

**OKLAHOMA STATE UNIVERSITY**

POLSC 4803/5663

## Community Relations for Environmental and Emergency Managers

**Professor:** Dr. Will Focht                      **Office:** 514B Math Sciences, OSU                      **Phone:** 744-5642  
**Office Hours:** Tues 6:00-7:20 pm, at OSU-Tulsa                      **E-mail:** wfocht@okway.okstate.edu

### Course Texts:

*Risk Communication*, 2<sup>nd</sup> edition. Lundgren and McMakin, 1998.  
*Fairness and Competence in Citizen Participation*. Renn, Webler, and Wiedemann, 1996.  
*Environmental Hazards: Communicating Risks as a Social Process*. Krimsky and Plough, 1988.  
*The Practical Guide to Environmental Community Relations*. Forrest and Hix-Mays, 1997.  
(optional)

**Classes:** Tuesday evenings from 7:20 to 10:00 pm, 120 North Hall

**Course Objective:** This course is designed to provide a practical and applied background in working with communities to manage risks from environmental releases of chemical contaminants and technological emergencies. It will familiarize the student with the principles and practices of risk communication, conflict management, environmental mediation and negotiation, media relations, consensus building, and alternative forms of citizen participation. Actual cases will be reviewed to illustrate how these principles and practices can be applied in specific environmental and technological settings.

**Teaching Style:** The course will be conducted primarily in a lecture format. However, class participation in the form of group exercises or question and answer format may be used.

**Undergraduate Student Grading:** There will be three exams and the preparation of abstracts. Each exam will count 25% toward the final course grade. Preparation of five abstracts of journal articles or book chapters will count 25%. The abstracts should concern some aspect of community relations or risk communication. The articles/chapters proposed for abstracting must be approved in advance by the professor. Letter grades will be assigned on a 90-80-70-60 basis. Class participation will be used to adjust final course grades on the margin.

**Graduate Student Grading:** In addition to the three exams in this course, graduate students must also submit a ten page paper that critically evaluates an actual community relations program. Students can obtain case studies of such programs from the literature or they can evaluate a local community relations program. The paper must summarize the program, evaluate its success using the principles presented in the course, and suggest recommendations that would be expected to improve it. A two page proposal for the paper is due by the date of the second exam. The final paper is due on the date of the final exam and will count 25% toward the final grade (the other three exams will also count 25%). Letter grades will be assigned on a 90-80-70-60 basis. Class participation is expected.

**Attendance:** Though students are strongly encouraged to attend all class sessions, only the exam sessions are mandatory. Experience in past classes, however, has amply demonstrated that the success of a student's performance is directly related to the quantity and quality of attention paid to the instruction.

**Make-up Exams and Extra Credit:** Make-up exams will not be available except in emergencies. A student will be permitted to take a make-up exam **only** if, in the opinion of the professor, the absence was due to circumstances beyond the student's control. Extra credit is not available.

**Academic Dishonesty:** Fraudulent academic behavior includes, but is not limited to, plagiarism, unauthorized collaboration on class projects, and cheating on exams. Such behavior is unacceptable and is subject to disciplinary action such as (1) giving a reduced or failing grade for the assignment, (2) giving a failing grade for the course, or (3) referring the student to the Office of Student Conduct for probation, suspension or expulsion.

|                         |  |        |
|-------------------------|--|--------|
| <b>Drop/Add Policy:</b> | Last day to drop with no grade:            | Jan 22 |
|                         | Last day to drop with a "W" grade:         | Apr 09 |
|                         | Last day to withdraw with "W" or "F" grade | Apr 23 |

*Community Relations Lecture Schedule - Spring 1999*

(The schedule may be changed to accommodate class interest and performance.)

