Department ofGlobal Health

Syllabus

**Online Course Name:** Emergency/Disaster Preparedness and Planning Concepts

**Prefix & Number:** PHC6185

**Sections:** 1) 310 ref# 88801

**Semester:** Fall, 2012

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Description:** | This course is designed to develop or improve the skills of persons interested in providing emergency health services prior to and/or during community emergencies. One of four courses in the USF graduate certificate program in Disaster Management this course examines the process of planning in emergency management and will define terms used in the field. This course provides an introduction to strategies associated with emergency planning. Other topics covered in this course include: hazard mitigation, patterned human behavior in disasters, classes of protective action and how to analyze and select appropriate protective actions, continuity of operations, structures for managing emergency response efforts and exercise design. Most assignments are group based to reflect the dynamics associated with the field of emergency management. | | |
| **Credit hours:** | 3 | | |
| **Pre-Requisites:** |  | | |
| **Co-Requisites:** |  | | |
| **Location:** | Online Web-based Course | | |
| **Instructor Information:** | Instructor 1 | Instructor 2 | Instructor 3 |
| Michael Gonzalez, Ph.D. |  |  |
|  |  |  |
| Days: 813-348-6520 |  |  |
| Home: 813-238-3110 |  |  |
| mgonzale@health.usf.edu |  |  |
| I check my email on a regular basis. |  |  |
|  |  |  |
| **Teaching Assistant Information:** | TA 1 | TA 2 | TA 3 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Tech Assistance** | Use the **Tech Assistance** button on the course website. The Tech Assistance button links to the Technical Support page of the Office of Educational Technology & Assessment website at: <http://health.usf.edu/publichealth/eta/techsupport.html> Select from any of the available options. Students will receive a reply WITHIN 24 hours via phone or email based on student preference.  **During Exams & Elluminate Live Sessions:** Technical assistance for exams and Elluminate Live sessions are supported by ETA. The phone number will be posted on the course website.  *(Otherwise indicate who to contact, method and expected reply time)*. | | |
| **Online Course Technical Requirements:** | Students in all online public health courses are expected to meet the basic technology requirements to successfully participate in their courses. Failure to meet these requirements may cause problems accessing the course materials.  **It is the student's responsibility to ensure all requirements are met prior to the start of the semester.**  <http://health.usf.edu/publichealth/eta/students_tech_requirements.htm>  **Special Technology Requirements for this course:**  Describe if applicable. Provide link and description of additional requirements here  **Pre-requisite technology skills:**  Describe any technology skills required before taking this course here.  **Elluminate Live! Computer Requirements: (if applicable)**  View hardware and software requirements and downloads for Elluminate Live! sessions: <http://eta.health.usf.edu/technology/elluminate/Elluminate_Live95_sessions.pdf>  **Respondus Lockdown Browser Student Guide: (if applicable)**  <http://tiny.cc/gm4x6> | | |
| **Required Materials:** | Required Text:  Perry, R. W. & Lindell, M. K. (2007). Emergency planning.  **Federal Emergency Management Agency (FEMA) Courses:**  These courses can be found for free at: http://[www.training.fema.gov/emiweb/IS/crslist.asp](http://www.training.fema.gov/emiweb/IS/crslist.asp)  IS-15.b – Special Events Contingency Planning for Public Safety Agencies  IS-139 – Exercise Design  IS-235.b – Emergency Planning  IS-393.a – Introduction to Hazard Mitigation  IS-547.a – Continuity of Operations    Suggested Reading:  Federal Emergency Management Agency’s State and Local Guide (SLG) 101: Guide for all-hazards emergency operations planning. Can be found for free at: [www.fema.gov/pdf/plan/slg101.pdf](http://www.fema.gov/pdf/plan/slg101.pdf)  Supplemental Reading:  Additional readings if appropriate (i.e. if warranted by a current event) will be listed in Blackboard under the Section/Unit’s tab.  HSC Bookstore <http://usfhsc.bkstore.com>. | | |
| **Recommended Materials:** | *None* | | |
| **Course Format:** | Web-based Blackboard | | |

