Syllabus

Course Overview

This course provides an introduction to the rapidly growing field of emergency management. You will learn about various hazard types as well as strategies for determining and reducing vulnerability. This course explores local, state, and federal emergency management organizations and how various stakeholders, including nongovernmental organizations, have an impact on the emergency management process. You will also analyze disaster response and recovery behaviors and activities.

This course presents emergency management from several perspectives:

1. Natural and man-made hazards that threaten the United States.
2. Components of modern emergency management.
3. Role of the contemporary emergency management practitioner.
4. Development and function of effective emergency management organizations.
5. Role of stakeholders in the emergency management process.

In this course, you will complete several assignments that will allow you to apply your learning, practicing your emergency management skills. All written assignments must use current APA formatting, including:

- Correct citations and references.
- Proper punctuation.
- Double-spaced text throughout.
- Proper headings and subheadings—no skipped lines before headings and subheadings.
- Proper paragraph and block indentation.
- No text bolding.
- No bulleted lists.

Refer to the APA Style and Formatting module for more information.

In addition to the course written assignments, you will also complete the following FEMA certifications through the Emergency Management Institute (EMI)

- *IS-100.B: Introduction to Incident Command System, ICS-100.*
- *IS-200.B: ICS for Single Resources and Initial Action Incidents.*
- *IS-700.A: National Incident Management System (NIMS) An Introduction.*

These self-paced courses, designed for people who have emergency management responsibilities, will give you a basic understanding of the Incident Command System and its staff function that enables personnel to operate efficiently during an incident or event within the Incident Command System, and delivers an introduction to how the National Incident Management System (NIMS) provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Assess hazards and threats in the United States.

2   Analyze emergency management principles in a community impact context.

3   Articulate appropriate emergency management responses to critical incidents.

4   Explore future directions in emergency management.

5   Communicate effectively in a variety of formats.

Course Prerequisites

There are no prerequisites for this course.

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Cohen, S., Eimicke, W., & Horan, J. (2002). Catastrophe and the public service: A case study of the government response to the destruction of the World Trade Center. *Public Administration Review, 62*(S1), 24–32.
- Kapucu, N., & Özerdem, A. (2013). *Managing emergencies and crises*. Burlington, MA: Jones & Bartlett Learning.
- Lindell, M. K., & Perry, R. W. (2004). *Communicating environmental risk in multiethnic communities.* Thousand Oaks, CA: Sage Publications.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- FEMA Emergency Management Institute. (n.d.). IS-100.B: Introduction to Incident Command System, ICS-100. Retrieved from http://www.training.fema.gov/is/courseoverview.aspx?code=IS-100.b
- FEMA Emergency Management Institute. (n.d.). IS-200.B: ICS for Single Resources and Initial Action Incidents. Retrieved from http://www.training.fema.gov/is/courseoverview.aspx?code=IS-200.b
- FEMA Emergency Management Institute. (n.d.). IS-700.A: National Incident Management System (NIMS) An Introduction. Retrieved from http://www.training.fema.gov/is/courseoverview.aspx?code=IS-700.a
- FEMA. (2011, December 2). Lessons in community recovery: Seven years of emergency support function #14 long term community recovery from 2004 to 2011. Retrieved from http://www.fema.gov/pdf/rebuild/ltrc/2011_report.pdf
- FEMA. (n.d.). About FEMA. Retrieved from http://www.fema.gov/about-agency
- FEMA. (n.d.). Emergency management: Definition, vision, mission, principles. Retrieved from http://training.fema.gov/EMIWeb/edu/docs/emprinciples/0907_176%20EM%20Principles12x18v2f%20Johnson%20%28w-o%20draft%29.pdf
- FEMA. (n.d.). Emergency support function annexes: Introduction. Retrieved from http://www.fema.gov/pdf/emergency/nrf/nrf-esf-intro.pdf
- FEMA. (n.d.). FEMA regional NIMS coordinators. Retrieved from http://www.fema.gov/fema-regional-nims-contacts
- FEMA. (n.d.). National Response Framework. Retrieved from https://www.fema.gov/media-library/assets/documents/117791
- Freitag, B. (2007). How can emergency managers address our warming climate?: Relying on the basics—An essay. Retrieved from http://training.fema.gov/EMIWeb/edu/docs/Freitag%20-%20How%20can%20emergency%20managers%20address%20our%20warming%20cli.doc
- Geis, D. E. (2002). The Shanghai principles for creating safer cities and societies through sustainable urban development: A new roadmap for the 21st century. Paper presented at the 5th International Conference of LACDE--Shanghai. Retrieved from http://training.fema.gov/EMIWeb/downloads/THESHANGHAIPRINCIPLES.doc
- Hite, M. C. (2003). The emergency manager of the future: A summary to the disasters roundtable. Retrieved from http://training.fema.gov/EMIWeb/downloads/HiteMoniquesummary%20.pdf
- Mileti, D. (n.d.). The evolution of U.S. emergency management. Retrieved from http://www.training.fema.gov/EMIWeb/edu/docs/emfuture/Future%20of%20EM%20-%20The%20Evolution%20of%20U.s.%20EM%20-%20Miileti.doc
- Moore, M., Trujillo, H. R., Lawson, B. S., Basurto-Dávila, R., & Evans, D. (2007). Models of relief: Learning from exemplary practices in international disaster management (Working Paper #514). *Rand Corporation*. Retrieved from http://www.rand.org/pubs/working_papers/WR514.html
- Rubin, C. B. (2004). Emergency management in the 21st century: Dealing with Al Qaeda, Tom Ridge, and Julie Gerberding (Working Paper #108). Retrieved from http://training.fema.gov/EMIWeb/downloads/Clair%20Rubin%20-%20wp1.pdf
- Schneider, R. O. (n.d.). A strategic overview of the "new" emergency management. Retrieved from http://training.fema.gov/EMIWeb/downloads/SchneiderStrategicOverview.doc
- Tierney, K. (2005). Recent developments in U.S. homeland security policies and their implications for the management of extreme events. Paper presented at the First International Conference on Urban Disaster Reduction, Kobe, Japan. Retrieved from http://training.fema.gov/EMIWeb/downloads/Tierney2005japanfinal2.pdf

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Telford, J., Arnold, M., & Harth, A. (2004). Learning lessons from disaster recovery: The case of Honduras (Working Paper Series No. 8). *The World Bank*. Retrieved from http://siteresources.worldbank.org/INTDISMGMT/Resources/honduras_wps.pdf

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). <u>Family Educational Rights and Privacy Act (FERPA)</u> https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). <u>Summary of the HIPAA privacy rule</u> https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Unit 1 ❯❯ Introduction to Emergency Management

Introduction

Competencies Addressed in This Unit

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.
- **Competency 4:** Explore future directions in emergency management.

The Nature of Emergencies

Understanding how to prepare for emergencies and manage a response requires an understanding of the nature of emergencies themselves. This unit will examine the principle hazards threatening the United States. The nature of these hazards is broad. Their potential impact is severe and their causes are diverse. As you will learn later in the course, emergency management operates within an all-hazards model, comprising five elements:

- Planning.
- Preparedness.
- Mitigation.
- Response.
- Recovery.

