Course Description

Highlights proper planning and response of emergency medical services (EMS) to public emergencies and crisis situations. Reviews some of the primary types of emergencies the EMS leader should be aware of in order to meet legal, political, or regulatory guidelines relevant to the role of the organization in the community. Focus is placed on participation in community-wide planning, the development of effective systems and operational plans, and a multi-professional approach to emergency and disaster response.

Course Textbook


Course Learning Outcomes

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

1. Assess emergency response functions of Emergency Medical Services (EMS) organizations.
2. Interpret behaviors associated with emotional responses to disasters and emergencies.
3. Examine key components of a communications plan during a disaster.
4. Summarize key components of an internal emergency operations plan.
5. Evaluate legal, political, and regulatory responsibilities of EMS during an emergency.
6. Recommend strategies to promote community resilience.
7. Explain the significance of EMS participation in emergency exercises.

Credits

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

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook.
5. **Suggested Reading**: Suggested Readings are listed in each unit’s study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.
7. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
8. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
9. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

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**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.

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**Unit Assignments**

**Unit I PowerPoint Presentation**

Create a 10- to 12-slide PowerPoint presentation on a recent public health crisis that demonstrated the need for enormous coordination among multiple entities. You should review the grading rubric for this assignment prior to beginning your work and prior to submitting your assignment.

Address the following key points:

- Your presentation should address the increasing roles of private sector and nongovernmental organizations (NGOs) in delivery of aid and community recovery from disasters and public health crises.
- The presentation should also include a section addressing the emotional and social impact of a public health crisis or disaster on a community.

You will use various sources, including your textbook or other scholarly material. You are also encouraged to review media coverage of the event by accessing local or national media sites (i.e., print newspapers, local television sites, or community-based news sites). Since you will not be presenting this PowerPoint to your instructor in person, you may sometimes need to add written explanation for the content of your slides. If this becomes necessary, you may use the PowerPoint slide notes function to provide brief explanations.

You will need to emphasize your key points so you will want to consider how fonts, colors, images, and backgrounds support this emphasis. A combination approach is appropriate, but it is recommended that you avoid excessive use of any one form of visual strategy. Each slide should address a single concept and slides should follow a logical progression, each building on the other.

Treat your PowerPoint slides like you would any research paper—provide in-text citations and a reference slide for any outside sources, including direct quotations, paraphrased words or ideas, tables and data, and images. Use resources in the CSU Success Center to assist in citing all forms of references appropriately. The title and reference slides are not included in the required slide count. All sources used, including the textbook, must be referenced; paraphrased and quoted materials must have accompanying citations.

If you would like information on PowerPoint best practices, click [here](#) to access the Success Center’s webinar.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit II Scholarly Activity

This scholarly activity asks that you identify a non-governmental organization (NGO) that responds to major disasters or public health emergencies. You are tasked with creating a company profile that will be loaded into a new website. You have also been asked to create an FAQ (frequently asked questions) page for the website that addresses how the NGO would or could partner with a government organization to respond to a disaster or emergency. Explain how the organization compares to other organizations, and define the benefits of a public-private partnership.

Your paper should be a minimum of two pages in length—one page for your company profile and at least one page (five questions) for your FAQs. The title page and reference page (if applicable) do not count towards your two pages. You must cite any websites or resources used to in constructing your profile. Do not copy existing advertisements or material. This must all be original content. Outside sources are not a requirement for this scholarly activity. If sources are used, including the textbook, they must be referenced; paraphrased and quoted materials must have accompanying citations in accordance with APA standards.

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

Unit III Scholarly Activity

Initial Rapid Assessment

This activity requires that you locate the World Health Organization (WHO) initial rapid assessment form described on pages 190-191 of your textbook. Once you have reviewed the description, research an initial rapid assessment form, such as the WHO generic form or one for a specific state (e.g., Georgia has modified the form for use). Once you have reviewed the rapid needs assessment (RNA) form, construct a summary of what your EMS organization could best assist with for assessing each of the six sections of the form. Summarize your report by indicating why it is important for an EMS organization to be familiar with the RNA form that would be used, prior to an emergency.