|  |
| --- |
| **Learning Objectives:**  *(Objectives must be numbered)* |
| By the end of the course the student will be able to:   1. Design planning goals for mitigation, preparedness, response and recovery 2. Support the integration of government, business and nonprofit assets into emergency planning 3. Assess the importance of an inter-governmental, regional and public/private view of the emergency planning process 4. Assess the link between emergency planning process and community preparedness 5. Assemble vulnerability and resource information into the planned response needs 6. Evaluate citizen reactions to response tactics 7. Assess patterns of pro-social or positive behavior that can support emergency plans 8. Evaluate the conditions for safe and effective use of volunteers 9. Assess psychological and behavioral principles and include them in terrorist incident planning 10. Assess organizational structures that produce successful planning outcomes 11. Asses functions and type of exercise 12. Design a plan for effective shelter in place against wind and water threats 13. Choose planning targets for evacuation, including special population and facilities 14. Compare the risks of protective actions against the risks of potential threats 15. Evaluate the elements considered when defining exposure and vulnerability 16. Estimate resources and time requirements for protection action 17. Propose effective decisions regarding the use of evacuation versus in place shelter 18. Select the protocol for activating and terminating an emergency operations plan 19. Assess the reasons for government and business operational continuity plans 20. Create tasks assignments for developing continuity of operations plan 21. Evaluate the planning process for operational continuity 22. Assess barriers to government and business continuity planning 23. Assess specific tasks in strategic analysis 24. Manage information dissemination in an escalating crisis 25. Describe citizen emergency decision-making process 26. Create meaningful warning message content 27. Design an effective hazard awareness program 28. Create ways to reduce message distortion 29. Assess steps in the communication model that affect awareness campaign 30. Target audience segment using communication channels 31. Assess conditions where command must be vested in the EOC 32. Evaluate the structure and function of Local Emergency Planning Committees (LEPCs) 33. Detail the components of NIMS and evaluate their likely impacts on LEMA operations 34. Assess local support needs for NRP emergency service functions 35. Assess and enhance local and state intergovernmental ties for emergency response capability 36. Evaluate the impact of 21st century challenges for emergency management |

|  |
| --- |
| **Assessment Strategies:**  *(Strategies must be numbered)* |
| **Course Requirements:**   1. Weekly Discussions & Activities: Each week discussion questions or activities will be posted regarding the topic area. These activities will be posted under each section’s unit tab and may include individual and/or group assignments/discussions. To be prepared for discussions and activities, you should read the assigned chapter(s) covered in the unit and complete the assigned FEMA on-line course if applicable. **DO NOT** wait until the last day to be involved in a discussion! Discussion Questions will account for 25% of your final grade. 2. Prepare a term paper of no less than 9 or more than 11 pages to include the title and reference pages. The instructor must approve your topic no later than the 8th week of class. The paper must be in APA style (6th edition) or it may not be accepted. Final papers are due no later than the beginning of the 13th week of class via the digital dropbox and will account for 20% of your final grade.   The perspective for your term paper should come from a planning mindset. For example, the planning associated with developing a risk and vulnerability assessment to include strategies to reduce the identified risk and vulnerability, the planning associated with a community mitigation program, the planning associated with the response and/or recovery phase of a disaster, the planning associated with developing and evaluating a disaster exercise, etc.   1. Take five FEMA on-line Independent Study Courses and submit your certificate of completion via the digital dropbox. All courses can be found at: <http://www.training.fema.gov/emiweb/IS/crslist.asp>. After reading the material for the FEMA courses the students will meet in their assigned groups to discuss and evaluate, in writing, the course material (2% per FEMA course completion and 3% per group discussion participation for a total of 25%). **DO NOT** wait until the last day to be involved in a discussion! 2. Mid-term exam (15%). The midterm will cover sections 1-7. 3. Final exam (15%). The final exam will cover all sections.   **Exam Rules:**  Please arrange your schedules to take the exams on the scheduled dates. See Course Schedule for details. Exams are usually timed and will last a specific number of hours/minutes each. **One point will be deducted for each minute you go over the allotted time. Although Blackboard will not cut you off, it keeps record of the amount of time you have taken. This is YOUR responsibility. Time yourself – no excuses will be accepted.** |

|  |  |  |
| --- | --- | --- |
| **This course meets the following Global Disaster Management and Humanitarian Assistance competencies:** | | |
| **Competency** | **Learning Objectives** | **Assessment Strategies** |
| 1. Describe the disaster cycle. | 1-36 | 1-5 |