Because emergency management attempts to respond to all of these phases, understanding the nature of hazards, their causes, and their potential impact is critical. This is the first step in building a foundational understanding of the emergency management process.

Hazards can be divided into two primary categories, natural and man-made. Man-made hazards can be further divided into two subcategories, intentional and unintentional.

Natural Hazards

Natural hazards that present a disaster hazard are defined as extreme natural events that can result in significant injury or property damage. Examples of natural hazards include:

- Climatic hazards (hurricanes and tornadoes).
- Seismic activities (earthquakes, volcanoes, and tsunamis).
- Hydrological events (floods, avalanches, and blizzards).
- Landslides.
- Fires.

Obviously, different parts of the United States have different levels of vulnerabilities to these hazards. Each area must prioritize its preparedness for each.

Man-Made Hazards

Unintentional

Unintentional man-made hazards are created by legitimate human activities (for example, construction, transportation, power generation, and manufacturing) that have the potential for accidents with severe consequences. For instance, construction accidents present the risk of structural collapse, transportation accidents present the risk of airline crashes and train wrecks, power generation presents the risk of nuclear incidents, and manufacturing presents the risk of chemical spills and biohazards.

Intentional

Intentional man-made hazards equate to terrorism in all its forms, such as:

- Bombing.
- Air hijacking.
- Attacking nuclear facilities.
- Poisoning water supplies.
- Using chemical or biological weapons.

Clearly, terrorism has come to the forefront in the twenty-first century. Significant public safety resources are dedicated to its prevention and response. However, the focus on terrorism cannot prevent professional emergency managers from maintaining a state of readiness for natural disasters and unintentional man-made disasters, such as hurricanes, earthquakes, wildfires, floods, volcanic eruptions, and accidents. Emergency managers must remain vigilant and ready to respond to a broad range of hazards while judiciously prioritizing funding within limited budgets.

Learning Activities

u01s1 - Studies

Timeline of Public Safety

Transcript

Readings

Use your *Managing Emergencies and Crises* text to complete the following:

- Read Chapter 2, "Hazards, Vulnerability, and Disaster Risk," pages 11–32.

Internet Resources

Use the Internet to read the following resources from the FEMA Web site:

- Mileti's article "The Evolution of U.S. Emergency Management," pages 1-4. The author relates changes in the content, context, and paradigm of emergency management in the United States.

- Tierney's 2005 paper, "Recent Developments in U.S. Homeland Security Policies and Their Implications for the Management of Extreme Events," pages 1-8, presented at the 2005 First International Conference on Urban Disaster Reduction in Kobe, Japan. Tierney examines the changes in U.S. policy since September 11, 2001, and she contends the importance and influence of emergency management has diminished and been replaced with a focus on special-purpose initiatives.

Media

Click **Timeline of Public Safety** to explore the graphic illustration. You will have the opportunity to add three disasters to the timeline. You will need to save and export your work to complete this unit's discussion.

Research

Conduct a brief research on training programs that are related to emergency management. Capella University Library has excellent articles on the many aspects of emergency management and public safety. You will use your research to complete this unit's discussion.

Suggested Resources

Join a highly committed community of learners, faculty, and coaches in the Community of Excellence:

- <u>Community of Excellence Home</u>.
- <u>Community Conversations</u>.
- <u>Writing Studio</u>.

Course Resources

Timeline of Public Safety

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u01s2 - FEMA ICS-100 Preparation

By the end of Unit 2, you will be expected to complete the first of three FEMA certifications. The first certification is *IS-100.B: Introduction to Incident Command System, ICS-100*. It consists of taking an online course and completing an exam, online, at the FEMA Emergency Management Institute site. You will find the link in the Resources. Completing the certification course will give you 0.3 Continuing Education Units (CEUs). The expected completion time is 3 hours.

You will want to start preparing this week by going to the Web site and downloading the course material. Also, prior to taking the course, you will need to register at the FEMA Emergency Management Institute. You will want to do that this week as well.

You will use the knowledge you gain from completing the FEMA *ICS-100* certification for the Unit 2 discussion, so you will want to make sure you finish the online course and exam early enough in the unit to allow you time to post to the discussion and respond to two other learners. Getting started this week will help ensure that you have the time you need. In addition, you will need to post a copy of your certificate to the Unit 2 assignment, FEMA ICS-100.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact <u>Disability Services</u> to request accommodations.

Course Resources

FEMA Emergency Management Institute. (n.d.). <u>IS-100.B: Introduction to Incident Command System, ICS-100.</u> Retrieved from http://www.training.fema.gov/is/courseoverview.aspx?code=IS-100.b

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u01s3 - Assignment Preparation

Several of the assignments in this course will be centered on a disaster event of your choosing. Read the following assignment descriptions to learn the requirements for each:

- Disaster Event: Research and Professional Goals in Unit 2.
- Disaster Analysis Report in Unit 7.
- Future Trends in Emergency Management Presentation in Unit 9.

The first assignment must be submitted by the end of Unit 2. It is recommended that you spend time during this unit researching and selecting the disaster event that you will be researching all quarter. Please contact your instructor if you have a question about the course assignments.

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u01s4 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01d1 - Emergency Management Programs

Competencies Addressed in This Discussion

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.
- **Competency 4:** Explore future directions in emergency management.

It is important that you begin to think about the breadth of knowledge, research, and practice in emergency management so that you can anchor your entry point into this complex discipline. If you have not already done so, view the interactive media piece, Timeline of Public Safety. You will be asked to add three disaster events to the timeline: one regional, one national, and one global. At the end of the interactive media, you will be asked to export a PDF copy of the timeline you have created. Attach the PDF of the timeline to your discussion response, so other learners can refer to it as they read your post. For your main post:

- After reviewing the Timeline of Public Safety, explain how the emphasis on disaster has changed over time. What factors have influenced the shifts in approach and focus? Discuss how paradigms continue to evolve.
- Using Tierney's and Mileti's articles from this unit's studies as a foundation, explain what future trends are anticipated in emergency management. Research an example of a company or technology that is already utilizing the benefits of future trends.
- Future trends are new computer technology or approaches to solving emergency management issues. Identify one future trend and explain how it is being utilized. How does the use of this new approach or focus help prevent, or respond to, a disaster? A future trend can be new technology or a new method that helps in emergency management operations either at an emergency or in daily operations.

Discussion Objectives

- Competency 1: Assess hazards and threats in the United States.
  - Describe the history of U.S. approaches to emergency management.

- Competency 3: Articulate appropriate emergency management responses to critical incidents.
  - Evaluate current approaches to emergency management on the local, state, and federal levels.

- Competency 4: Explore future directions in emergency management.
  - Predict future directions in emergency management.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's choice of the new technology or method in an emergency or in daily operations
- Challenge his or her choice of the new technology or method in an emergency or in daily operations.
- Provide an alternative view for your peer's ways of utilizing the new technology or method in an emergency or in daily operations.
- Pose questions about your peer's ways of utilizing the new technology or method in an emergency or in daily operations.