| DATE   | SUBJECT  | REFERENCES             |
|--------|--|------------------------|
| Jan 12 | Course introduction; Risk communication theories   | L&M Chapters 1 & 2     |
| Jan 19 | Risk communication laws, constraints, and ethics   | L&M Chapters 3-5       |
| Jan 26 | Risk communication principles; Role of trust;<br>Legitimation model of risk communication            | L&M Chapter 6, Handout |
| Feb 2  | Stakeholders, media, and participation   | L&M Chapters 8, 15, 16 |
| Feb 9  | Bridging the gap between technical and cultural risk constructions                                   | K&P Chapters 1 & 7     |
| Feb 16 | <b>Exam #1: Risk Communication</b>   |                        |
| Feb 23 | Radon case study   | K&P Chapter 4          |
| Mar 2  | Copper smelter plant closure and hazardous waste facility siting case studies                        | K&P Chapters 5 and 6   |
| Mar 9  | Community concerns and assessment process  | F&M Chapters 1 and 2   |
| Mar 16 | <i>Spring Break</i>  |                        |
| Mar 23 | Community relations and communication  | F&M Chapters 3 and 4   |
| Mar 30 | <b>Exam #2: Community Relations</b>  |                        |
| Apr 6  | Democracy and science and the need for discourse   | RWW Preface & Chap 1   |
| Apr 13 | Public participation philosophy and practice   | RWW Chapters 2-3       |
| Apr 20 | Planning and the risk communication effort; Developing risk communication messages                   | L&M Parts II and III   |
| Apr 27 | Community advisory committees  | RWW Chapters 4-5       |
| May 4  | <b>Exam #3: Public Participation in Policy Discourse;<br/>Undergrad Abstracts and Grad Paper Due</b> |                        |

# **Environmental Management Practicum**

Course Syllabus, ENVIR 5100, ZAP 3046

OSU-Tulsa, Summer, Semester, 1999  
Monday-Friday 8:00 am - 5-6:00 pm, at NH252

Instructors: Dr. John Lamberton, drj@transtrak.com  
Dr. Will Focht, wfocht@okstate.edu

**CATALOG COURSE DESCRIPTION:** The course will introduce the student to the theory and practice of holistic environmental management. The future EM professional must be able to resolve effectively and efficiently disparate demands and objectives in formulating and implementing sustainable solutions to complex environmental problems. This course will provide the framework for properly framing environmental problems, scoping resources, assembling personnel teams, preparing budgets, managing efforts, and reporting results within a seamlessly integrated environmental management system.

## **COURSE OBJECTIVES:**

Students will develop an in-depth appreciation of the processes required to fulfill the environmental manager's role in:

- managing an environmentally-related project;
- functioning as a participant on a project management team;
- integrating various stake-holder interests associated with the project;
- writing a professional project report describing the problem; outlining stakeholder interests; suggesting solution alternatives that have been subjected to cost-benefit analysis, risk assessment analysis, and other decision optimization approaches and techniques.

## **REQUIRED TEXTS:**

- (1) Environmental Management and Business Strategy by Bruce Piasecki, Kevin Fletcher, and Frank Mendelson
- (2) Environmental Management, edited by Ryan Dupont, Terry Baxter, and Louis Theodore

**TEACHING METHODS:** May include but not be limited to: lecture, class discussions, films, internet research, special projects, class presentations, field exercises, written assignments and possible guest speakers.

**FIELD TRIPS:** Ogden-Martin Trash to Energy Plant

## ASSIGNMENTS:

## DAILY SCHEDULE OF EVENTS:

Monday am Topic = Environmental Management Systems Planning  
Monday pm Topic = Scoping Pt. 1: Regulatory Agencies & The Community  
Tuesday am Topic = ISO14000  
Tuesday pm Topic = Legal Compliance  
Wednesday am Topic = Scoping Pt. 2: Budgets  
Wednesday pm Topic = Scoping Pt. 3: Assembling a Team, People Resources, Personnel Management  
Thursday am Topic = Contracting & Liability  
Thursday pm Topic = Management Process  
Friday am Topic = Reporting (Written & Oral): Making your case (make an outline/formatting of report)

Class Format: MTWTHF (Friday am only)

