

**University**  
**COURSE SYLLABUS**

*PA6526*

**Planning and Preparing for Disasters**

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**Faculty Information**

**Faculty Name:**

**Campus:**

**Contact Information:**

**Office Hours:**

**Short Faculty Bio:**

**Course description:**

This course introduces the concepts of emergency planning and preparation to avoid or at least minimize the impact of disasters. It builds the knowledge base and analytical skills of students' to address emergency management issues across all levels of government. Citizen preparedness, as well as the problems in obtaining that preparedness, receives specific attention.

**Course Pre-requisites:** None

**Required Textbook/Readings:**

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

## **Program Outcomes:**

1. Communication:
  - a. Communicate the roles and limitations of government at any level (federal, state, local) in specific circumstances.
  - b. Deliver oral, visual, or written presentations to educate or promote projects to diverse audiences.
2. Analytical problem solving: Gather information, discern gaps, develop, and evaluate possible solutions and alternatives regarding political, social, and financial costs and benefits of public sector initiatives.
3. Leadership and motivation:
  - a. Generate shared goals and lead internal and external stakeholders toward those goals
4. Motivate employees and other stakeholders to perform consistent with the mission of the relevant work unit.
5. Tactical Management: Execute duties and responsibilities such as: evaluate and supervise employees, reinforce organizational mission, and manage unit budgets.
6. Interpersonal Effectiveness:
  - a. Establish, build, and sustain effective working relationships with relevant parties to achieve organizational goals.
  - b. Exemplify and teach ethical values and behavior

## **Course Objectives:**

1. Analyze and describe the principles and trends of hazards and disasters and the planning attributes and key components of emergency management. (Program Outcomes: 1, 2)
2. Examine community planning, leadership and preparation for disaster planning, mitigation and recovery, including the training, exercise and drills activities. (Program Outcomes: 1, 2, 3,4, 5)
3. Evaluate the functionality, appropriateness and sustainability of disaster planning and assure its integration with communication, mental health, and citizens' preparedness plans. (Program Outcomes: 1, 2, 3)
4. Develop capacity to manage all key aspects of preparedness systems, including public health and health care systems and structure flexible funding strategies for continuous improvements. (Program Outcomes: 2, 3, 4, 5)
5. Apply accountability measurement to ensure community readiness for disasters, especially for the most vulnerable populations. (Program Outcomes: 1, 2, 4)

## Assignment Table

Unit	Topics	Resources
1	<p><b>Introduction to Emergency Management</b></p> <ul style="list-style-type: none"> <li>• History, scope, principles and definitions of emergencies, hazards, and disasters</li> <li>• Components of emergency management, preparedness, response, mitigation and recovery with agency roles.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ Chapter 1: Introduction to Emergency Management (Click on Web Link Below) <a href="http://training.fema.gov/EMIWeb/edu/fem.asp">http://training.fema.gov/EMIWeb/edu/fem.asp</a></li> </ul> </li> <li>Other Helpful Reading Resource           <ul style="list-style-type: none"> <li>○ <a href="http://www.fema.gov/library/dizandemer.shtm">http://www.fema.gov/library/dizandemer.shtm</a></li> </ul> </li> <li>• <b>Participation/Discussion Assignment</b> <ul style="list-style-type: none"> <li>○ What constitutes an emergency or disaster that requires substantial intervention from the public sector and its partners? Who decides? Who should decide?</li> </ul> </li> </ul>
2	<p><b>Essential Component of Community EM and Disaster Planning, and Community Assessment Process</b></p> <ul style="list-style-type: none"> <li>• Components of planning process</li> <li>• Community assessment elements</li> <li>• Preparedness and Response Team and resource development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ Standing Together: An Emergency Planning Guide for America’s Communities; Sections 1-5; pp7-39 (Click on Web Link Below) <a href="http://www.jointcommission.org/PublicPolicy/ep_guide.htm">http://www.jointcommission.org/PublicPolicy/ep_guide.htm</a></li> </ul> </li> <li>Other Helpful Reading Resource           <ul style="list-style-type: none"> <li>○ Robert T. Stafford Disaster Relief and Emergency Assistance Act, as Amended (42 U.S.C. 5121 <i>et seq.</i>).</li> </ul> </li> <li>• <b>Formative Assessment 1 (NOTE: The same communities will be used in multiple assignments so choose wisely)</b> <ul style="list-style-type: none"> <li>○ Choose two communities that differ on some significant measures (e.g. dense urban v. rural or high median income v. low) obtain the emergency response plans related to a specific issue (e.g. public health emergency or catastrophic flooding). Contrast the structure of the plans, the identification of critical agencies or individuals responsible, and the</li> </ul> </li> </ul>