Course Resources

CJ Discussion Scoring Guide

Recent Developments in U.S. Homeland Security Policies and Their Implications for the Management of Extreme Events

The Evolution of U.S. Emergency Management

Timeline of Public Safety | Transcript

Criminal Justice Undergraduate Library Research Guide

Community of Excellence

Unit 2 ⟫ Principal Hazards

Introduction

Competencies Addressed in This Unit

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 2:** Analyze emergency management principles in a community impact context.

- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.
- **Competency 5:** Communicate effectively in a variety of formats.

Disaster Management Hierarchy

Understanding how to prepare for emergencies and manage a response requires an understanding of the nature of emergencies themselves. Emergency management, also called disaster management, is one of government's crucial responsibilities. Throughout Western history, several governments have attempted to mitigate, plan for, and respond to emergencies. Some examples include:

- The Roman Empire.
- Medieval Europe.
- The imperialist British Empire.
- The modern United States.

The lessons from history are important. Emergency response in modern times is still similar to practices dating back to the Roman Empire. The Black Plague in Europe created new medical understanding of the nature of disease. The governments responded in the form of quarantines, sanitation, and import restrictions. These evolved into the more sophisticated practices used today. The Cold War caused a shift toward emergency management in the form of civil defense. The focus was on planning an emergency response to a nuclear attack. In the 1990s, the SARS fears in China and the Far East led to a reexamination of quarantine for the control of contagion. These practices provided insight into potential responses to bioterrorism. Finally, terrorism and the post-September 11 world have brought about a new worldview regarding prevention, response, and recovery.

In the United States, which is the primary focus of this course, the changing face of disasters eventually led to a highly fragmented, bureaucratic approach to emergency management. Literally, dozens of agencies were responsible for a wide range of narrowly categorized disasters, causing jurisdictional ambiguity, territorialism, and difficulty in coordination. In response, 1979 brought the creation of the all-hazards model, in which the various agencies responsible for disaster management were combined to form the Federal Emergency Management Agency (FEMA). Now an agency within the Department of Homeland Security, FEMA has been tested many times to various degrees of success. Most recently, Hurricane Katrina and the FEMA response to the New Orleans disaster caused yet another review of priorities, protocols, and procedures.

Today, disaster management is provided in a hierarchical fashion. Local governments are primary providers, state governments are secondary, and the federal government typically acts in a support role to them. Within this hierarchy, the federal government has developed the National Response Plan as the basis for federal government coordination with state and local governments and the private sector during the response to a national incident. Further, disaster management response is standardized in FEMA's Incident Command System, which provides a common organizational structure for the immediate response to emergencies.

Nevertheless, you should understand that while the hierarchy is presented from a government standpoint, emergency management also relies upon government integration with key nongovernmental stakeholders—businesses, medical providers, nonprofit organizations, and the community—in the emergency management process.

With this context, you should consider the material in this course from a perspective that requires cooperation and coordination between the key stakeholders. Accomplishing such coordination requires developing agreed-upon standards of practice that allow for enough flexibility to respond effectively to unexpected circumstances, which as we all know, are all too common. Maintaining that balance of standardization and flexibility is essential to an effective response.

Learning Activities

u02s1 - Studies

Readings

Use your *Managing Emergencies and Crises* text to complete the following:

- Read Chapter 3, "Prevention/Mitigation and Preparedness for Emergencies and Crises," pages 37–51.
- Read Chapter 4, "Disaster Response and Recovery," pages 55–68.
- Read through the case studies on pages 68–82.

Internet Resources

Use the Internet to complete the following:

- Review About FEMA.
- Review FEMA Regional NIMS Coordinators.
- Review IS-100.B: Introduction to Incident Command System, ICS-100.

These Web pages will help you determine your FEMA region. You will need this information to complete this unit's assignments.

u02a1 - FEMA ICS-100

Competencies Addressed in This Assignment

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

Overview

For this assignment, you will complete the FEMA online certification, *IS-100.B: Introduction to Incident Command System, ICS-100*. Completing this FEMA course will give you a basic understanding of the incident command system and its staff functions.

It is required that you complete the certification. You will use the knowledge that you gain to complete this week's discussion question, so you will want to complete the course early enough to post your discussion answer and to respond to other learners' posts.

Instructions

Use the *IS-100.B: Introduction to Incident Command System, ICS-100* site, linked in the Resources, to complete the following:

1. If you have not already done so, register for a FEMA SID number, which will allow you to take the final exam.
2. Download the classroom materials.
3. Complete the interactive Web-based course.
4. Take the final exam.
5. Once you receive the *ICS-100* certificate, which will be e-mailed to you upon completion of the final exam, post a copy of it to the assignment area.

Requirements

- Certification must be completed and the certificate must be submitted by the end of the unit.

Portfolio Prompt: This assignment should be placed in your ePortfolio for future reference, and to demonstrate your learning connections for future employment purposes.

Course Resources

IS-100.B: Introduction to Incident Command System, ICS-100

ePortfolio

u02a2 - Disaster Event: Research and Professional Goals

Competencies Addressed in This Assignment

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 5:** Communicate effectively in a variety of formats.

Overview

Researching and analyzing how disaster events have been handled helps provide insight into what an emergency management professional can expect on the job. It can also help clarify your own professional goals. For this assignment, you will be selecting a disaster event to research and analyze. You will use the same disaster event in two other assignments besides this one:

- Disaster Analysis Report
- Future Trends in Emergency Management Presentation

Be sure to read through these assignments before selecting your topic so you understand what type of information you will be required to provide.

Instructions

Review the FEMA Regional NIMS Coordinators roster, linked in the Resources, to determine your region number. Submit a two-page paper in which you:

- Identify a disaster that has occurred in your region. Note: You will be working with this disaster all quarter, so ensure that it is relevant to your academic and professional goals. It is important that you select a topic with sufficient information to conduct your research.
- Outline the key points of the identified disaster event and how each was handled.
- Express why the event was chosen.
- Illustrate how studying this disaster will help you reach your professional goals.

Requirements

- **Written communication**: Must be free of errors that detract from the overall message.
- **Resources and citations**: Format according to current APA guidelines.
- **Required page count**: 2 pages, not including the title page or the references page.
- **Required number of references**: A minimum of two references that are other than the course materials.
- **Font and font size**: Times New Roman, 12 point.

How to Submit Your Assignment.

Submit Your Assignment for Grading: See Submit an Assignment, (linked in the Resources) for more information.

1. Click on the linked assignment heading.
2. Attach your file.
3. Click submit.
4. You will know your submission was successful by viewing the Submitted section of the My Grades area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Criminal Justice Undergraduate Library Research Guide

APA Style and Format

APA Paper Template

Capella Writing Center.

FEMA Regional NIMS Coordinators

Smarthinking

Writing Feedback Tool

Community of Excellence

Submit an Assignment [PDF]

u02d1 - FEMA ICS-100: Introduction to Incident Command System

Competencies Addressed in This Discussion

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

In this unit, you completed the FEMA online certification, *IS-100.B: Introduction to Incident Command System, ICS-100*. Completing this course will give you a basic understanding of the Incident Command System and its staff functions. It focuses on the function of the Incident Command System, the people involved, and what they do. There may be many people involved in various roles within the Incident Command System, and this number can grow according to the size and complexity of the incident. The incident could be a multi-vehicle fatal car crash on an interstate or as large as a bombing at a large event or building. The possible applications are endless.