Your paper should be a minimum of two pages in length, not including the title and reference pages. You must cite all websites and resources used in constructing your scholarly activity. It is not necessary to cite the section headings. All sources used, including the textbook, must be referenced; paraphrased and quoted materials must have accompanying citations in accordance with APA standards.

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

Unit IV Research Paper Topic

Public Health Research Paper Topic

This assignment requires that you select a topic from the choices below, or you may choose a different topic that is relevant to the assignment. The topic you choose should reflect thoughtful consideration and expands on what you have learned in this course.

Topic suggestions include:

- Ebola outbreak (Africa),
- Ebola preparedness (US),
- Pandemic flu preparedness (Including your state’s plan),
- Midwestern floods (2015), or
- Hurricane Sandy.

Your research paper topic should address at least four main points that will be part of the focus of your research paper.

- public health planning for the emergency,
- EMS response for the emergency,
- community response to the emergency, and
- community recovery from the emergency.
Your research paper topic should be well-organized and at least one page in length. Within your research paper topic, discuss why you chose your topic, possible research questions you could investigate, and the availability of resources. Include three possible outside sources that you could include in your research paper (due in Unit VIII) and how you plan to use each one.

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

**Unit V Case Study**

**Man-Made Disaster**

This case study requires that select a man-made disaster that has occurred in the past decade. You should research in the CSU Online Library for any peer-reviewed journal articles related to the disaster and how the community recovered. You may also do an Internet search for articles or information regarding how the aftereffects of the disaster were mitigated through a community-wide effort.

Disaster suggestions include, but are not limited to:

- Oklahoma City Federal Building bombing, or
- Boston Marathon bombing.

Your case study should address at least three of these four main points:

- disaster summary,
- NGOs that provided assistance,
- public utilities recovery, and
- community recovery from the emergency.

Your case study should be well-organized and at least two pages in length, not including the title and reference pages. You are required to have at least two sources, one of which must be from the CSU Online Library. Your textbook is NOT required for this assignment, although you may choose to use it when discussing concepts that apply to the disaster. All sources used, including the textbook, must be referenced; paraphrased and quoted materials must have accompanying citations in accordance with APA standards.

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

**Unit VI Case Study**

**Natural Disasters**

This case study requires you to select a natural disaster that has occurred in the past decade. You will start by researching the CSU Online Library for articles, preferably from a peer-reviewed journal, related to the disaster and how the community responded to the disaster. You may also do an Internet search for articles and information regarding how the aftereffects of the disaster were mitigated through a community-wide effort. What are the key components of a communications plan during a disaster? What are the components of an internal emergency operations plan for natural disasters?

Disaster suggestions include, but are not limited to:

- Joplin tornado,
- South Carolina flooding, and
- Hurricane Sandy.
Your case study should address at least three of these main points:

- disaster summary,
- evacuation efforts,
- rescue operations,
- public education and notification efforts,
- public utilities recovery, and
- community recovery from the disaster.

Your case study should be well-organized and at least two pages in length, not including the title and reference pages. You are required to have at least two sources, and one must be from the CSU Online Library. Your textbook is NOT required for this assignment, although you may choose to use it when discussing concepts that apply to the disaster. All sources used, including the textbook, must be referenced; paraphrased and quoted materials must have accompanying citations in accordance with APA standards.

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

**Unit VII Article Review**

This assignment requires that you select an article on an industrial disaster that has occurred in the past decade. Research an article using the CSU Online Library, preferably from a peer-reviewed journal, related to the disaster and how the community recovered.

Industrial emergency suggestions include, but are not limited to the following:

- Savannah Imperial Sugar Refinery explosion (2008),
- fertilizer plant explosion in West, Texas (2013), and
- Texas City Refinery explosion (2005).

Within your article review, you will address the following points:

- disaster summary,
- NGOs that provided assistance,
- response critiques, and
- community recovery from the emergency.

Your article review should be well-organized and at least two pages in length. You are required to use the CSU Online Library as part of the assignment. Your textbook is NOT required for this assignment, although you may choose to use it when discussing concepts that apply to the disaster. All sources used, including the textbook, must be referenced; paraphrased and quoted materials must have accompanying citations in accordance with APA standards.