8:00 - 9:00 am - Lecture  
9:00 - 9:15 am - Break  
9:15 - 10:45 am - Lecture  
10:45 - 11:30 am - Group Work Session  
11:30 am - 12:00 pm - Group Reports  
12:00 - 1:00 pm Lunch  
1:00 - 2:30 pm Lecture  
2:30 - 2:45 pm Break  
2:45 - 3:30 pm Group Work Session  
3:30 - 4:00 pm Group Reports  
4:00 - 5:00 pm Lecture  
MTW 5:00 - 6:00 pm possible field trips

Friday afternoon  
1-2 pm - Exam  
2-5 pm - Group Session

Final Report

Grade:

Exam=25%  
Report=25%  
Postclass=25%  
Inclass=25%

TESTS: There will be one exam.

**RESEARCH REPORT:** There will be a research report required for this class. The research report will cover the ..... The research papers will be worth 100 points each.

**INTERNET RESEARCH ASSIGNMENTS:** There may be several internet research assignments during the course. Each assignment will be worth 25 points each.

**CLASS PRESENTATIONS:** There will be at least one graded class presentation covering material in the text. The class presentation(s) will be worth 25 points each.

**INFORMATION ORGANIZER (IO):** Students are required to keep a three-ring binder for this class to file the syllabus, hand-outs, assignments, syllabus changes, and other ancillary materials accumulated during the semester. The IO will be graded at the end of the semester and worth 25 points.

**GRADING:** The grading scale is A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% or below. A grade will be computed by adding the total possible points for the semester and multiplying that cumulative score by the preceding scale. A student's grade will be assigned mathematically by this method. Grade assignments are accumulated mathematically during the semester and will be assigned according to the terms of the syllabus with **NO EXCEPTIONS**.

**LATE ASSIGNMENTS:** Excused late assignments are accepted at the sole discretion of the professor. That means that regularly scheduled assignments cannot be submitted late for any reason other than extreme emergency. Extreme emergencies are defined as life threatening emergencies or unavoidable conflicts, i.e., funerals, business meetings, weather, etc. Students are expected to submit assignments during regularly scheduled times with few if any exceptions. In the unlikely event of an extreme emergency, students should notify the professor by email before the time of the scheduled assignment. Only one late assignment will be accepted per student. A 15% point penalty will be subtracted from the score of any unexcused late assignment. **THERE ARE NO EXCEPTIONS TO THIS POLICY.**

**ATTENDANCE:** Class attendance is vital and mandatory (See **EDUCATIONAL PHILOSOPHY**). Lectures should augment, clarify, and highlight much of the text. Every effort should be made to attend every class period. More than one absence may result in a letter grade reduction. The professor's attendance book will be the final authority on attendance. Tardiness will not be tolerated. If such an instance occurs, it is the student's responsibility to notify the professor after class on the day of the occurrence that the student was tardy and not absent. If the student fails to notify the professor on the day of the occurrence, the occurrence will be considered an absence.

**WITHDRAWAL:** See Summer '99 OSU-Tulsa Class Schedule to verify this date. If a student determines that she/he is not achieving at a level consistent with his/her expectations, the student should speak with the professor immediately. If a student decides to discontinue participating in the class for any reason, it is the student's responsibility to withdraw officially from the class through the Admission/Registrar's office or other appropriate institutional process. Failure to follow this policy may result in a final grade of "F" for the class at the end of the semester.

**STUDENT RESPONSIBILITY:** Students are responsible for reading all of the text and any other material presented in class by any of the teaching methods described in the syllabus. Students are to be aware of all dates, deadlines, and assignments and to adhere to those dates, deadlines, and assignments. Students are required to prepare themselves to discuss pertinent topics each class session as scheduled. Those students who do not meet the responsibility requirement should expect their graded performance to be negatively affected.

**SPECIAL NEEDS:** Any student who because of a disabling condition may require special arrangements in order to meet course requirements should contact the professor at the beginning of the semester to make necessary arrangements to accommodate the condition to the degree possible. Consult the College/University catalog for resources available to the student.