For your main post, complete the following:

- Discuss the purposes of the Incident Command System (ICS), types of incidents it may be used for, and the members of the general staff.
- Create an incident that would utilize the ICS. Imagine who would be involved from the general staff and what their roles and functions would be.
- Identify the support staff and describe what they would do. Assign everyone according to what you learned in the *IS-100.B* certification.

Discussion Objectives

- Competency 2: Analyze emergency management principles in a community impact context.
  - Demonstrate basic knowledge of the Incident Command System (ICS).

- Competency 3: Articulate appropriate emergency management responses to critical incidents.
  - Determine coordination with response partners from all levels of government and the private sector during an emergency incident.
  - Create an incident that would utilize the ICS.
  - Identify ICS support staff and describe what they would do.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's choice of staff for the incident he or she created.
- Challenge your peer's choice of staff for the incident.
- Provide an alternative choice of staff needed for the incident and explain your rationale.
- Pose questions and propose possible answers for your peer's choice of staff and his or her incident.

Course Resources

CJ Discussion Scoring Guide

IS-100.B: Introduction to Incident Command System, ICS-100

Criminal Justice Undergraduate Library Research Guide

Community of Excellence

Unit 3 ≫ Hazards, Vulnerability, and Risk Assessment

Introduction

Competencies Addressed in This Unit

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

In Unit 1, you began to examine the nature of hazards and the threats they pose. Emergency management is not only about the hazards themselves, but also about the potential impact hazards might have (that is, injury and damage).

In the online text *Case Studies in Emergency and Risk Management* (available on the FEMA Web site), George Haddow (2004) investigates emergency and risk management. He defines the phases of emergency management as mitigation, preparedness, response, and recovery. Later in the course, you will explore these concepts in depth. For now, it is beneficial to relate hazards, vulnerability, and risk to those emergency management activities. Understanding this relationship requires an understanding of the distinction between hazard, vulnerability, and risk.

A hazard is a source of danger or an extreme event that has the potential to affect people, property, and the natural environment in a given location (Lindell, Perry, & Prater, 2007). A disaster is the consequence of a hazard, whether natural or man-made. Vulnerability occurs when defensive steps have not been taken to prevent or mitigate the potential injury and damage a hazard can cause. Accordingly, a disaster occurs when a hazard creates an extreme event in a vulnerable location. This suggests that proper hazard assessment is the first step in preventing or reducing the potential impacts of an extreme event, followed by mitigation activities.

Disasters occur where vulnerabilities exist. The role of the emergency management organization is to determine vulnerabilities, identify shortfalls, prioritize them, and make determinations about minimizing the vulnerability through proactive, defensive actions—that is, mitigation. Reducing vulnerability through mitigation is the primary means by which disasters can be prevented. The New Orleans disaster and Hurricane Katrina provide one of the best examples of this reality.

Risk is distinguishable from vulnerability. Sarewitz, Pielke, and Keykhah (2003, p. 805) provide an example:

> We use the word "vulnerability" to describe inherent characteristics of a system that create the potential for harm but are independent of the probabilistic *risk of the occurrence* ("event risk") of any particular hazard or extreme event. We further distinguish between the risk of an event, say a Category 5 hurricane, and the *risk of a particular outcome* ("outcome risk"), say $10 billion in losses from a particular hurricane. The latter definition of risk integrates both the characteristics of a system and the chance of the occurrence of an event that, jointly, result in losses.

Risk, then, is the probability that a hazard will actually result in an extreme event, as well as the probability of a particular outcome in the form of physical injury and property damage.

In conclusion, emergency managers need to consider and understand hazard, vulnerability, risk, and the relationship between these to properly prioritize mitigation and preparedness activities that produce the most beneficial outcomes if an extreme event were to occur.

References

Haddow, G. (2004). *Case studies in emergency and risk management*. Retrieved from http://training.fema.gov/EMIWeb/edu/emoutline.asp

Lindell, M., Prater, C., & Perry, R. (2007). *Introduction to emergency management*. Hoboken, NJ: Wiley.

Sarewitz, D., Pielke, R., Jr., & Keykhah, M. (2003). Vulnerability and risk: Some thoughts from a political and policy perspective. *Risk Analysis, 23*(4), 805–810.

Learning Activities

u03s1 - Studies

Threat Assessment

Transcript

Readings

Use your *Managing Emergencies and Crises* text to complete the following:

- Read Chapter 9, "Risk Perception and Risk Communication," pages 171–186.

Use the Capella library to complete the following:

- Read Chapter 1, "Risk Communication, Culture, and Ethnicity," pages 14–23 in *Communicating Environmental Risk in Multiethnic Communities*.

Multimedia

Click on **Threat Assessment** to view the presentation. The simulation depicts the threat assessment planning for a town in which the USA Cup soccer tournament is being held. You will be asked to analyze the team's preparation and plan in this unit's second discussion.

Course Resources

Threat Assessment

u03s2 - FEMA ICS-200 Preparation

By the end of Unit 4, you will be expected to complete the second of the three FEMA certifications. The second certification is *IS-200.B: ICS for Single Resources and Initial Action Incidents*. Similar to the first certification, you will be taking an online course and completing an exam at the FEMA Emergency Management Institute site. You will find the link in the Resources. Completing the certification course will give you 0.3 Continuing Education Units (CEUs). The expected completion time is 3 hours.

You will want to start preparing this week by going to the Web site and downloading the course material.

You will use the knowledge you gain from completing the FEMA *ICS-200* certification for the Unit 4 discussion, so you will want to make sure you finish the online course and exam early enough in the unit to allow you enough time to post to the discussion and respond to two other learners. Getting started this week, will help ensure that you have the time you need. In addition, you will need to post a copy of your certificate to the Unit 4 assignment, FEMA ICS-200.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

FEMA Emergency Management Institute. (n.d.). IS-200.B: ICS for Single Resources and Initial Action Incidents. Retrieved from http://www.training.fema.gov/is/courseoverview.aspx?code=IS-200.b

u03d1 - Risk Communication

Competencies Addressed in This Discussion

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

For purposes of this discussion, assume you have just accepted the position of city emergency manager. As you are reviewing documents, you discover that your city's communication risk plan has not been evaluated in 10 years. The city is currently experiencing financial hardship and there is no money in the budget for an evaluation. You will be meeting with the city council the following week to discuss the budget.

For your main post, explain how you will convince the council that it is necessary to allocate additional funding to complete an evaluation of the communication risk plan. In this time of extreme financial hardship, why is it important to evaluate the plan?

Additionally, research your state or city department of emergency management. Identify these departments and include their total yearly budgets. This information is a public record. If you are not able to secure the information using an Internet search, select a different venue. Based on the information you locate, address the following:

- Do you feel this budget is adequate?
- Why or why not?
- What would you do differently in the budget as far as placement of monies for resources?