		<p>nature of resources pre-committed to intervention. Analyze what major differences in the planning structure are due to different characteristics of the communities v. different priorities of the political leadership. Address whether one approach dominates the other or if neither dominates, under what circumstances one approach will lead to better outcomes than the other.</p>
3.	<p><b>Developing an Integrated Plan, including mental health, vulnerable populations and communication planning</b></p> <ul style="list-style-type: none"> <li>• Integrated Plan development</li> <li>• Communication Planning</li> <li>• Mental Health Planning</li> <li>• Vulnerable Population Planning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ Standing Together: An Emergency Planning Guide for America’s Communities; Sections 6-9; pp40-69 (Click on Web Link Below) <a href="http://www.jointcommission.org/PublicPolicy/ep_guide.htm">http://www.jointcommission.org/PublicPolicy/ep_guide.htm</a>.</li> </ul> </li> <li>• <b>Participation/Discussion Assignment</b> <ul style="list-style-type: none"> <li>○ Given your local community, identify the three most likely emergencies or disasters to occur. What does it mean to talk about vulnerable populations for each particular emergency? Is vulnerability attached to fixed characteristics of the group (e.g. age, income) or to the characteristics of the event? Or both?</li> </ul> </li> </ul>
4	<p><b>Funding, Sustaining and Improving Plans</b></p> <ul style="list-style-type: none"> <li>• Finding and sustaining funding</li> <li>• Train, Exercise and Drill</li> <li>• Continuous Improvement and sustainable Disaster planning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ Standing Together: An Emergency Planning Guide for America’s Communities; Sections 10-13; pp70-89 (Click on Web Link Below) <a href="http://www.jointcommission.org/PublicPolicy/ep_guide.htm">http://www.jointcommission.org/PublicPolicy/ep_guide.htm</a>.</li> </ul> </li> <li>Other Helpful Reading Resource <ul style="list-style-type: none"> <li>○ Robert T. Stafford Disaster Relief and Emergency Assistance Act, as Amended (42 U.S.C. 5121 <i>et seq.</i>).</li> </ul> </li> <li>• <b>Formative Assessment 2</b> <ul style="list-style-type: none"> <li>○ Using the same two communities from formative assignment 1, identify the funding mechanism used in the community and analyze the sufficiency and efficacy of state funding support for the emergency</li> </ul> </li> </ul>

		<p>management plan. Identify gaps, challenges and opportunities for proactive and more cooperative funding with particular attention on how these differ in practice if not intent based on differences in the communities involved. Also assess the robustness and likely contribution of their training, exercises and drill plans.</p>
5	<p><b>Guide to Citizens Preparedness and Community Preparedness</b></p> <ul style="list-style-type: none"> <li>• Citizens Preparedness</li> <li>• Community Preparedness</li> <li>• Resources for assembling disaster supply</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ Course Web Link: Are You Ready? An In-depth Guide to Citizen Preparedness (IS-22) (Click on Web Link Below) <a href="http://www.training.fema.gov/EMIWeb/IS/is22.asp">http://www.training.fema.gov/EMIWeb/IS/is22.asp</a></li> <li>• Healthcare at the Crossroads: Strategies for creating and sustaining community-wide Emergency Preparedness system; Part I. Pp 10-18 (Click on Web Link Below) <a href="http://www.jointcommission.org/PublicPolicy/emergency_preparedness.htm">http://www.jointcommission.org/PublicPolicy/emergency_preparedness.htm</a></li> </ul> </li> <li>• <b>Participation Assignment</b> <ul style="list-style-type: none"> <li>○ Successfully complete the “IS-22 training &amp; Activity”; and based on the community preparedness reading, develop your personal preparedness plan and describe what constitute an appropriate disaster supply kit for citizens as members of the community in which you live</li> </ul> </li> </ul>
6	<p><b>Public Health and Health Care Preparedness for Disasters and Emergencies</b></p> <ul style="list-style-type: none"> <li>• Introduction to basic emergency preparedness in public health</li> <li>• Key aspects of preparedness system for health care organizations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ Basic Emergency Preparedness for Public Health <ul style="list-style-type: none"> <li>○ Course Web Link: (Click on Web Link Below) <a href="http://www.ncdp.mailman.columbia.edu/bep/index.html">http://www.ncdp.mailman.columbia.edu/bep/index.html</a></li> <li>○ Healthcare at the Crossroads: Strategies for creating and sustaining community-wide Emergency Preparedness system; Part II. Pp 19-36 (Click on Web Link Below) <a href="http://www.jointcommission.org/PublicPolicy/emergency_preparedness.htm">http://www.jointcommission.org/PublicPolicy/emergency_preparedness.htm</a></li> </ul> </li> </ul> </li> <li>• <b>Participation Assignment</b></li> </ul>

