf](http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1807092&blobtype=pdf)

The National Imperative to Establish a Domestic Medical Intelligence Center –
Natarajan – pp 1 – 78

Modeling an Intelligence Analysis Profession on Medicine
http://people.virginia.edu/~spm8p/Modeling_an_Intelligence.pdf

The Global Infectious Disease Threat and Its Implications for the United States
<http://www.fas.org/irp/threat/nie99-17d.htm>

Module 10 – Week of March 23 – Medical and Public Health intelligence

Objectives: See Module 9 above

Module 10 Assignment:

1. Geopolitical Political Case study; Zimbabwe

Assignment Background; for purposes of this assignment assume that you are working as Medical and Public Health analyst in your state's intelligence fusion Center. Your state has had a noticeable enrollment of refugees from Zimbabwe in your state's health/social welfare programs. The governor's office has asked that you provide a written and verbal briefing to the Governor and his cabinet on the geopolitical issues that are driving this unexpected influx of refugees. Inherent in

this briefing request is the expectation that you will discuss the disease burden associated with this refugee population

Assignment specifics;

1. You are to develop a two - four page briefing paper addressing each of the following points in not more than three-four sentences.

- Political structure
- Civil unrest
- Health Care System;
 - Man-power, facilities, capacity and limitations.
 - Endemic diseases and health indices
 - Novel and reemerging infectious diseases
- Migration/immigration issues
- Crime and terror
- Religions and religious conflicts
- Trafficking activities;
 - Money, ideology, human traffic, weapons and armament and drugs.

2. You will conclude the brief with your assessment of any special health/safety risks to the civil service workforce that may be anticipated, anticipated burdens of the regions health care system and, your estimation of the likelihood that the refugee influx will, over the next 36 months decrease, continue at its current rate or, increase substantially.

3. The briefing paper is to be written at the 10th grade level.

Module Assignment due no later than 5:30 PM EST Sunday, March 29, 2008

NO AIB Due this week

Required Reading:

Assigned Texts:

None

Web based readings

The Unofficial Joint Medical officers Handbook

<http://www.geocities.com/CapitolHill/7533/hb-toc.htm#TOC>

Strategies for the Integration of Medical and Health Representation within Law Enforcement Intelligence Fusion Centers – Morrissey

http://www.oss.net/dynamaster/file_archive/030201/ca5fb66734f540fbb4f8f6ef759b258c/NATO%20OSINT%20Handbook%20v1.2%20-%20Jan%202002.pdf

Use of EMS Personnel as Intelligence Sensors: Critical Issues and Recommended Practices – Petrie – pp 1 – 18.

<http://www.hsaj.org/pages/volume3/issue3/pdfs/3.3.6.pdf>

Professors Note:

The Joint Medical Officers Handbook contains some excellent nuggets of information even though it was written for a military audience. Please overlook the military jargon and pay attention to the intelligence part of the reading as well as file this away for future use for it contains some good information about the information needed to thoroughly plan for medical disasters

Module 11 – Week of March 30

Fusion Centers

Module 11 & 12 Objectives

Upon completion of this module the student will be able to:

- Discuss the concept of intelligence fusion in the new terrorist threat environment.
- Identify and evaluate fusion center components and their importance in information sharing and collaborative analysis.
- Discuss the importance of fusion centers in a local / regional context
- Explain the vertical as well as horizontal connectivity of fusion centers to the intelligence community.
- Understand and discuss the role of the Medical Intelligence Analyst in the overall mission of a Fusion Center.

Assignment;

1. Submit an AIB
2. **AIB due no later than 5:30 PM EST Sunday, April 5, 2008**
3. Participate in discussion of last weeks AIB submissions

Required Reading;

Assigned Texts;

Countering Terrorism and WMD – Katona – pp 33 – 50; pp 199 – 211; pp 272 – 288

Web based readings:

Integrated Threat and Net Assessment – Sullivan – pp 1 – 7

<http://www.rand.org/nsrd/bioterr/pdf/cp-Sullivan.pdf>

Terrorism Early Warning and Co-Production of Counterterrorism Intelligence
pp 1 – 11

http://www.projectwhitehorse.com/pdfs/6.%20CASIS_Sullivan_paper1.pdf

State and Local Fusion Centers – An Evaluative Approach in Modeling a State Fusion Center – pp 1 – 84

http://www.au.af.mil/au/awc/awcgate/nps/forsyth_fusion_ctrns.pdf

Module 12 – Week of April 6 – Fusion Centers

Module 12 Objectives; (see above)

Assignment;