Discussion Objectives

- Competency 2: Analyze emergency management principles in a community impact context.
  - Evaluate the importance of risk assessment.
  - Explain how you will convince the council that it is necessary to allocate additional funding to complete an evaluation of the communication risk plan.
  - Determine budget adequacy based on research.
- Competency 3: Articulate appropriate emergency management responses to critical incidents.
  - Develop a plan for communicating emergency management principles to government stakeholders.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's budget and explain why.
- Challenge his or her budget and explain why.
- Provide an alternative view.
- Pose an alternative budget and justification for an area of your peer's.
- Propose a different distribution of monies.

Course Resources

CJ Discussion Scoring Guide

Criminal Justice Undergraduate Library Research Guide

Community of Excellence

u03d2 - Mitigating Vulnerabilities

Competencies Addressed in This Discussion

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

To complete this discussion, you will need to view the Threat Assessment simulation from this unit's studies. In the simulation, public and private stakeholders are involved in the stadium, tournament, and surrounding infrastructure. There are vulnerabilities to this special event venue as it pertains to the soccer tournament. Steps must be taken by the core planning group of this event to mitigate these vulnerabilities. In the simulation, none of the

emergency professionals discuss the importance of considering the impact on specific multicultural communities, yet multicultural communities face vulnerabilities.

For your main post, address the following:

- Identify what public and private stakeholders are involved in the stadium, tournament, and surrounding infrastructure in the simulation.
- Explain what you perceive as the most salient vulnerabilities of this special event venue as it pertains to the soccer tournament.
- Describe what steps the core planning group of this event should take to mitigate these vulnerabilities.

In the simulation, none of the emergency professionals discuss the importance of considering the impact on specific multicultural communities.

- Define some of the vulnerabilities that particular cultural communities may face.

Discussion Objectives

- Competency 1: Assess hazards and threats in the United States.
  ◦ Define some of the vulnerabilities that particular cultural communities may face.
  ◦ Explain what you perceive as the most salient vulnerabilities of this special event venue as it pertains to the soccer tournament.

- Competency 2: Analyze emergency management principles in a community impact context.
  ◦ Identify public and private stakeholders involved in the stadium, tournament, and surrounding infrastructure in the simulation.

- Competency 3: Articulate appropriate emergency management responses to critical incidents.
  ◦ Describe steps the core planning group of this event should take to mitigate these vulnerabilities.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Assessing the steps determined by other learners. Do you agree with the identification and progression?
  ◦ Why or why not?

- Evaluating stakeholder identification. Do you feel additional stakeholders should be points of focus?
  ◦ Why or why not?

- Provide substantive feedback to your peer regarding his or her choice of the most salient vulnerabilities for this special event venue.
- In your opinion, do the mitigation efforts address the perceived vulnerabilities?
  ◦ Why or why not?

Course Resources

CJ Discussion Scoring Guide

Threat Assessment | Transcript

Criminal Justice Undergraduate Library Research Guide

Community of Excellence

Unit 4 ≫ Risk Communication and Disaster Management for Diverse Communities

Introduction

Competencies Addressed in This Unit

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

Multiculturalism and Its Effect on Decision Making

The emphasis of this unit is to explore multiculturalism and how it affects decision making within the different areas of the emergency management field. Are there differences from community to community due to cultural differences in how these communities prepare, plan, respond, and recover from disasters? How does multiculturalism affect communication for disaster planning? History has proven that without effective communication and cooperation; proper planning, preparation, and recovery will be hampered or adversely affected.

Within each larger community, we have different and diverse communities. Some may have different needs. Some may have the same needs. An emergency manager needs to be able to identify these different multicultural communities. Communicating with these communities in advance is key to planning. Identifying specific issues that are unique to them will help when a disaster strikes. As an example, if it is the custom of one community to not leave its homes then this needs to be known in advance. They may choose to shelter in place and the emergency manager can plan for that. Another community may hold their elders in high regard and may insist on entering the community to get them if a disaster strikes. The emergency manager can plan for this, too, by ensuring the elders are evacuated in advance and every home is checked. As you can see this is a multi-faceted area and an important area for the emergency manager to understand.

As Lindell and Perry (2004, p. vii) explain:

> The emergence of risk communication as a field seems to have stemmed from the increasing recognition that there are many problems in which people must exchange information—about their beliefs and evaluations of undesirable outcomes, about the actions that can be taken to avoid those outcomes, and about the social roles (especially rights and responsibilities) of the parties involved. Accordingly, risk communication arises in a number of distinct areas, including lifestyle choices (e.g., diet and exercise), occupational activities (e.g., use of industrial solvents), food and drugs (e.g., pesticide residues on fruit), consumer products (e.g., automobiles), technological facilities (e.g., production, storage, and transportation of chemicals), and occupancy of geographic areas prone to natural hazard impacts (e.g., floodplains).

Communicating risk is an important role of government to communities within a hazard-prone area. Finding the most effective ways to communicate to and support different communities is the challenge. Cultural awareness must be at the forefront of all emergency management, from threat assessment through response and recovery.

When an incident occurs in any community, emergency managers need to plan in advance, taking into account the multiculturalism and diversity of a community. Using the Incident Command System, they can put the right people in the right roles in advance—it is important to address these issues in advance and not when they happen.

Reference

Lindell, M. K., & Perry, R. W. (2004). *Communicating environmental risk in multiethnic communities*. Thousand Oaks, CA: Sage Publications.

Learning Activities

u04s1 - Studies

Readings

Use your *Managing Emergencies and Crises* text to complete the following:

- Read Chapter 5, "Community Resilience in Disaster Response," pages 87–108.

Use the Capella library to complete the following:

- Read Chapter 3, "Disaster Warnings as Risk Communication," pages 101–117 in *Communicating Environmental Risk in Multiethnic Communities*.

u04s2 - Disaster Analysis Report Preparation

The next assignment, Disaster Analysis Report, will be due in Unit 7. You should be working on a part of the assignment each week. Spend time during this unit conducting research on the same disaster event you identified in Unit 2 and begin identifying key details for your summary. The following are some questions to consider as you work on your analysis:

- Where did the disaster event occur?
- When did the disaster event occur?
- Who was impacted and what emergency management resources were utilized in the response?
- What were the vulnerabilities specific to various socioeconomic communities?
- Were the needs of diverse socioeconomic communities taken into consideration?
- Was there a plan for how to work with diverse communities?

u04a1 - FEMA ICS-200

Competencies Addressed in This Assignment

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

Overview

For this assignment, you will complete the FEMA online certification, *IS-200.B: ICS for Single Resources and Initial Action Incidents*. Completing this course will give you a basic understanding of how personnel might operate more efficiently during a disaster event within the Incident Command System (ICS).

It is required that you complete the certification. You will use the knowledge that you gain to complete this week's discussion question, so you will want to complete the course early enough for you to post your discussion answer, and to respond to other learner's posts.

Instructions

Use the *IS-200.B: ICS for Single Resources and Initial Action Incidents* site, linked in the Resources, to complete the following:

1. Download the classroom materials.
2. Complete the interactive Web-based course.
3. Take the final exam.
4. Once you receive the *IS-200* certificate, which will be e-mailed to you upon completion of the final exam, post it to the assignment area.

Requirements

- Certification must be completed and the certificate must be submitted by the end of the unit.