		<ul style="list-style-type: none"> <li>○ What public health crises are most likely to occur in your location? Comparing one possible crisis that gets a lot of press coverage (H1N1) to another that gets less coverage and/or is likely to involve only a subset of the population, how much more ready is the community for one event rather than the other?</li> </ul>
7	<p><b>Accountability, leadership and sustainability</b></p> <ul style="list-style-type: none"> <li>● Accountabilities, oversight and leadership</li> <li>● Sustaining funding and community preparedness system</li> <li>● Readiness and accountability for the most vulnerable to disasters</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading Resources</b> <ul style="list-style-type: none"> <li>○ Healthcare at the Crossroads: Strategies for creating and sustaining community-wide Emergency Preparedness system; Part III. Pp 37-43 (Click on Web Link Below) <a href="http://www.jointcommission.org/PublicPolicy/emergency_preparedness.htm">http://www.jointcommission.org/PublicPolicy/emergency_preparedness.htm</a></li> <li>○ “A Social Vulnerability Approach to Disaster” (Click on Web Links Below): <a href="http://training.fema.gov/emiweb/edu/completeCourses.asp">http://training.fema.gov/emiweb/edu/completeCourses.asp</a></li> </ul> </li> <li>Other Helpful Resources: <ul style="list-style-type: none"> <li>○ FEMA Virtual Library, Planning and Preparedness <a href="http://www.fema.gov/library/prepandprev.shtm#plan">http://www.fema.gov/library/prepandprev.shtm#plan</a></li> </ul> </li> <li>● <b>Formative Assessment 3:</b> <ul style="list-style-type: none"> <li>○ Analyze your local public health response plan for any contagious disease epidemic, including community health care organizations’ preparedness and readiness to respond, care, protect the staff and the public, and particularly the vulnerable populations. Critique their surge capacity, adequacy of supplies and space; their communication strategies, including whether and how communication with the community is managed and executed.</li> </ul> </li> <li>● Evaluate how the community should measure the success of the plan pre- and post-crisis. Finally, given the specific lessons learned from the analysis of the contagious disease epidemic, what can be transferred to help prepare the community for a different kind of</li> </ul>

		emergency (e.g. intensive and widespread property damage from a hurricane)?
8	<b>Course Wrap Up</b>	

## Grading Criteria

### *Grading Scale*

<b>A</b>	100 – 93 %
<b>A-</b>	92 – 90 %
<b>B+</b>	89 – 88 %
<b>B</b>	87 – 83 %
<b>B-</b>	82 – 80 %
<b>C+</b>	79 – 78 %
<b>C</b>	77 – 73 %
<b>C-</b>	72 – 70 %
<b>F</b>	69 and below

### *Grading requirements*

<i>Participation/Discussion</i>	<i>25%</i>
<i>Formative Assessment 1</i>	<i>20%</i>
<i>Formative Assessment 2</i>	<i>20%</i>
<i>Formative Assessment 3</i>	<i>35%</i>
	<i>100%</i>

## **Library**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over 48, 889 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarian.

## **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

## **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director

of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.