|  |  |
| --- | --- |
| **Grading Scale and Criteria:** | Grade Score Grade Score Grade Score  A+ 97-100 C+ 77-79 F 59 and lower  A 93-96 C 73-76  A- 90-92 C- 70-72  B+ 87-89 D+ 67-69  B 83-86 D 63-66  B- 80-82 D- 60-62 |
| **Grading Policies:** |  |
| **COURSE POLICIES** | |
| **Online Attendance & Participation:**   |  | | --- | |  | |  |
| See Institutional Policies section for Emergency Preparedness for Academic Continuity. |
| |  | | --- | | **Permission to Use Lectures:** | | All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited. |
| **Instructor Expectations**: | **Instructor/Student Communication:** The best method to contact me is through e-mail. Every effort will be made to reply within 24-48 hours. Being an online course, with e-mail often our only form of communication, I try to respond promptly. Therefore, if you do not hear back from me within this time frame, please resend your e-mail as there may have been a problem with transmission and/or give me a telephone call. To help avoid any problems, I have the following requests of you:   * You **MUST** use the Blackboard e-mail or a USF account. This helps to reduce the chances that your e-mail is blocked by the Spam filter. E-mails from yahoo, AOL, and gmail often end up in spam mail. * Include the course number in the subject line.   Late Assignments/projects: No late assignments will be accepted.  Extra Credit: There is no extra credit in this course.  Course Deadlines: All assignments/discussion are due by 11:59 (EST) on the date indicated in the schedule (Saturday). Please see the course schedule tab for all assignment due dates.  **Cheating** (the unauthorized giving, receiving, or use of material or information in quizzes, assignments or other course work or the attempt to do so) or **plagiarism** (the use of ideas, data or specific passages of another person’s published or unpublished work that is either unacknowledged or falsely acknowledged) is not acceptable in this course.  The use of Internet resources when writing your paper should be kept to a minimum. It is not acceptable to use on-line abstracts or resources of questionable authority in your paper. The web is acceptable for certain data sources e.g. CDC or census data. It is acceptable to use full text journal articles that are on-line. **All citations are to follow the most current APA format**. |
| **Incomplete Policy:** | COPH policy: <http://publichealth.usf.edu/academicaffairs/academic_procedures.html> |
| **Field Trip Policy:** | *N/A* |
| **Schedule Change Policy:** | Announcements will be posted on the course website. It is the student’s responsibility to check the website for any changes to the course, including course schedule, due dates, etc. |