1. Submit an AIB
2. **AIB due no later than 5:30 PM EST Sunday, April 12, 2008**
3. Participate in discussion of last weeks AIB submissions

Required Reading;

Assigned Texts;

See Module 11 required reading

Module 13 - Week of April 13 – The Jihadist's Quest for WMD's

Module 13 Objectives;

Upon completion of this section the student will:

- Describe the realities of the threats posed by terrorist's acquisition and deployment of fissile material.
- Describe the realities of the threats posed by terrorist's acquisition of Chemical weapons
- Describe the realities of the threats posed by the use of biological agents by terrorist's groups

Assignment;

1. Submit an AIB
2. **AIB due no later than 5:30 PM EST Sunday, April 19, 2008**
3. Participate in discussion of last weeks AIB submissions

Required Reading;

E-Reserve Reading

Weapons of Mass Destruction and Terrorism – Howard & Forest
Pages 198-249, pages 264-328 and 391-456

Module 14 – Week of April 20 – Introduction to Criminal and Epidemiological Investigations

Module 14 Objectives:

Upon completion of this module student will be able to:

- Describe the roles and goals of law enforcement and public health in a suspected bio-terrorist event.
- Discuss the ways in which the competing goals of each discipline act as barriers to an investigation and how these barriers can be overcome.
- Identify the advantages and disadvantages to participation in a joint investigation.

Required Reading;

Web based readings:

The Criminal Epidemiological Investigations Handbook – FBI – pp 1 – 103
http://www.ecbc.army.mil/downloads/mirp/ECBC_ceih.pdf

Assignments

Final Assignments - Assignment 1 - Submit your final project –

1. Identify the contemporary Immigrant Population most common to your region.
2. Research the
 - Political structure
 - Civil unrest
 - Health Care System;
 - Man-power, facilities, capacity and limitations.
 - Endemic diseases and health indices
 - Novel and reemerging infectious diseases
 - Migration/immigration issues
 - Crime and terror

- Religions and religious conflicts
- Trafficking activities;
 - Money, ideology, human traffic, weapons and armament and drugs.

of that group's home country.

3. Complete a brief with your assessment of any special health/safety risks to the civil service workforce that may be anticipated, anticipated burdens of the regions health care system and, your estimation of the likelihood that the refugee influx will, over the next 36 months decrease, continue at its current rate or, increase substantially.

4. The briefing paper is to be written at the 10th grade level

Assignment 2. In Lieu of an AIB please review your original statement of goals for the course and then let us know if they have been met. Also please take a moment to critically review the course content, the readings and the assignments. List three things you have learned.

Assignment(s) due no later than 5:30 PM EST Sunday, April 26, 2008

ON-LINE DISCUSSION QUESTIONS

This class will not require answers to specific discussion questions related to the modules. Instead, the discussion will concern itself with the Actionable Intelligence Briefings (AIBs). Each week, students will post their AIB's through the Blackboard Assignments function. One AIB will then be selected and posted anonymously for review by the entire class. Discussion remarks should include such items as

- any questions about the content of the brief,
- requests for clarifications,
- suggestions for improving accuracy or clarity,
- corrections of any major errors

These comments should be approached in a collaborative spirit. They should be used to improve the overall product as well as to enhance the students' knowledge on the topic of the brief. Comments should be backed up by fact accompanied by the proper citation where appropriate. Demeaning or pejorative comments have no place in this exercise.

• *Please note that students must submit discussion answers through Blackboard email function to Instructor by Sundays at 11:59. Responses**

should be limited to **2 paragraphs** totaling no more than **300 words**. This makes it easier for students to read all responses.

General Course information and information about the specifics of assignments:

As three credit graduates course it is my expectation that you will need to budget at least nine hours of time per week to the course.

There are weekly actionable intelligence briefs a weekly discussion predicated on the preceding weeks actionable intelligence briefs. There are also three major assignments, the details of which are both in the syllabus and in the assignment section of blackboard.

You might want to make a spreadsheet or calendar to track and avoid confusion about due dates.

The good news about this course is the lack of formal quizzes, tests and formal academic papers, however, as you can see from the assigned readings we expect you to read around 150- 180 pages per week.

Carefully read the objectives that precede each section. These statements will give you a sense of the depth of understanding required in each section. Some of the reading assignments are designed to give you an awareness of the material while other material present facts and concepts that you really should know and be able to rapidly recall.

Professor's notes: You will see that I have attached a "Professor's note" to some of the modules. I have done so as a way of explaining an action on my part or to make you aware of something to which I'd really like you to pay attention.