Portfolio Prompt: This assignment should be placed in your ePortfolio for future reference, and to demonstrate your learning connections for future employment purposes.

Course Resources

IS-200.B: ICS for Single Resources and Initial Action Incidents

ePortfolio

u04d1 - IS-200.B: ICS for Single Resources and Initial Action

Competencies Addressed in This Discussion

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

In this unit, you completed the FEMA online certification, *IS-200.B: ICS for Single Resources and Initial Action Incidents*. This certification is designed to enable personnel to operate efficiently during an incident or event within the Incident Command System. You will learn more specific details about the personnel involved in the ICS than what you learned from the *ICS 100.B* Certification.

For your main post, discuss the specific jobs of each member of the general staff. In Unit 2, you identified them, and in this forum you will discuss exactly what they do in more detail. Each has a specific and important function. From there, create an incident and choose one of the general staff members that would be involved.

- Define exactly what his or her responsibility would be in your incident.
- Explain why you chose this general staff member.
- Describe how he or she interacts with the rest of the general staff.
- Determine how he or she would grow the section and add on support members.
- Discuss what those support members would do. You can choose any section.

Discussion Objectives

- Competency 2: Analyze emergency management principles in a community impact context.
  - Characterize the roles and functions of each member of the Incident Command System (ICS) general staff.
  - Determine why general staff selections were made based on an incident.
  - Review how personnel might operate more efficiently during a disaster event within the Incident Command System (ICS).

- Competency 3: Articulate appropriate emergency management responses to critical incidents.
  - Illustrate how members of the Incident Command System (ICS) general staff interact.
  - Outline how members of the Incident Command System (ICS) general staff would grow their section and add on support members.
  - Describe the roles and responsibilities of the Incident Command System (ICS) general staff support members.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's choice of the general staff for the incident he or she created.
- Challenge your peer's choice of general staff for the incident.
- Provide an alternative choice of general staff and support staff needed for the incident.
- Pose questions and propose possible answers for your peer's choice of general and support staff and the incident.

Course Resources

CJ Discussion Scoring Guide

IS-200.B: ICS for Single Resources and Initial Action Incidents

Criminal Justice Undergraduate Library Research Guide

Community of Excellence

Unit 5 ❯❯ Building an Emergency Management Organization

Introduction

Competencies Addressed in This Unit

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

Local Emergency Management Committees (LEMCs)

This unit describes the activities needed to build effective emergency management organizations, beginning with the fundamentals of running a local emergency management agency. The most important concept is the development of a local emergency management committee (LEMC). An LEMC establishes horizontal linkages among a local jurisdiction's government agencies, nongovernmental organizations, and private sector organizations relevant to emergency management. In addition, an LEMC can provide vertical linkages downward to households and businesses and upward to state and federal agencies.

To build an effective emergency management organization, the development of effective horizontal and vertical linkages within the local government and between different levels of the government is critical. Local government has downward vertical linkages with households and businesses, upward vertical linkages with state and federal agencies, and horizontal linkages with influential social and economic stakeholders and hazards practitioners.

Because understanding the nature of these relationships is critical, the relationships are described in some detail:

1. LEMCs typically have horizontal linkages with personnel in police, fire, emergency medical services, public works, and emergency management and homeland security departments.
2. At the municipal level, these departments report to, that is, have a vertical linkage with, their jurisdiction's chief administrative officer (CAO), such as a mayor or city manager who has direct supervisory authority over them. The CAO is responsible for ensuring these departments perform their assigned duties within the requirements of the law and accomplish these functions within the time and funds allocated to them. However, the CAO typically is not an expert in public safety, emergency medicine, or emergency management and, therefore, cannot provide these departments with guidance on how to perform their missions most effectively.
3. City and county agencies frequently have vertical linkages with corresponding agencies at the state, and sometimes federal, level that provide technical and, sometimes, financial assistance. Because agencies at the higher state and federal levels of government lack the legal authority to compel performance by the corresponding agencies at the lower county and city levels, their relationship is sometimes represented as a dotted-line relationship in organizational charts.
4. Agencies at the state level report to the governor in a line relationship just as the agencies at the local level report to their jurisdictions' CAOs.
5. The hierarchical relationship between the local and state levels also extends to the federal level, with the corresponding agencies represented at each level.
6. Emergency management organizations have two other dotted-line relationships that should be noted:
   - Local emergency managers often establish memoranda of agreement with peer agencies in neighboring jurisdictions to provide personnel and material support during emergencies.
   - Emergency management agencies have close relationships with LEMCs. LEMC is a generic term for formalized disaster planning networks that are used to increase coordination among emergency-relevant agencies within a given community.

While the descriptions above delineate the important relationships in the emergency management process, you should not let the exact descriptions distract you from the larger issue. Effective emergency management organizations comprise both governmental and nongovernmental stakeholders with complementary skills and resources that can be used in a collaborative effort. Identifying needs, obtaining resources, developing skills, and managing relationships are critical to effective collaboration, and it is the emergency manager's responsibility to make that happen.

Reference

Haddow, G. (2004). *Case studies in emergency and risk management*. Retrieved from http://training.fema.gov/EMIWeb/edu/emoutline.asp

Lindell, M. K., Prater, C. S., Perry, R. W., & Nicholson, W. C. (2006). *Fundamentals of emergency management*. Retrieved from http://training.fema.gov/hiedu/aemrc/booksdownload/fem/

Learning Activities

u05s1 - Studies

Readings

Use your *Managing Emergencies and Crises* text to complete the following:

- Read Chapter 10, "Building an Effective Emergency Management Organization," pages 189–204.

Internet Resources

Use the Internet to review the following pages from the FEMA Web site:

- National Incident Management System.
- National Response Framework.
- Emergency Support Function Annexes: An Introduction.

u05s2 - Disaster Analysis Report Preparation

Spend time during this unit conducting research, continuing your analysis, and planning your detailed summary for the Disaster Analysis Report assignment due in Unit 7. The following are some additional questions that you might consider as you continue your research and analysis:

- What steps were taken to mitigate vulnerabilities?
- Were the vulnerabilities specific to various socioeconomic communities?
- Was there a plan for how to work with diverse communities?

u05d1 - Primary Skills of an Emergency Manager

Competencies Addressed in This Discussion

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

Emergency managers need many skills to get their jobs done. As is any profession, some skills are more critical than others. These critical skills are considered primary skills and there are several primary skills needed in emergency management. Some important skills involve working with the community. Each community has different stakeholders. Stakeholders can be private, such as local companies and governmental, such as emergency response agencies like fire or police. There can be federal stakeholders, too, such as FEMA or politicians. In each disaster there will be potential conflicts between these different stakeholders. The emergency manager must work with these different stakeholders and have a plan to deal with the potential conflicts in advance.

For your main post:

- Articulate the primary skills an emergency manager needs to coordinate and integrate the inter-agency, inter-jurisdictional, and public and private services required in an emergency management organization.
- Identify who the emergency manager is for your city or county.
- Discuss his or her job description and background.
- Determine where the emergency manager came from and what he or she does on the job every day.

You will be surprised to see that there are differences among emergency managers across the nation. This will be a chance for you to see how each works in another learner's community.