|  |
| --- |
| **Course Calendar** |
| SCHEDULE OF CLASSES  1. **Unit 1 - Emergency Planning Process and Considerations**   **Section 1 – Introduction and Overview of the Course**  Activities: Lesson Zero  Discussion Question 1 (2 points)  **Section 2 – Introduction to Emergency Planning and the Planning Process**  Readings: Perry & Lindell. (2007). Emergency Planning, Chapter 1.  Perry & Lindell. (2007). The Emergency Planning Process, Chapter 2.  Activities: Discussion Question 2 (3 points)  **Section 3 – Fostering Successful Emergency Planning**  Readings: Perry & Lindell. (2007). Fostering Successful Emergency Planning, Chapter 4.  Activities: FEMA Course:  IS-235.b Emergency Planning (2 points for the completion of the course and 3 points for participation in the group discussion and summary). http://[www.training.fema.gov/emiweb/IS/crslist.asp](http://www.training.fema.gov/emiweb/IS/crslist.asp)  **Section 4 – Patterned Human Behavior in Disasters**  Readings: Perry & Lindell. (2007). Patterned Human Behavior in Disasters, Chapter 3.  Activities: Discussion Question 3 (3 points)   1. **Unit 2 – Protective Actions and Exercise Design to Evaluate Planning Effectiveness**   **Section 5 – Classes of Protective Action Recommendations**  Readings: Perry & Lindell. (2007). Classes of Protective Action Recommendations, Chapter 5.  Activities: Discussion Question 4 (3 points)  **Section 6 – Analyzing and Selecting Protective Actions**  Readings: Perry & Lindell. (2007). Analyzing and Selecting Protective Actions, Chapter 6.  Activities: Discussion Question 5 (3 points)  **Section 7 – The Content and Format of Emergency Plans**  Readings: Perry & Lindell. (2007). The Content and Format of Emergency Plans, Chapter 7  Activities: FEMA Course:  IS-139 Exercise Design (2 points for the completion of the course and 3 points for participation in the group discussion and summary). http://[www.training.fema.gov/emiweb/IS/crslist.asp](http://www.training.fema.gov/emiweb/IS/crslist.asp)  **Section 8 – Midterm Exam**   1. **Unit 3 – Community Sustainment and Disaster Planning/Preparedness Messaging**   **Section 9 – Continuity of Operations**  Readings: Perry & Lindell. (2007). Continuity of Operations, Chapter 8  Activities: FEMA Course:  IS-547.a Introduction to Continuity of Operations (2 points for the completion of the course and 3 points for participation in the group discussion and summary). http://[www.training.fema.gov/emiweb/IS/crslist.asp](http://www.training.fema.gov/emiweb/IS/crslist.asp)  **Section 10 – Milestones That Structure Emergency Planning**  Readings: Perry & Lindell. (2007). Milestones That Structure Emergency Planning, Chapter 9  Activities: Discussion Question 6 (3 points)  **Section 11 – Population Warning**    Readings: Perry & Lindell. (2007). Population Warning, Chapter 10  Activities: Discussion Question 7 (3 points)   1. **Unit 4 – Hazard Mitigation/Emergency Response/ Federal Mandates**   **Section 12 – Planning for Hazard Adjustment**  Readings: Perry & Lindell. (2007). Planning for Hazard Adjustment, Chapter 11  Activities: FEMA Course:  IS-393.a Introduction to Hazard Mitigation (2 points for the course and 3 points for participation in the group discussion)  http://[www.training.fema.gov/emiweb/IS/crslist.asp](http://www.training.fema.gov/emiweb/IS/crslist.asp)    **Section 13 – Structures for Managing Emergency Response**  Readings: Perry & Lindell. (2007). Structures for Managing Emergency Response, Chapter 12  Activities: FEMA Course:  IS-15.b Special Events Contingency Planning for Public Safety Agencies (2 points for the course and 3 points for participation in the group discussion)  http://[www.training.fema.gov/emiweb/IS/crslist.asp](http://www.training.fema.gov/emiweb/IS/crslist.asp)  **Section 14 – Selected Federal Emergency Planning Mandates**  Readings: Perry & Lindell. (2007). Selected Federal Emergency Planning Mandates, Chapter 13  Activities: Discussion Question 8 (3 points)  **Section 15 – Emergency Planning, Professionalism and the Future**  Readings: Perry & Lindell. (2007). Emergency Planning, Professionalism and the Future, Chapter 14  Activities: Discussion Question 9 (2 points)  **Section 16 – Comprehensive Final Exam** |

|  |
| --- |
| **Reference List** |
| *N/A* |

|  |
| --- |
| **Additional Course Information** |
| **Course Format:**  This is a web-based course that is divided into multiple Units. Each Unit contains a webpage with links to:   * *Sections*: Each unit is comprised of multiple sections. Each section represents a week of coursework. Each section will identify the week’s reading assignments, FEMA course (if applicable) and graded activity. * *Assignments*: Assignments will vary in nature and may consist of either individual and/or group activities.   + *Web Postings*: Most assignments will require you to critically think about the weeks reading and/or FEMA on-line course and post your thoughts in your work group discussion board site. Each work group discussion will result in a group summary that must be posted on the general class discussion board link. The individual responsible for synthesizing and posting the work group discussion must be rotated weekly. While these activities can technically be completed at any point during the week, it is important that you do not wait until the last minute, as others are expecting to learn from your comments and you from theirs.   Online Conduct/Academic Dishonesty:  (Adapted from Tulane School of Public Health Code of Conduct, and USF Student Handbook 2000-2001) All members of this course shall foster an environment that encourages adherence to the principles of honesty and integrity. All parties shall protect the integrity of academic materials including test materials, copyrighted documents, and all related course work.  In all work submitted the students are expected to represent themselves honestly. The presence of a student’s name on any material submitted in completion of an assignment is considered to be an assurance that both the work and ideas are the result of the student’s own intellectual effort, and produced independently. Collaboration is not allowed unless specifically permitted by the instructor.  All course participants are expected to respect others’ personal feelings; have the right of freedom to hear and participate in dialogue and to examine diverse ideas; and have the right to a learning environment free from harassment and discrimination; and the responsibility that free discussion represents the scholarly nature of the learning community. |