Professor's note: Please schedule your time so that you are doing the readings in 20-minute chunks, rather than attempting to cram the material in a non-stop effort. The average adult attention span is 20 minutes. There is good evidence that the best approach for optimizing recall is to concentrate for 20 min's or so then **STOP**, get up to get a glass of water, put the wash in the dryer, pet the dog or any other short activity then jump back into it. Other than the weekly AIB I have minimized the assignments so that you can concentrate on the readings and absorbing their lessons.

If you have any questions or concerns about the assignments or any other course matters please contact me ASAP on the Blackboard site or by phone during virtual office hours.

Virtual office Hours:

I have set up office hours and will be available by both phone and video conferencing from Monday AM 8:00 – 11:00 AM East Coast Time and 8:00-10:30 PM Wednesday evening. If you are on deployment and outside of the country if you will let me know the best time to contact you I will do so even if it is in the middle of the night here on the East Coast.

Stanhope;

Office: **(404) 636-8875** Home: **(404) 636-8875**

I chat address Wm. Stanhope @gmail.com

Kennedy:to contact Mr. Kennedy please do so through BB E-Mail

The discussion questions:

The Teaching Assistant Mr. Kennedy and I will read each individual AIB and the response in the AIB discussion section and, *only if there is a factual misstatement* will we comment before the discussion board closes for the week.

After the discussion board has closed for the week, we'll summarize the discussions and provide our comments.

Assignments:

There is an assignment every week of the course. There are 11 Actionable briefs, two Geopolitical Briefs and one final assignment. We have put them on the course calendar and encourage you to print and post it so you will have a visual reminder of the deadlines. The final assignment requires a significant investment of time and you should start now on your information collection process.

Be sure to follow the class discussion posting guidelines also detailed in the Assignments document. All course related material is to be communicated only via the Blackboard system. The discussions and assignments are not intended for release to anyone other than course students and Institute faculty.

Assignment: Actionable Intelligence Brief

Start your monitoring activities by January 13, 2008

The first AIB due no later than 5:30 PM EST Sunday, January 18, 2008

Recognizing that intelligence begins with a targeted collection of information this assignment has been developed with two goals in mind:

- First, to for you to develop a habit of frequently monitoring of sites providing *information* about the risks of emerging infectious diseases, natural and man made events of public health consequences and/or terrorist

activity.

- Secondly, to give you the opportunity to develop the skill of converting large volumes of information into **actionable recommendations** that will either reduce risk or attenuate actual or potential adverse affects. Please note that the operative word is **ACTIONABLE** and therefore, the recommendations must be sufficiently specific so that if implemented they would serve to reduce risk, attenuate actual or potential adverse affects and/ or would lead to the development of further actionable intelligence.

Actionable recommendations may be to direct a quest for more information, however informational requests must specifically define and prioritize the additional needed information. A general statement such as “need more information” is not acceptable.

Recommendations might be for an increase in disease or injury surveillance, vector monitoring & control activities, health monitoring of international travelers arriving from the location of a reported outbreak, the use of personal protective measures (insect repellent and the alike) etc. Any recommendations for increased disease surveillance must be as specific as possible (what, where when & who) and must be syndrome based.

With the exceptions of weeks 5, 10 and 14 this is a standing weekly assignment.

Required AIB Format:

Please follow the stylized format detailed below and keep each of your reports to **ONE** page. I'll return unread any report over one page in length and ask that you edit it so that you comply with the one page limitation.

These will be written at the **10th grade** reading level, and in 12 pt. font. Submissions that are written above the 10th grade will be returned for editing and points will be deducted

Footnote your citations and put them as the second page of the document

(To check the reading levels of your material do the following)

1. On the Word menu, click Preferences, and then click Spelling and Grammar.
2. Select the Check grammar with spelling check box.
3. Select the Show readability statistics check box, and then click OK.
4. On the Tools menu, click Spelling and Grammar.
5. When you have finished the spelling/grammar check it will give you a word count and reading grade.

Format for the Actionable Intelligence Brief

Submitted by: _____ ***Dates covered in brief:*** _____

Area/population at risk: This defines the geographical area or group affected by this AIB. You may choose to focus on your community, your state, or a region of contiguous states. You may also choose to focus on a specific group or sub-population within those geographical boundaries. In all cases, prepare the report from the point of view of an authority in the field of biosecurity writing to decision makers representing the panoply of the agencies responsible for public safety and essential government operations within the geographical area you have chosen

Statement of information: This must include the source of the information and your estimate of the reliability of the source. This paragraph will consist of a very succinct summary of what you have selected as one of the two items pertaining to potential risks within your community/state/region arising from or likely to arise from emerging infectious diseases, natural or man-related events with public health consequences and or terrorist activities.