**EDUCATIONAL PHILOSOPHY:** Education is both form and content. That is, education involves not only understanding and learning the content of new ideas, but also an active participation in the form of a learning process. In order to be fully educated, a student is not only required to learn new material; but also required to participate actively in coursework with teachers, students, technology, and a scientific body of knowledge. Student participation is measured by course performance and achievement. Successful performance and achievement involve a positive attitude and a commitment to the objectives of the course. Students who do not have a positive attitude and a commitment to course objectives should expect their attitude and commitment to adversely affect educational performance and achievement.

Dr. Lamberton assumes that students are familiar with:

- (1) Writing short answer, essay, and research paper assignments,
- (2) How to take notes to record information generated in class participation.
- (3) Graduate-level coursework in general.

**ABOUT THE PROFESSORS:** Dr. Lamberton and Dr. Focht's resumes can be found on-line at <<http://www.transtak.com>>

**OFFICE HOURS:** Students may schedule personal appointments before or immediately following class period.

**E-MAIL:** Dr. Lamberton: <[drj@transtrak.com](mailto:drj@transtrak.com)>  
Dr. Focht: <[wfocht@okstate.edu](mailto:wfocht@okstate.edu)>

**INTERNET SUPPORT SYSTEM:** Dr. Lamberton maintains for his students a state-of-the-art interactive support system for this course on the Internet at the following website address:

<<http://www.transtak.com>>

The course syllabus, tentative semester reading assignment schedule, Study Hall, Office Hours, and E-mail are available on this website. The Study Hall page may include lecture notes, pertinent ancillary information, and chapter highlights and summaries to support students in their efforts to learn course material and complete class assignments. However, the primary purpose



of Study Hall is to stimulate a student's interest in academics by linking text and course subject matter with a sampling of the vast amount of information available through the Internet. In addition, Transtrak's website offers:

- (1) search engines which will assist students "surfing" the internet,
- (2) hyperlinked websites reflecting numerous topics and covering a diverse information base, and
- (3) a state-of-the-art virtual office at Transtrak.com.

**SYLLABUS AMENDMENT:** The professor reserves the right to amend the syllabus during the semester for any reason whatsoever.

**PLAGIARISM:** Deliberate plagiarism is claiming, indicating, or implying that the ideas, sentences, or words of another writer are your own; it includes having another writer do work claimed to be your own, copying the work of another and presenting it as your own, or following the work of another as a guide to ideas and expression that are then presented as your own. Accidental plagiarism is the handling of quotations and paraphrases without a deliberate attempt to deceive; it includes failing to mark the beginning of paraphrases, failing to get away from the language of the original text when paraphrasing, failing to mark quotations with properly placed quotation marks, and failing to properly identify the source of a quotation or paraphrase. At the professor's discretion, a student committing deliberate plagiarism may receive a grade of zero for the assignment and a grade of 'F' in the course, or, in the case of accidental plagiarism, a student may have the opportunity to rewrite the paper with a possible reduction in grade for the assignment.

**TRANSFERABILITY:** This course should transfer to most other institutions.

**SPECIAL POLICIES:** Dr. Lamberton does not consider it appropriate to return student phone calls.

**HOW TO SUCCEED IN THIS COURSE:** Success in this course is based ENTIRELY upon class participation and performance on graded class assignments.

## **POLSC 5653**

# **RISK ASSESSMENT IN EMERGENCY MANAGEMENT PLANNING**

**Professor:** Dr. Will Focht      **Office:** 514B Math Sciences      **Phone:** 744-5642

### **Class Location and Style of Teaching**

Classes will be held in Engineering South, Math Sciences, and Willard Hall (see schedule). Classes will be primarily lectures but a group activity will be required each morning and afternoon (see schedule). Group activities will be designed to encourage students to apply lecture instruction to actual cases.

