

University
COURSE SYLLABUS
PA6530
First and Second Responses to Crises

Faculty Information

Faculty Name:

Campus:

Contact Information:

Office Hours:

Short Faculty Bio:

Course description:

This course begins with the U.S. national framework, principles and the presidential directives to manage domestic incidents. The course covers concepts and operational procedures and authorities involved in responding to major disasters. It addresses federal, state, and local roles, responsibilities and functions in major disaster recovery work, with emphasis on government coordination and the solution of problems that frequently arise in recovery operations. An overview to developing Incident Command System [ICS] and Emergency Operating Center [EOC] interface for communities is presented.

Course Pre-requisites: PA6526 Planning and Preparing for Disaster

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.
 - b. Motivate employees and other stakeholders to perform consistent with the mission of the relevant work unit.
4. Tactical Management: Execute duties and responsibilities such as: evaluate and supervise employees, reinforce organizational mission, and manage unit budgets.
5. 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 the principles, concepts, operational procedures and authorities involved in responding to major disasters. (Program Outcome: 2)
2. Illustrate the structure, functions, roles and responsibilities of the local, tribal, State, and Federal entities in major disaster response/recovery work, with an emphasis on government coordination and gaps. (Program Outcomes: 1, 2 , 4)
3. Explain the challenges that frequently arise in recovery operations and how the Emergency Operating Center (EOC), Incident Command System (ICS) and National Incident Management System (NIMS) act as solutions to some of the problems. (Program Outcomes: 1, 2 , 4)
4. Develop skills in ICS and EOC interface for your community by applying learned knowledge of these systems in successful completion of numerous exercises. (Program Outcomes: 1, 2, 3, 4 , 5)
5. Evaluate a disaster response and assess the damage, recovery, waste, and special needs of victims as well as the cost of disaster management and make recommendations for improvements. (Program Outcomes: 1, 2, 3, 4, 5)

Activities/Assignments/Assessments Table

Unit	Topics	Resources
1	<p>The responsible for emergency management in the U.S</p> <ul style="list-style-type: none"> • Key response principles and participants • Roles and responsibilities 	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ Homeland Security Presidential Directive 5 HSPD5 <li style="text-align: center;">  hspd5.pdf ○ Chapter 1 of National Response Framework ○ Prepare section of Chapter 2 of National Response Framework (Click on Web Link Below) http://www.fema.gov/pdf/emergency/nrf/nrf-core.pdf pp15-31 • Participation Assignment <ul style="list-style-type: none"> ○ Evaluate the principles guiding U.S. national response framework. What implicit assumptions are made about the participants and their motivations? Are these logical assumptions?
2	<p>The Structure of Emergency Response Systems</p> <ul style="list-style-type: none"> • National Agencies and Offices • State and Local Agencies • The Role of Non-profits and Volunteer Organizations 	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ Chapter 2 of National Response Framework ○ Chapter 3 of National Response Framework (Click on Web Link Below) http://www.fema.gov/pdf/emergency/nrf/nrf-core.pdf pp32-70 • Participation Assignment <ul style="list-style-type: none"> ○ While the line between short- and long-term response systems is reasonably clear, the distinction between first- and second-responders can sometimes be arbitrary. In addition, we may see multiple “first-responders” in many cases (e.g. police, fire, EMT, and others). How should we structure coordination between simultaneous responders who share critical functions without clear distinction which is “more critical” in the field?
3.	<p>Emergency Operations Centers [EOC] and Emergency Support Functions (ESF)</p> <ul style="list-style-type: none"> • Types and 	<ul style="list-style-type: none"> • Reading Resources Course Web Link: <ul style="list-style-type: none"> ○ Emergency Operations Centers (EOC) (Click on Web Link Below) http://www.training.fema.gov/EMIWeb/IS/IS775.asp ○ Emergency Support Functions (ESF)