Statement of Risk and potential consequence: This must state the risk and when possible estimate its probability. It must specify who or what is at risk and the potential impact of the risk if action is not taken to prevent the risk and/or to provide for its mitigation.

Action recommended: It is recommended that the following agencies < *list the agencies that need to act upon the information you are providing* > undertake the following actions < *specify the actions you are recommending* > on or before < *specify your recommendations for time of completion* >

Appendix A Some Open Source Sites for monitoring for AIB's

NOTE: These are suggested sites. Students are not limited to these sites alone and are encouraged to explore and share any new sites with the rest fo the class.

DISEASE	
ChemBio Weapons and WMD Terrorism News	http://www.nti.org/db/cbw/
DHS Open Source Infrastructure Brief	http://www.dhs.gov/xinfo/share/programs/editorial_0542.shtm
ProMED Mail	http://www.promedmail.org/pls/otn/f?p=2400:1000:
MMWR	http://www.cdc.gov/mmwr/
Eurosurveillance	http://www.eurosurveillance.org/
Medsys	http://medusa.jrc.it/medisys/helsinkiedition/all/home.html

Early Warning News	http://www.earlywarninginc.com/
One Health initiative	http://www.onehealthinitiative.com/
Trust for America's Health	http://healthyamericans.org/
Emerging Infectious Diseases	http://www.cdc.gov/ncidod/EID/index.htm
Europe Media Monitor	http://press.jrc.it/overview.html
Google	http://www.google.org/
NEWS	
Voice of Africa	http://www.voanews.com/english/Africa/index.cfm
Voice of Asia	http://www.voanews.com/english/Asia.cfm
Voice of Europe	http://www.voanews.com/english/europe.cfm
Voice of the Middle East	http://www.voanews.com/english/middle_east.cfm
Voice of the Americas	http://www.voanews.com/english/americas.cfm
U.S. Dept. of State Country Reports on Terrorism	http://www.state.gov/s/ct/rls/crt/
Cryptome	http://cryptome.org/
Intellibriefs	http://intellibriefs.blogspot.com/
International Crisis Group	http://www.crisisgroup.org/home/index.cfm
UPI	http://www.upi.com/Emerging_Threats/
REUTERS	http://www.alertnet.org/map/index.htm
Novosti	http://en.rian.ru/onlinenews/
REENIC	http://reenic.utexas.edu/
National Consortium for the Study of Terrorism and Responses to Terrorism	http://www.start.umd.edu/
Terror News	http://terrornewsbriefs.blogspot.com/
Jamestown Foundation	http://www.jamestown.org/
NEFA Foundation	http://www1.nefafoundation.org/index.html
World Analysis	http://worldanalysis.net/postnuke/html/index.php
LauraMansfield.com	http://www.lauramansfield.com/subscribers/
IntelCenter	http://www.intelcenter.com/
Middle East Media Research Institute	http://www.memri.org/
Middle East online	http://www.middle-east-online.com/english/
South Asia Analysis Group	http://www.southasiaanalysis.org/
CIA World Fact book	https://www.cia.gov/library/publications/the-world-factbook/
US Dept. of State Country Reports on Terrorism	http://www.state.gov/countries/ http://www.state.gov/s/ct/rls/crt/index.htm

Appendix B Three sample AIB's

ACTIONABLE INTELLIGENCE BRIEFING

Population at Risk: Individuals with ethnic origins in the Balkans, particularly Bosnia Herzegovina. Anyone with recent travel history to those countries.

Statement of Information: Brucellosis is continuing to spread across Bosnia and Herzegovina and is reaching epidemic proportions, the country's leading epidemiologist warns. A total of 757 infections in people have been registered in 2008 just in the larger Bosnian entity of Bosniak (Bosnian Muslim)-Croat federation, said Dr. Zlatko Puvacic, the leading federal epidemiologist, media reported on Monday [1 Dec 2008].

Souces: Balkaninsight.com and Promed

Statement of Risk / Consequences: Brucellosis is an infectious disease caused by the bacteria of the genus *Brucella*. These bacteria are primarily passed among animals, and they cause disease in many different vertebrates. Various *Brucella* species affect sheep, goats, cattle, deer, elk, pigs, dogs, and several other animals... Humans are generally infected in one of three ways: eating or drinking something that is contaminated with *Brucella*, breathing in the organism (inhalation), or having the bacteria enter the body through skin wounds. ***The most common way to be infected is by eating or drinking contaminated milk products.*** When sheep, goats, cows, or camels are infected, their milk is contaminated with the bacteria. If the milk is not pasteurized, these bacteria can be transmitted to persons who drink the milk or eat cheeses made it.