**Date and Time:** June 15-19, 8:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m.

### **Pre-Class Assignments**

Three assignments will be made 30 days before class begins (no later than Friday, May 15). All assignments must be completed before classes begin and submitted to the instructor at the beginning of the first day of class (Monday, June 15). Late submissions cannot be accepted.

### **In-Class Examination**

An in-class, open book examination will be given in the afternoon of the last day of class. It will cover the material presented in class and in the readings assigned during the week of classes.

### **Final Project**

A final project paper must be completed and submitted within 31 days after classes end (i.e., on or before Monday, July 20).

### **Course Purpose**

This course is designed to familiarize the student with the regulations, policies, and procedures associated with the emergency management of industrial chemicals and other hazardous materials. Though the focus is on hazardous materials, many of the lessons learned in the course are expected to apply equally well to natural disasters and non-hazardous materials emergencies. Throughout the course, emergency management planning will be emphasized. In addition to legal and political aspects of emergency planning, attention will be given to community involvement, intergovernmental relations, and the philosophy and use of risk analysis as a decision tool. Technical aspects of emergency management will not be covered in this course.

## Course Objectives

By the end of the course, students should:

1. know how to read, research, and understand federal regulations to assure compliance;
2. be familiar with the emergency response and contingency planning regulations promulgated by OSHA, NFPA, USCG, EPA, and other agencies;
3. understand how to effectively and efficiently combine these regulations into an integrated contingency plan;
4. know how to integrate contingency plans into community-wide standard operating procedures;
5. appreciate the importance of involving the community in emergency management planning and how to effectively use the principles of risk communication in policy dialogue with lay audiences;
6. understand how the federal government and many state governments perform environmental risk analysis and how risk analysis can be used in emergency management planning;
7. be able to work more effectively with state and federal agencies, especially in post-emergency response cleanups; and
8. have the tools necessary to prepare a proposal for the development of an integrated emergency management plan that incorporates the knowledge gained during the course.

## Required Texts

Committee on Risk Characterization. *Understanding Risk: Informing Decisions in a Democratic Society*. National Research Council, 1996. ISBN 0-309-05396-X.

Drabek, Thomas E., and Gerard J. Hoetmer, eds. *Emergency Management Principles and Practice for Local Government*. International City Management Association, 1991. ISBN 0-87326-082-1.

Morgan, David R., and Robert E. England. *Managing Urban America* (4<sup>th</sup> ed.). Chatham House, 1996. ISBN 1-56643-019-4.

## PRE-CLASS ASSIGNMENTS

### Assignment Objective

Ensure that each student is prepared for class and has made significant progress toward mastering the fundamental concepts and terminology of emergency management planning and risk analysis.

### Assignment Directions

Each of the three pre-class assignments involves providing answers to a series of essay questions from the three required texts. The answers should be typed using a word processor or typewriter.

Use 10 point type, Arial font if available, 1.5 spacing (if 1.5 spacing is not possible, use double spacing), and one inch margins. Keep answers to less than 500 words. There is no minimum number of words but the answers should be complete. Repeat the question and then answer it. Place one question and answer on a page. Staple pages together with a cover sheet with the title of the assignment, your name, your employing organization name, and address typed on it. Also include on the cover sheet the course title, course number, date of course, and instructor name. Grading will depend on accuracy and completeness of answers, quality of expression, proper grammar and spelling, and ability to follow these directions.

### **Pre-Class Assignment Number One**

Read *Managing Urban America*, Preface and Chapters 1-3. Answer a series of short essay questions that will be provided 30 days before the class starts. These questions will require fact finding about your local government structure, policy-making processes, and relationships with other agencies and with the citizens in the local community.

### **Pre-Class Assignment Number Two**

Read *Emergency Management*, Introduction and Chapters 1-6. Answer a series of short essay questions that will be provided 30 days before the class starts. These questions will inquire into your local government's existing or planned emergency management programs and standard operating procedures.

