



Course Description

Provides students with an in-depth understanding of the last two phases in the disaster cycle-response and recovery. Planned efficiency and effectiveness in true disaster situations is emphasized. Topics covered include a comprehensive overview of the emergency management principles, unified and collaborative management of disasters, restoration of community functions after a disaster, and systematic planning for communitywide recovery.

Course Textbook

McEntire, D. A. (2015). *Disaster response and recovery: Strategies and tactics for resilience* (2nd ed.). Hoboken, NJ: Wiley.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Apply the principles of emergency management to multiple disaster types and settings, including both natural and man-made disasters.
2. Explain the importance of planned efficiency and effectiveness for disaster response and recovery.
3. Discuss quick but effective ways of improvising in disaster response situations.
4. Propose a methodology for systematic planning of communitywide recovery after disaster.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Unit I includes an outside resource as part of the Reading Assignment.
4. **Unit Assignments:** Students are required to submit for grading Unit Assignments in each unit. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each Unit Assignment. Specific information about accessing these rubrics is provided below.
5. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
6. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on "CSU Online Library." You can also access the CSU Online Library from the "My Library" button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library's chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit I Scholarly Activity

This assignment provides you with an opportunity to determine how well the response and recovery efforts for an actual man-made disaster addressed the eight principles of emergency management.

First, select one or more man-made disasters that have occurred within the last 10 years. Then, use the Internet or the online library to locate and read at least two articles that cover the man-made disaster(s). Although it is not required, consider utilizing the *Business Continuity and Disaster Recovery Reference Center* database in the online library. Be sure any articles from the Internet are from reputable and/or scholarly sources, such as Time and CNN. Examples of unacceptable sources include Wikipedia, blogs, and opinion pieces. Click [here](#) to access a worksheet for this assignment. Complete the worksheet by analyzing the response efforts to a man-made disaster, and determine if the response efforts adhere to the principles of emergency management.

The purpose of this assignment is for you to begin thinking critically about how the eight principles of emergency management apply to an actual disaster. While this assignment focuses on man-made disasters, you will have opportunities to address natural disasters later in the course.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit II Essay

Communicating and planning with a community's stakeholders are vital responsibilities for emergency managers, and this assignment allows you to identify the stakeholders for an actual disaster.

Select a major natural disaster that has occurred within the last 10 years, and review at least two articles discussing/analyzing it. (You may NOT use the same disaster that has been included as an example in the Unit II Lesson.) Please use at least one reputable and scholarly article that is housed in the online library or on the Internet. Write a one-page essay briefly examining how stakeholders were included in the disaster response and/or recovery efforts. Was this inclusion of each stakeholder planned prior to the disaster, or was it something that had to be improvised? Include each of the following in your one-page essay:

- Identify the stakeholders of the disaster.
- Briefly explain why the stakeholders have an interest in the community.
- Briefly explain how the stakeholders were involved in the response and/or recovery efforts.
- Briefly describe if the stakeholders were included as part of a plan or if their involvement was an improvised afterthought.

Please be sure to include support from the literature when completing this assignment, and use proper APA style (title page and reference page are required, but are not included in the required page count). Click [here](#) to access the template for this assignment.

The purpose of this assignment is for you to begin thinking critically about the stakeholders that an emergency manager will have to collaborate with while contributing to the response and recovery of a disaster. While this assignment focuses on natural disasters, you will have an opportunity to choose natural or man-made disasters later in the course.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III Assignment

Community Profile

It is important for emergency managers to be aware of human nature factors as well as how the citizens within a community typically behave under normal circumstances and under distress. The purpose of this assignment is for you to analyze the behaviors and characteristics of a community by preparing a community profile.