Discussion Objectives

- Competency 2: Analyze emergency management principles in a community impact context.
    - Articulate the primary skills needed in order to coordinate and integrate emergency management agencies or organizations.

- Competency 3: Articulate appropriate emergency management responses to critical incidents.
    - Identify local emergency managers.
    - Discuss the job description and background of local emergency managers.
    - Determine where local emergency managers came from and what they do on their job every day.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's selection of skills an emergency manager needs.
- Challenge his or her selection of skill sets.
- Provide an alternative set of skill sets.
- Compare the differences between your local emergency manager and a peer's.

Course Resources

CJ Discussion Scoring Guide

Criminal Justice Undergraduate Library Research Guide

Community of Excellence

u05d2 - Approaches to Managing Conflict

Competencies Addressed in This Discussion

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

For this discussion, consider the potential relationship and conflict issues that might arise between agencies and organizations participating in an emergency management organization. This is most commonly a city with different emergency departments such as fire, police, and EMS, but it also applies to a county and certainly a state. Almost all these entities have multiple emergency management agencies and organizations working in the same jurisdiction—some on very complex levels with multiple agencies all crossing over each other, including the possible duplication of services.

For your main post, discuss an approach an emergency management manager might take to manage the problems that involve different organizations working together. Emergency managers must get everyone to work together using the tools that they have available and they must have a plan to get this done.

In your discussion, identify the different emergency management organizations in your area.

- Explain what each emergency management organization does.
- Discuss what your emergency manager does to get the organizations to work together.
    - If you do not have an emergency manager, describe how the organizations interact without one.

- Identify any problems and successes that have occurred.
    - What can we learn from that?
    - Were there any changes?

Discussion Objectives

- Competency 2: Analyze emergency management principles in a community impact context.

- Explain what each emergency management organization does.
- Discuss what your emergency manager does to get the organizations to work together.
  - If you do not have an emergency manager, describe how the organizations interact without one.

- Competency 3: Articulate appropriate emergency management responses to critical incidents.
  - Elaborate on problems and successes in managing conflict between emergency management agencies or organizations.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's method to get everyone to work together.
- Challenge his or her perspective of how to get everyone to work together.
- Provide an alternative choice of ways to get the organizations to work together and other tools you see that are available.
- Pose questions and propose possible answers for your peer's example of local organizations and how they work together.

Course Resources

CJ Discussion Scoring Guide

Criminal Justice Undergraduate Library Research Guide

Community of Excellence

Unit 6 ❯❯ Emergency Management Response

Introduction

Competencies Addressed in This Unit

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

Coordination and Cooperation in Emergency Management Response

This unit focuses on emergency management as a systemic, coordinated response to disaster. In this unit, you will focus on the roles and responsibilities of stakeholders at different governmental levels and roles, as well as the responsibilities of nongovernmental organizations and the community. You will start with an overview of the process from George Haddow's (2004) *Case Studies in Emergency and Risk Management*:

When a disaster event, such as a flood, earthquake, hurricane or terrorist attack occurs, the first responders to this event are always local police, fire and emergency medical personnel. Their job is to rescue and attend to those injured, suppress fires, secure and police the disaster

area, and to begin the process of restoring order. Local emergency management personnel and community government officials support them in this effort.

If the size of the disaster event is so large that the capabilities of local responders are overwhelmed and the costs of the damage inflicted exceeds the capacity of the local government, the mayor or county executive will turn to the governor and state government for assistance in responding to the event and in helping the community to recover.

Should the governor decide, based on information generated by community and state officials, that the size of the disaster event exceeds the state's capacity to respond, the governor will make a formal request to the president for a presidential major disaster declaration… If the president grants a major disaster declaration, FEMA activates the National Response Plan (NRP) and proceeds to direct 28 federal departments and agencies, including the American Red Cross, in support of state and local efforts to respond to and recover from the disaster event. The presidential declaration also unleashes several disaster assistance programs in FEMA and other federal agencies designed to assist individuals and communities to begin the process of rebuilding their homes, their community infrastructure, and their lives…

This system is built on coordination and cooperation among a significant number of federal, state and local government agencies, volunteer organizations and, more recently, the business community.

In the 1990s the emergency management system in the United States was tested repeatedly by major disaster events such as the 1993 Midwest floods, the 1994 Northridge earthquake and a series of devastating hurricanes and tornadoes. In each instance, the system worked to bring the full resources of the federal, state and local governments to produce the most comprehensive and effective response possible. The system also leveraged the capabilities and resources of our nation's cadre of volunteer organizations to provide immediate food and shelter. In recent years, government officials and agencies at all levels have begun to reach out to the business community to both leverage their response capabilities and to work closer with them in the recovery effort (pp. 13–14).

Clearly, the emergency response is not foolproof, as evidenced by the ineffective response to Hurricane Katrina. Accordingly, the lesson is that effective response cannot just be assumed. Systems must be maintained, operational capabilities must be tested, and stakeholders in the response system must be exercised to ensure a high level of readiness. Complacency is deadly.

Reference

Haddow, G. (2004). *Case studies in emergency and risk management*. Retrieved from http://training.fema.gov/EMIWeb/edu/emoutline.asp

Learning Activities

u06s1 - Studies

Emergency Response

📄Transcript

Readings

Use your *Managing Emergencies and Crises* text to complete the following:

- Read Chapter 6, "Emergency and Crisis Management Stakeholders," pages 113–129.

Use the Capella library to complete the following:

- Read Cohen, Eimicke, and Horan's 2002 article, "Catastrophe and Public Service: A Case Study of the Government Response to the Destruction of the World Trade Center," from *Public Administration Review*, volume 62, issue S1, pages 24–32.

Multimedia

- Click **Emergency Response** to the view the simulation. This media piece depicts an emergency response team's reaction to a train derailment and the resulting cloud of noxious gases. You will assess decisions made by the incident commander and then discuss your findings in this unit's discussions.

Course Resources

Emergency Response

u06s2 - Disaster Analysis Report Preparation

Spend time during this unit conducting research for your analysis and identifying areas in which improvements could have been made in the emergency management response to the disaster event. In the Disaster Response Report assignment, due in Unit 7, you will identify and address those improvements in detail.

The following are some questions to consider:

- How were the emergency response teams at the local, state, and national levels involved in the response?
  - How did each of these levels respond?

- Who were the stakeholders and what was each stakeholder responsible for?
- What were the details of the leadership of the disaster response?
  - Who led the disaster response?
  - What was their response?

- What were the recovery efforts?
- What is the area like today?

u06s3 - Future Trends in Emergency Management Preparation

In Unit 9, you will be completing an assignment that consists of a PowerPoint presentation covering a comparison between disaster management plans. Take time during this unit to review the Future Trends in Emergency Management Presentation assignment description and scoring guide, so you understand what is expected and how your work will be assessed.

You might also want to start preparing for the presentation by reviewing the items linked in the Resources, including the following:

- Microsoft Tutorials page.
- Guidelines for Effective PowerPoint Presentations.

Course Resources

Criminal Justice Undergraduate Library Research Guide

APA Style and Format

Capella Writing Center.