### **Pre-Class Assignment Number Three**

Read *Understanding Risk*, Summary and Chapters 1-3. Answer a series of short essay questions that will be provided 30 days before the class starts. These questions will be designed to test your understanding of the central concepts of risk characterization and the complementary roles that analysis and deliberation play in it. One question will ask your opinion on how risk characterization could be integrated into your emergency management program. For example, the student could develop a risk-based plan to (1) reduce the frequency of emergency calls, (2) reduce the risk of exposure to toxic chemical releases, (3) efficiently allocate emergency response resources, or (4) effectively communicate risk to the public.

### **Help on Pre-Class Assignments**

Due to the short time planned for resident instruction, it will not be possible to review the material covered by the pre-class assignments in class. The instructor will assume that this material has been mastered. Therefore, it is important that the student takes these assignments seriously and does his or her best work. Questions or problems that the student may have on the material to be covered or on the essay questions can be submitted directly to the instructor by e-mail, fax, or telephone. The student will not be afforded an opportunity to revise his or her answers after they are handed in at the beginning of the first day of class.

## LECTURE/DISCUSSION TOPICS

The following topic list is planned for the residence portion of this course. Changes may be made to accommodate class interest and performance. Handouts will be provided before each lecture. These and further reading assignments in your texts will be assigned throughout the week. In class exercises and small group projects may be conducted from time to time during class. Grades will be assigned based on attendance, in-class participation, and performance in class exercises. An in-class, open-book examination will be given on the afternoon of the last day of class that will cover the material delivered in lectures and included in readings assigned during the week.

### *Integrated Contingency Planning*

- ◆ National Response Team's mandate for integrated "one plan" concept
- ◆ Emergency management regulations
  - MMS's oil spill response plans for offshore facilities
  - DOT's response plans for onshore oil pipelines
  - USCG's oil spill response plans for marine transportation-related facilities
  - EPA's response plans for onshore non-transportation-related oil facilities
  - OSHA's emergency action plans and fire prevention plans
  - OSHA's process safety standard for catastrophic releases of highly hazardous chemicals
  - OSHA's hazardous waste operations and emergency response (hazwoper) program
  - EPA's emergency response plans for stationary source releases of regulated substances
  - EPA's risk management plans for stationary source releases of regulated substances
  - EPA's spill prevention, control & countermeasure plans for oil spills from tanks to surface water
  - EPA's contingency plans for permitted hazardous waste management facilities
  - EPA's contingency plans for interim status hazardous waste management facilities
  - EPA's contingency plans for used oil processors and re-refiners
  - NFPA's standard 472: professional competence for responders to hazardous materials incidents

### *Integrated Standard Operating Procedures*

- ◆ Review of SOPs
- ◆ Integrating industrial ICPs into SOPs

### *Risk Characterization*

- ◆ Introduction to risk-based decision making and comparative risk
- ◆ Overview of the NAS risk analysis process
- ◆ RCRA corrective action process
- ◆ CERCLA response action program
- ◆ Comparative and integrated risk analysis

### *Deliberation and Community Involvement*

- ◆ Essentials of risk communication
- ◆ Role of trust and context in community relations
- ◆ Citizen involvement in emergency management planning

### *Intergovernmental Relations and Risk-Based Decision Making*

- ◆ Definitions of acceptable risk
  - Objective definitions and risk “triage”
  - Subjective definitions and political “triage”
  - Bridging the gap
- ◆ Responding to citizen complaints about response and post-response activities
- ◆ Local government’s role in RCRA and CERCLA cleanups
- ◆ The future of risk-based emergency management

## **FINAL PROJECT**

### **Assignment Objective**

Demonstrate that each student has mastered the material presented in the class and can apply the lessons learned to develop a high-quality integrated emergency management planning proposal.