|  |  |
| --- | --- |
| **INSTITUTIONAL POLICIES**  The most recent version of the [Institutional Policies information](http://health.usf.edu/publichealth/academicaffairs/For%20Faculty/Syllabus%20institutional%20Policies%20Resources.pdf) can be found on the Academic Affairs Forms page at <http://health.usf.edu/publichealth/forms.html> (Fall 2010) | |
| **Student Handbook:** | <http://www.sa.usf.edu/handbook/> |
| **Student Conduct:** | USF Student Rights/Responsibilities: <http://www.sa.usf.edu/srr/page.asp?id=81>  USF Student Code of Conduct: <http://www.sa.usf.edu/srr/page.asp?id=88> |
| **Disruption of Academic Process/Academic Integrity of Students:** | Disruption of the academic process and violations of the policies regarding academic integrity will not be tolerated. Review USF policies on Disruption of the Academic Process and the Academic Integrity of Students at:  <http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.025.pdf> |
| **Academic Dishonesty/ Plagiarism:** | Plagiarism will not be tolerated and is grounds for failure. Review USF Academic Dishonesty and Disruption of Academic Process Policy at:  Undergraduate:  <http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=61>  Graduate:  <http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2010_2011.pdf#page=42>  The University of South Florida has an account with an automated plagiarism detection service (*SafeAssign*), which allows instructors and students to submit student assignments to be checked for plagiarism. I (the instructor) reserve the right to 1) request that assignments be submitted as electronic files and 2) submit students’ assignments to *SafeAssign*, or 3) request students to submit their assignments to *SafeAssign* through myUSF. Assignments are compared automatically with a database of journal articles, web articles, the internet and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.  **NOTE:** An institution may not release a paper to a plagiarism detection software without the student’s prior consent unless all personally identifiable information has been removed, such as a student’s name, social security number, student number, etc.. Note that a paper/essay is considered an educational record and an institution may not ask a student to waive their rights under FERPA for the purpose of submitting papers to a plagiarism detection software.  For more information about Plagiarism and *SafeAssign*, visit:  *SafeAssig*n: <http://media.c21te.usf.edu/pdf/student/bbstud_subsafeassgn.pdf> |

|  |  |
| --- | --- |
| **Cheating Statement:** | The USF College of Public Health expects students to maintain academic honesty in all courses. By virtue of being registered in a public health course, students agree to refrain from cheating. If cheating in any form (academic dishonesty) is detected, appropriate action will be taken. (Refer to USF Academic Dishonesty Policy).  Undergraduate:  <http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=61>  Graduate:  <http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2010_2011.pdf#page=42> |
| **Undergraduate Academic Policies and Procedures:** | <http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=46> |
| **Special Accommodations:** | Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.  Students with Disabilities Services: <http://www.sds.usf.edu/>  Students: <http://www.sds.usf.edu/students.asp>  Faculty: <http://www.sds.usf.edu/faculty.asp> |
| **Holidays and Religious Observances:** | <http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf> |
| **Emergency Preparedness:** | In the event of an emergency, it may be necessary for USF to suspend normal operations.  During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information. |
| **Student Grievance Procedure:** | Review USF Academic Grievance Policy at: <http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf>  Undergraduate:  <http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=56>  Graduate  <http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2010_2011.pdf#page=50>  Student assistance is provided by Division of Student Affairs, Office of the Student Ombudsman.  <http://www.sa.usf.edu/ombudsman> |

|  |  |
| --- | --- |
| **RESOURCES FOR STUDENTS** | |
| **Library Resources:** | USF Library Resources and Services: <http://www.lib.usf.edu/>  Shimberg Health Sciences Library: <http://health.usf.edu/library/>  Shimberg Health Sciences Library Tutorials: <http://library.hsc.usf.edu/> (follow links under ‘Instructional Services’ section) |
| **Creating Citations & Using Refworks:** | <http://guides.lib.usf.edu/CitingSources> |
| **Netiquette** *(online communication etiquette for online courses)***:** | <http://eta.health.usf.edu/publichealth/standards/syllabus/Online_Netiquette.pdf> |
| **Plagiarism & Safe Assign:** | See Academic Dishonesty/Plagiarism Section |
| **USF Email Accounts:** | <http://health.usf.edu/publichealth/eta/pdf/MyUSF_Email.pdf> |
| **Blackboard Tutorials:** | <http://media.c21te.usf.edu/bbstudents.html> |
| **Elluminate Live Tutorials:** *(for online courses)* | <http://media.c21te.usf.edu/elluminatestudents.html> |