	<p>nature of Incidence</p> <ul style="list-style-type: none"> Who performs what function in emergency 	<p><i>(Click on Web Link Below)</i></p> <p>http://www.fema.gov/pdf/emergency/nrf/nrf-esf-intro.pdf</p> <ul style="list-style-type: none"> Formative Assessment 1 (20%) <ul style="list-style-type: none"> Identify a specific disaster or emergency in which at least five distinct agencies, offices or departments were called upon to intervene and coordinate actions. Based on any available written analysis (public press, academic analysis, white papers, or internal organizational papers released to the public) and analyze how the coordination occurred and how effective that coordination was in the context of natural chaos and confusion. Assess the effectiveness of the response based on information available to the decision makers and actors at the time they were acting.
4	<p>Incident Command System (ICS) IS-100</p> <ul style="list-style-type: none"> History, features, principles and structure Relationship between ICS and National Incident Management System (NIMS) Purpose, principles and benefits of NIMS Linkages to local entities and actors 	<ul style="list-style-type: none"> Reading Resources <ul style="list-style-type: none"> Course Web Link (IS-100): http://www.training.fema.gov/EMIWeb/IS/is100a.asp Participation/Discussion Assignment <ul style="list-style-type: none"> How do political processes support or limit the effectiveness of the operation of and coordination between various government bodies? Are we missing easy and realistic opportunities to improve coordination?
5	<p>The Politics of Failure and Perceived Failure</p> <ul style="list-style-type: none"> Next cycle funding and the perception of success Disincentives 	<ul style="list-style-type: none"> Unit Objectives <ul style="list-style-type: none"> Expound on NIMS, its purpose, principles, key components and benefits Formative Assignment 2 (20%) <ul style="list-style-type: none"> Select two major emergencies in your local environment where one was generally perceived as well handled and one was seen as problematic (or

	<p>and incentives of sharing credit</p> <ul style="list-style-type: none"> • The role of the press in public perception 	<p>worse). Objectively analyze the contributions and shortcomings of key agencies in each case. Evaluate (a) how well or badly each agency acted; (b) how and how well each agency communicated with the public; and (c) how credit for success or blame for failure was shared or distributed.</p> <p>How did the communication practices contribute to the success and failure, both for individual agencies or offices and for the response effort more broadly? Does the aftermath suggest that the critical agencies are better situated for the next comparable emergency, or more likely to have short comings exposed?</p>
6	<p>Incident Command System (ICS) IS-200</p> <ul style="list-style-type: none"> • Training for the 1st and 2nd responders • Training and/or education for the public 	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ Course Web Link (IS-200): http://www.training.fema.gov/EMIWeb/IS/is200HC.asp ○ International Association of Fire Chiefs, “The Incident Command System (ICS) and the Fire Service,” (http://www.iafc.org/ics.html). • Participation Assignment <ul style="list-style-type: none"> ○ Good Samaritans sometimes make incredible contributions to responders. Other times, well-meaning interventions exacerbate the impact on victims. How do responders increase the likelihood of positive volunteer contributions? How do the volunteers?
7	<p>The National Response Framework (NRF) (IS-800.B) and Disaster Management</p>	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ The National Response Framework (NRF) <i>(Click on Web Link Below)</i> Course Web Link (IS-800.B): http://training.fema.gov/emiweb/is/is800b.asp ○ Oklahoma Department of Civil Emergency Management (ODCEM), “Detailed Summary of Daily Activity” in <i>After Action Report: Alfred P. Murrah Federal Building Bombing, 19 April 1995 in Oklahoma City, Oklahoma</i> (http://www.onenet.net/~odcem/aar-final_2_a.htm) and (http://www.onenet.net/~odcem/aar-final_2_b.htm). ○ Federal Emergency Management Agency (FEMA), “President Orders Emergency Aid in Wake of Oklahoma City Bombing” [on-line]

		<p>Oklahoma City Bombing Disaster Archives, (Washington, DC, April 19, 1995) at http://www.fema.gov/okc95/oklahoma.htm.</p> <ul style="list-style-type: none"> ○ James Lee Witt, “One Year Later: James Lee Witt Reflects on Oklahoma City,” [on-line] under Director’s Speeches in Oklahoma City Bombing Disaster Archives (Washington, DC, 1996) at http://www.fema.gov/library/okc95ref.htm. <ul style="list-style-type: none"> ● Formative Assessment 3 <ul style="list-style-type: none"> ○ Select a recent major emergency or disaster relevant to your career goals and using the national response framework as well as all other material from this course and the MPA program to date, and, analyze the local, state, and national response for effectiveness in meeting the needs of the crisis, in using resources wisely and efficiently, and in contributing to or positioning the locality for the long term recovery process. <p>What metrics for effectiveness support the analysis?</p> <p>Regardless of the effectiveness in your chosen example, how can the lessons learned in this analysis help you develop more effective and appropriate interventions for the next as-yet-unknown emergency that arises in your location? And what responses are unique to the situation?</p>
8	Integration and Feedback	

Grading Criteria

Grading Scale

A	100 – 93 %
A-	92 – 90 %
B+	89 – 88 %
B	87 – 83 %
B-	82 – 80 %
C+	79 – 78 %
C	77 – 73 %
C-	72 – 70 %
F	59 and below

Grading requirements

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

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), 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.