### **Project: Proposal for an Integrated Emergency Management Program Plan**

The student is required to apply the emergency management planning, community involvement, and risk characterization principles learned in class to his or her actual occupational setting by developing a proposal for an emergency management program plan that could be presented to his or her supervisor (e.g., city manager). This plan must address integration of multiple emergency management regulatory requirements into one contingency plan, integration of industry contingency plans into one standard operating procedure, integration of community involvement and risk-based decision making into emergency management planning. The proposal should address the various components of an integrated program in narrative fashion; it should not include technical details. The proposal should be no more than 20 pages in length (one inch margins, 10 point type, Arial font if available, 1.5 spacing, cover page). A suggested outline for the proposal and further guidance on its preparation will be provided during the week of classes.

Late project proposals will be reduced by 10% for each day that the paper is late.

## ATTENDANCE AND GRADING

### Attendance Policy

Attendance at class sessions is mandatory. Other than the material included in course handouts, the instructor cannot provide lecture notes.

### Student Evaluation Criteria

|  |            |
|--|------------|
| Pre-Class Assignment Number One:                 | 50 points  |
| Pre-Class Assignment Number Two:                 | 50 points  |
| Pre-Class Assignment Number Three:               | 50 points  |
| Classwork and Participation at Summer Institute: | 50 points  |
| Examination:                                     | 100 points |
| Final Project:                                   | 100 points |

Grading Scale: 400 - 360 = A, 359 - 320 = B, 319 - 280 = C, 279 - 240 = D, 239 - 0 = F

### Academic Dishonesty Policy

Fraudulent academic behavior includes, but is not limited to, plagiarism and unauthorized collaboration on class projects. Such behavior is intolerable and will be subject to disciplinary action such as giving a reduced or failing grade for the course.

### Professor Contact

Dr. Will Focht, Assistant Professor  
Department of Political Science  
519 Mathematical Sciences  
Oklahoma State University  
Stillwater, Oklahoma 74078-1060

Telephone: 405-744-5642

Fax: 405-744-6534

E-mail: [wfocht@okway.okstate.edu](mailto:wfocht@okway.okstate.edu)

Office: 514B Math Sciences

**LECTURE SCHEDULE FOR  
RISK ASSESSMENT IN EMERGENCY MANAGEMENT PLANNING  
Summer 1998**

| <b>DAY/TIME</b> | <b>DATE/TIME</b> | <b>LOCATION/TOPIC</b>   |
|-----------------|------------------|---|
| <b>MONDAY</b>   | <b>JUNE 15</b>   | <b>Room 211B ENGINEERING SOUTH</b>                            |
| 8:00 am         | 9:30 am          | Registration  |
| 9:30 am         | 10:00 am         | Introductions and group assignments                           |
| 10:00 am        | 10:30 am         | Course outline  |
| 10:30 am        | 11:00 am         | Hazard versus risk paradigms of emergency management planning |
| 11:00 am        | 11:10 am         | Break   |
| 11:10 am        | 12:00 pm         | Decision making   |
| 12:00 am        | 1:00 pm          | Lunch   |
| 1:00 pm         | 2:00 pm          | Rationales for public participation                           |
| 2:00 pm         | 2:30 pm          | Technological/environmental conflict                          |
| 2:30 pm         | 2:40 pm          | Break   |
| 2:40 pm         | 3:30 pm          | Risk attitudes, risk acceptability                            |
| 3:30 pm         | 4:30 pm          | Q methodology   |
| 4:30 pm         | 5:00 pm          | Group activity: Q sort  |

| <b>TUESDAY</b> | <b>JUNE 16</b> | <b>Room 326 WILLARD</b>                       |
|----------------|----------------|---|
| 8:00 am        | 9:00 am        | Q factor analysis and interpretation          |
| 9:00 am        | 9:10 am        | Break   |
| 9:10 am        | 10:30 am       | Cognitive mapping and nominal group technique |
| 10:30 am       | 10:40 am       | Break   |
| 10:40 am       | 11:30 am       | Group activity: cognitive mapping             |
| 11:30 am       | 12:00 pm       | Group report: cognitive mapping               |
| 12:00 pm       | 1:00 pm        | Lunch   |
| 1:00 pm        | 2:20 pm        | Mental modeling                               |
| 2:20 pm        | 2:30 pm        | Break   |
| 2:30 pm        | 3:45 pm        | Expert model development                      |
| 3:45 pm        | 4:30 pm        | Group activity: mental model testing          |
| 4:30 pm        | 5:00 pm        | Group report: mental models                   |