In **humans** brucellosis can cause a **range of symptoms** that are **similar to the flu** and may include **fever, sweats, headaches, back pains, and physical weakness**. Severe infections of the central nervous systems or lining of the heart may occur. Brucellosis can also cause long-lasting or chronic symptoms that include recurrent fevers, joint pain, and fatigue

Source: CDC

The Bosnian immigrant population in the St. Louis region is estimated to be 65,000 to 80,000 and represents the largest single immigrant group. Bosnian immigrants are frequent travelers to the affected areas listed above. It is likely that anyone becoming infected would do so via food borne transmission while visiting those countries. There is

a possibility that travelers returning to the United States could bring with them, dairy products containing the bacterium.

Actions Recommended: It is recommended that the following agencies: *City and County Public Health* undertake the following actions

- Prepare and deliver alerts about the possibility of encountering patients of Bosnian ethnicity with symptoms of Brucellosis.
- Because Brucellosis is not a common disease in the U.S., distribute informational bulletins to health care providers advising them of the symptoms of the disease.

Appendix C

Directed AIB assignment week of March 16th

For purposes of this AIB assume that you are serving as a Public Health Intelligence Officer in regional Intelligence Fusion Center when one of your law enforcement colleagues hands you the following information asking if you have any insights I why someone on the Terrorist Watch List would have soil samples in his possession

On March 15, 2009 a subject is stopped for speeding on I-27 near Texas State Highway 87 just south of Amarillo Texas by the Texas State Police. The subject produces an International Driver's License identifying him as Dimas Alonto, a citizen of Mexico. The State Police Officer converses with the subject in Spanish and notes the subject's accent is not Mexican nor is his name a common Hispanic name.

The subject claims he is a student at the University of California – Irvine and is traveling home after vacationing in Texas.

The subject claims he just arrived in the United States from Mexico approximately 2 months ago. A criminal records check reveals the following history of traffic offenses only.

ORI: CA000000	Alonto, Dimas	01011987
Offenses:	Speeding	01-21-2009
	No State Operator's License	01-21-2009
	Red Light Violation	02-10-2009
ORI: OK00000	Alonto, Dimas	01011987
Offenses:	Speeding	02-12-2009
ORI: IL0000	Alonto, Dimas	01011987
	Speeding	02-15-2009

The record check also yields the following message

DO NOT ADVISE THIS INDIVIDUAL THAT THEY ARE ON A TERRORIST WATCHLIST.
MKE/POSSIBLE TERRORIST ORGANIZATION MEMBER - CAUTION
ORI/DCTSC0000 NAM/ALONTO, DIMAS ALZEN SEX/M RAC/A POB/PH DOB/19870101
HGT/507 WGT/145 EYE/BR0
MNU/AR-070406218 SOC/NONE
OLN/NONE
GNG/INTRNTL XTMST*IFBI SGP/HANDLING C0DE 3*IFBI
ECR/H DOP/NONEXP OCA/426C-LA-201466
SA JOHN DOE 310/477-5656
ORI IS FBI TERRORIST SCREENING CENTER 866 888-9999
AKA/ALZEN BAIZE
AKA/ALZEN ALONTO
NIC/T000000 DTE/20080312 2157 EST

Suspecting the subject may be involved in narcotics trafficking, the state police officer obtains consent to search the vehicle and in the glove compartment locates a clear plastic bag containing a brown granular substance. The bag is labeled as follows.
34-15-28.7N 106-43-34.2W.

Based on the following criteria, the state police officer places this subject under arrest for suspected possession of narcotics:

- International Driver's Licenses are not valid (International Driver's Permits are the only valid document) and are sold in Hispanic neighborhoods around the country as a bogus form of identification.
- The subject has been to at least 3 states since entering the U.S.
- The subject is on the terrorist watch list as listed above.
- The subject's Spanish accent is not Mexican and the terrorist watch list shows the subject to be a citizen of the Philippines.
- The subject possesses a bag of a brown granular substance which the officer believes to be narcotics.

Upon being advised he is being placed under arrest for possession of narcotics, the subject spontaneously states that the bag contains soil samples that he collected as a part of a project for school. He claims to be a geology student.

The subject is conveyed to Amarillo where he is booked. Prior to towing the subject's vehicle, the officer conducts an inventory search of the vehicle which locates 30 clear plastic bags containing similar substances and markings in the trunk of the vehicle.

The officer seizes these as evidence as well and conveys them to the state police laboratory for testing (which later reveal them to indeed be soil samples.). The officer notifies the FBI Terrorist Screening Center of the stop and subsequent arrest.