Select any community that you wish, perhaps a community where you would like to work as an emergency manager. You may choose a community that was included in your previous assignments; however, you may not choose the communities/disasters described in the unit lessons of Units I through III. Create a one-page (concise) community profile that answers each of the following:

- Where is the community located, and what did you gather about the location?
- What are the community's typical behaviors? (*You may choose how to dissect the details—consider answering questions like those in the Unit III Lesson.*)
- What type of experience does the community have with disasters?
- What types of human nature factors within the community might lead to and require improvisation from an emergency manager?

This assignment involves utilizing research skills such as locating reputable sources and interpreting the details by writing them in your own words. Please be sure to cite the sources you use after gathering the information about the community, and use proper APA style (title page and reference page are required, but are not included in the required page count).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Scholarly Activity

Planning is an important task for any manager, and it is imperative for an emergency manager because lives rely on their decisions. Having a plan also allows an emergency manager to perform very quickly when the time comes. The purpose of this assignment is for you to think critically about the warning, evacuations, sheltering, and improvisations that an emergency manager must address in the response and recovery following a disaster.

Select a major disaster that has occurred within the last 10 years. You may use the event you selected in past units or choose something new. However, you may NOT use the same disaster(s) that were used as examples in the Unit IV Lesson. If you use the same disaster as you selected from a past unit, you must review at least one NEW/additional article. Use at least one scholarly article that is housed in the online library. Write a bullet-pointed list to fill two pages, detailing how disaster warnings, evacuations, and/or sheltering were developed and planned for use in response to the disaster.

Also, briefly address examples where improvising in these areas was necessary. Use headings (e.g., Warning, Evacuations, Sheltering, and Improvisation), and also bullet points under each providing specific and detailed examples.

To recap, include each of the following within your submission:

- four headings: (Warning, Evacuations, Sheltering, and Improvisations)
- a list of bullet points under each heading
- a minimum of two pages worth of bullet points (total)
- APA style to format the title page and reference page

Please be sure to include support from the literature when completing this assignment, and use proper APA style (title page and reference list are required, but are not included in the required page count).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Essay

An emergency manager must immediately develop a plan for volunteers as well as for working with the media. Otherwise, volunteers and the media can be detrimental to an emergency management team's efforts. This assignment allows you to think critically as an emergency manager about planning for volunteers and the media.

Select a major disaster that has occurred within the last 10 years. You may use the event you selected in past units or choose something new. However, you may not use the same disaster(s) that were used as examples in the Unit V Lesson. If you use the same disaster as you selected from a past unit, you must review at least one NEW/additional article. Use at least one scholarly article that is housed in the online library. Write a one-page essay about how emergency managers should plan for both volunteers and also working with the media. Include each of the following:

- Explain how working with the media helped (would have helped) while dealing with mass fatalities during the response and recovery efforts of your chosen disaster. Use your chosen case as an example within your explanation.
- Explain why it is important to plan for volunteers coming into the community. Use your chosen case as an example within your explanation.

Please be sure to include support from the literature when completing this assignment, and use proper APA format (title page and reference are required, but are not included in the required page count).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Scholarly Activity

The purpose of this assignment is for you to continue thinking critically about managing the tasks that must occur to help a community recover from a disaster.

Select a major disaster that has occurred within the last 10 years. You may use the event you selected in past units or choose something new. Review at least two articles from scholarly and/or reputable news sources discussing and analyzing the disaster. If you use the same disaster as you selected from a past unit, you must review at least one NEW/additional article. Please try to use at least one scholarly article that is housed in the online library.

Then, using the disaster you selected, develop a one-page bullet-pointed list of ways that an emergency manager may plan ahead for the elements that were highlighted in this unit: (1) damage assessments, (2) debris removal, and (3) disaster declarations. Also, explain why planning for each is necessary.

Next, develop another one-page bullet-pointed list examining how we may need to leave some room to improvise in each of these elements to ensure recovery has been completed.