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

**Unit VIII Research Paper**

**Public Health**

In Unit IV, you were tasked with selecting a topic for the subject of this research paper. For this unit, you should complete the research paper by addressing the four main points as outlined in Unit IV.

Focus points of the research paper:

- public health planning for the emergency,
- EMS response for the emergency (identify any legal, political, and regulatory responsibilities for EMS during the response),
- community response to the emergency, and
- community recovery from the emergency.
Your research paper should include the following components:

- title page,
- four points of research in written paper form, including an introduction and conclusion (four page minimum), and
- reference page (one page).

Although required, the title and reference page do not count toward your final page total. You must create a minimum of four new pages of content. Your research paper must have at least five relevant and credible sources. Your textbook is NOT required for this assignment, although you may choose to use it when discussing concepts that apply to your topic. All sources used, including the textbook, must be referenced; paraphrased and quoted materials must have accompanying citations in accordance with APA standards.

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) Discussion Board, (2) Assessment (Written Response), and (3) 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 Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

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 Discussion Boards, 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.

[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

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
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<tr>
<td>Unit I PowerPoint Presentation</td>
<td>12%</td>
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<td>Scholarly Activities (2 @ 10%)</td>
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<tr>
<td>Unit IV Research Paper Topic</td>
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<tr>
<td>Case Studies (2 @ 10%)</td>
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<td>Unit VII Article Review</td>
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<td>Unit VIII Research Paper</td>
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<td><strong>Total</strong></td>
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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.
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<table>
<thead>
<tr>
<th>Unit I</th>
<th>Government and Public Health Emergencies</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>Unit Study Guide&lt;br&gt;Learning Activities (Non-Graded): See Study Guide</td>
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<tr>
<td><strong>Discuss:</strong></td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)&lt;br&gt;Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
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<td><strong>Submit:</strong></td>
<td>PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time)</td>
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| Notes/Goals: |

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<tr>
<th>Unit II</th>
<th>Private Sector and Non-Governmental Organizations</th>
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<tr>
<td><strong>Review:</strong></td>
<td>Unit Study Guide&lt;br&gt;Learning Activities (Non-Graded): See Study Guide</td>
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<tr>
<td><strong>Read:</strong></td>
<td>Chapter 6: Public-Private Partnerships During Emergencies&lt;br&gt;Chapter 7: Nongovernmental Organizations’ Response to Crises&lt;br&gt;Chapter 8: Technology and Public Health Crises&lt;br&gt;Suggested Reading: See Study Guide</td>
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| Notes/Goals: |
# Course Schedule

## Unit III
**Public Health Tools During Emergencies**

### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

### Read:
- Chapter 9: Epidemiological Studies
- Chapter 10: Surveillance and Monitoring
- Chapter 11: Rapid Needs Assessment
- **Suggested Reading:** See Study Guide

### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

### Submit:
- **Scholarly Activity** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

## Unit IV
**Infectious Disease Emergencies**

### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

### Read:
- Chapter 12: Contagious Diseases Epidemics
- Chapter 13: Pandemic Influenza
- Chapter 14: Emerging and Re-emerging Infectious Diseases
- **Suggested Reading:** See Study Guide

### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

### Submit:
- **Research Paper Topic** by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:
### Unit V  
#### Terrorism

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 15: Bombing Events
- Chapter 16: Biological Agents
- Chapter 17: Chemical Agents
- Chapter 18: Radiological Agents
- **Suggested Reading:** See Study Guide

**Discuss:**
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**Submit:**
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

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### Unit VI  
#### Natural Emergencies

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 19: Earthquakes
- Chapter 20: Hurricanes, Tsunamis, and Cyclones
- Chapter 21: Extreme Temperature Emergencies: Heat Waves and Cold Storms
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
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**Submit:**
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
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<th>Industrial Emergencies</th>
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<td>☐ <strong>Chapter 22:</strong> Hazardous Materials</td>
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<td>☐ <strong>Chapter 24:</strong> Mental Health Emergencies and Post-traumatic Stress Disorder</td>
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<td>☐ <strong>Chapter 25:</strong> Children and Public Health Emergencies</td>
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