**LECTURE SCHEDULE FOR  
RISK ASSESSMENT IN EMERGENCY MANAGEMENT PLANNING  
Summer 1998  
(Continued)**

| <b>WEDNESDAY</b> | <b>JUNE 17</b> | <b>Room 211B ENGINEERING SOUTH</b>                                 |
|------------------|----------------|--|
| 8:00 am          | 9:00 am        | Risk perception and communication                                  |
| 9:00 am          | 9:10 am        | Break  |
| 9:10 am          | 10:30 am       | Technical risk assessment  |
| 10:30 am         | 10:40 am       | Break  |
| 10:40 am         | 11:30 am       | Group activity: Risk from technical and social perspectives        |
| 11:30 am         | 12:00 pm       | Group report: Risk conceptions                                     |
| 12:00 pm         | 1:00 pm        | Lunch  |
| 1:00 pm          | 2:20 pm        | Overview of NAS paradigm of risk analysis                          |
| 2:20 pm          | 2:30 pm        | Break  |
| 2:30 pm          | 3:45 pm        | Risk evaluator and management                                      |
| 3:45 pm          | 4:30 pm        | Group activity: Community defined risks and management preferences |
| 4:30 pm          | 5:00 pm        | Group report: Concerns and preferences                             |

| <b>THURSDAY</b> | <b>JUNE 18</b> | <b>Room 326 WILLARD</b>                                      |
|-----------------|----------------|--|
| 8:00 am         | 9:00 am        | Comprehensive emergency management                           |
| 9:00 am         | 9:10 am        | Break  |
| 9:10 am         | 10:30 am       | Integrated emergency management system                       |
| 10:30 am        | 10:40 am       | Break  |
| 10:40 am        | 11:30 am       | Group activity: Obstacles and opportunities for coordination |
| 11:30 am        | 12:00 pm       | Group report: Coordination suggestions                       |
| 12:00 pm        | 1:00 pm        | Lunch  |
| 1:00 pm         | 2:20 pm        | Analysis versus deliberation                                 |
| 2:20 pm         | 2:30 pm        | Break  |
| 2:30 pm         | 3:45 pm        | Risk assessment in local government                          |
| 3:45 pm         | 4:30 pm        | Group activity: Facts versus values in emergency management  |
| 4:30 pm         | 5:00 pm        | Group report: Diagnosis of EM context                        |

**LECTURE SCHEDULE FOR  
RISK ASSESSMENT IN EMERGENCY MANAGEMENT PLANNING  
Summer 1998  
(Continued)**

| <b>FRIDAY</b> | <b>JUNE 19</b> | <b>Room 326 WILLARD</b>                         |
|---------------|----------------|---|
| 8:00 am       | 9:00 am        | Diagnosis (orange book: chapter 6, pp. 137-150) |
| 9:00 am       | 9:10 am        | Break   |
| 9:10 am       | 10:30 am       | Legitimacy model of decision making             |
| 10:30 am      | 10:40 am       | Break   |
| 10:40 am      | 11: 30 am      | Group Activity: Context definition              |
| 11:30 am      | 12:00 pm       | Report: Decision making strategy selection      |
| 12:00 pm      | 1:00 pm        | Lunch   |
| 1:00 pm       | 1:30 pm        | Help session                                    |
| 1:30 pm       | 3:00 pm        | Exam  |
| 3:00 pm       | 3:15 pm        | Break   |
| 3:15 pm       | 4:30 pm        | Group activity: EM plan presentations           |
| 4:30 pm       | 5:00 pm        | Course wrap up and evaluation                   |
| 5:00 pm       |                | Adjourn   |