Please be sure that you use specific detail to describe and explain each bullet-pointed item. Identify the issue that did/could arise during the type of disaster you selected, and then discuss how an emergency manager could plan to address the items and/or improvise certain decisions. Please be sure to include support from the literature when completing this assignment, and use proper APA format (title page and reference are required, but are not included in the required page count). Try to use example scenarios that occurred during the disaster you selected; however, if you need to, you may use fictional examples as well (just be sure to state it is fictional).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Case Study

Like many professionals, emergency managers have difficult decisions to make. Much of the time, these decisions must occur very timely, as an entire community has reached a vulnerable state. To make timely decisions, it helps to practice thinking like an emergency manager and about the challenges they face. This assignment allows you to think critically about those challenges and to begin formulating ways to overcome them.

Select a major disaster that has occurred within the last 10 years. You may use the event you selected in past units or choose something new. However, you may not use the same disaster(s) that were used as examples in the Unit VII Lesson. Review at least two articles from scholarly and/or reputable news sources discussing and analyzing the disaster. If you use the same disaster as you selected from a past unit, you must review at least one NEW/additional article. Please try to use at least one scholarly article that is housed in the online library.

In a two-page paper, illustrate ways that emergency managers can effectively plan ahead for the typical challenges that were addressed in this unit. Be sure to include each of the following in your paper:

- an analysis of how at least two of the EM principles that were highlighted in Unit I fit into this case study (*you may not reuse the same examples you used in your Unit I assignment*), and
- an analysis of how emergency managers may need to *improvise* when responding to this disaster to overcome these typical challenges (communication, transportation, special populations, politics, legalities, and record keeping).

Please be sure to include support from the literature when completing this assignment, and use proper APA style (title page and reference are required, but are not included in the required page count).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Essay

The purpose of this assignment is for you to think critically about using emergency management techniques toward the response and recovery of future and/or unknown disasters.

Select a major disaster, or type of disaster that was discussed in this unit, that has the potential to occur in the next 10 years. Write a two-page essay to include each of the following:

- Explain what could potentially occur.
- Discuss how we can systematically plan for this event.
- Identify and examine what sort of improvisation may need to occur in responding to this potential threat in the future (please examine ways you may need to remain flexible for possible unplanned for outcomes due to this disaster).

Please be sure to include support from the literature when completing this assignment, and use proper APA style (title page and reference are required, but are not included in the required page count).

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU's Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting "Tools" and then "My Grades."

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Scholarly Activities (3 @ 12%)	= 36%
Essays (3 @ 12%)	= 36%
Unit III Assignment	= 14%
Unit VII Case Study	= 14%
Total	= 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

Unit I	Emergency Management Principles
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 1: Knowing What to Expect <input type="checkbox"/> Additional Reading Assignment(s): See Study Guide
Submit:	<input type="checkbox"/> Scholarly Activity
Notes/Goals:	

Unit II	Stakeholders
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 2: Understanding the Actors
Submit:	<input type="checkbox"/> Essay
Notes/Goals:	

Unit III	Stakeholders (<i>Continued</i>)
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 3: Anticipating Human Behavior in Disasters
Submit:	<input type="checkbox"/> Assignment
Notes/Goals:	

Unit IV	Response
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 5: Implementing Initial Response Measures
Submit:	<input type="checkbox"/> Scholarly Activity
Notes/Goals:	

Unit V	Response (<i>Continued</i>)
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 6: Caring for the Injured, Dead, and Distraught, pp. 181-203 <input type="checkbox"/> Chapter 7: Managing Public Information, Donations, and Volunteers, pp. 205-212 and 223-235
Submit:	<input type="checkbox"/> Essay
Notes/Goals:	

Unit VI	Recovery
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 8: Moving Beyond Immediate Needs
Submit:	<input type="checkbox"/> Scholarly Activity
Notes/Goals:	

Unit VII	Recovery (<i>Continued</i>)
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 10: Overcoming Typical Challenges
Submit:	<input type="checkbox"/> Case Study
Notes/Goals:	

Unit VIII	Looking to the Future
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 12: Foreseeing the Future
Submit:	<input type="checkbox"/> Essay
Notes/Goals:	