Smarthinking

Writing Feedback Tool

Community of Excellence

u06s4 - FEMA ICS-700 Preparation

By the end of Unit 7, you will be expected to complete the last of the three FEMA certifications. The final certification is *IS-700.A: National Incident Management System (NIMS) An Introduction*. It consists of taking an online course, and completing an exam, online at the FEMA Emergency Management Institute site. You will find the link in the study resources. Completing the certification course will give you 0.3 Continuing Education Units (CEUs). The expected completion time is 3 hours.

You will want to start preparing this week by going to the Web site and downloading the course material.

You will use the knowledge you gain from completing the FEMA *ICS-700* certification for the Unit 7 discussion, so you will want to make sure you finish the online course and exam early enough in the unit to allow you enough time to post to the discussion and respond to two other learners. Getting started this week, will help ensure that you have the time you need. In addition, you will need to post a copy of your certificate to the Unit 7 assignment, FEMA ICS-700.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact <u>Disability Services</u> to request accommodations.

u06d1 - Emergency Management Roles

Competencies Addressed in This Discussion

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

For the purpose of this discussion, view the Emergency Response simulation from this unit's studies. In the simulation, the fire chief begins establishing incident command before the emergency manager is on the scene. In many cases this will be the norm. The emergency manager is not always on duty 24/7, but there is usually a fire chief or other in command. These are usually the first responding units or immediate backup. This is why it is important to have a basic understanding of the Incident Command System. Many police and fire departments require their personnel to be certified in the FEMA Incident Command System by taking an *ICS 100-200* and *700* course. The courses are also required at some police and fire academies. These courses teach the basic principles of what the fire chief is using in this emergency management scenario.

For your main post, discuss the roles of the emergency personnel in this simulation by addressing the following:

- Characterize the importance of each player in the simulation, without leaving anyone out. Your course readings and two FEMA certifications completed in previous units will help you understand the importance.
- Define an alternative plan using ICS guidelines from your two FEMA certifications and the course readings.
- Defend your plan as opposed to the original plan.

Discussion Objectives

- Competency 2: Analyze emergency management principles in a community impact context.
  - Explain the value of the command structure in an emergency response.
  - Identify personnel involved in an emergency management response.

- Competency 3: Articulate appropriate emergency management responses to critical incidents.
  - Define an alternative plan using ICS guidelines.
  - Defend an alternative ICS plan against a current ICS plan.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.
Possible approaches include:

- Support your peer's evaluation of the fire chief's response.
- Challenge his or her perspective of the fire chief's response.
- Look at your peer's plan and provide an alternative plan. Justify your position using ICS principles.
- Pose questions and propose possible answers your peer may receive about his or her plan.

u06d2 - Evacuate or Shelter in Place?

Competencies Addressed in This Discussion

- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

For the purpose of this discussion, view the Emergency Response simulation from this unit's studies. In the simulation, Commander Stevers decides to evacuate all residencies and businesses in the hot zone, with the exception of the stadium. He made this decision based on the information he had and his training. That information and training is vital to saving lives. As you view the scenario, consider the information you have learned from the FEMA courses. Consider how this information may have factored into Commander Stevers's decision making.

For your main post:

- Articulate your position about the decision Commander Stevers made when deciding whether to evacuate or to shelter in place.
- Define what steps could have been taken ahead of time to prevent casualties.
- Develop a detailed alternate response to the incident.
- Evaluate the anticipated outcomes of your response.

Discussion Objectives

- Competency 3: Articulate appropriate emergency management responses to critical incidents.
  - Define appropriate steps that could have been taken prior to a disaster to prevent casualties.
  - Develop a detailed alternative response to an emergency incident.
  - Evaluate anticipated outcomes to a proposed emergency response.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's evaluation of Commander Steven's decision.
- Challenge your peer's evaluation of the decision.
- Look at your peer's alternate plan and provide feedback to either support or not support the plan. Justify your position using ICS principles.
- Pose questions and propose possible answers your peer may get about his or her plan.

Course Resources

CJ Discussion Scoring Guide

Emergency Response | Transcript

Criminal Justice Undergraduate Library Research Guide

Community of Excellence

Introduction

Competencies Addressed in This Unit

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 5:** Communicate effectively in a variety of formats.

Learning from International Disaster Management

In this unit, you will explore international disaster management. By learning about international disaster management, you can discern how different countries handle disasters. If you compare these practices to our *ICS 100*, *200*, and *700* knowledge and structure, you may see differences or some best practices. This can help you in domestic disaster analysis.

Haddow (2004) says the following about international disaster management:

> The capacity to respond to large disasters achieved by individual nations can be linked to several factors, including propensity for disaster, local, and regional economic resources, organization of government, and availability of technological, academic, and human resources. However, it is becoming increasingly common that the response ability of individual nations is insufficient in the face of large-scale disaster, and outside assistance must be called upon (p.19).

The greatest incidence of natural disasters occurs within developing countries. In fact, 90 percent of disaster-related injuries and deaths are sustained in countries with per-capita income levels that are below 760 dollars per year.

It comes as no surprise that countries ranking lower on development indices have placed disaster management very low in budgetary priority. These nations' resources tend to be focused on more socially demanded interests, such as education, base infrastructure, or the military, instead of on projects that serve a preparatory or mitigative need, such as retrofitting structures with hazard-resistant construction.

A disaster requires the involvement of the international community of responders when a nation's capability to respond becomes overwhelmed. There are three types of emergencies that normally involve an international humanitarian response: natural disasters, technological disasters, and complex humanitarian emergencies.

Several issues must be addressed when responding to international disasters. The first is coordination, which is a vital and immediate component due to the sheer numbers of responding agencies that almost always appear. It is common in larger disasters to see several hundred local and international nongovernmental organizations, each with a particular skill or service to offer. The United Nations (UN) has become widely recognized as the central coordinating body, with specialized UN agencies handling the more specific needs associated with particular disaster consequences. In addition to the UN, several organizations and associations have developed standards of conduct, such as the Red Cross.

The second issue is that of sovereignty of the state. State sovereignty is based upon the recognition of political authority characterized by territory and autonomy. Accordingly, a foreign nation or organization cannot intercede in domestic matters without the prior consent of the ruling government. Examples of such behavior include Japan's refusal to allow access to international agencies for several days after the earthquake in Kobe and the actions of the former Soviet Union following the nuclear power plant accident in Chernobyl.

The third issue is equality in relief distribution, and it applies to any type of disaster. Situations often occur where, for any number of cultural or political reasons, certain groups in need of aid are favored over others. The first example of this discrimination is gender bias. This is most commonly found in societies where gender roles are strictly defined and women are traditionally tasked with duties related to the home and children (which tend to increase in times of crisis). In these cultures, men are more likely to have opportunities to wait in relief lines for supplies, and the women, children, and elderly become even more dependent on men for survival. The second form of inequality in relief is class bias. Though most obvious in social systems explicitly based on caste identity, there are often underlying ethnic and racial divides that present similar problems.

The fourth issue is the importance of capacity building and linking relief with development. Responding agencies have an obligation to avoid using a temporary approach in assisting the affected country. Disasters almost always present a window of opportunity to rebuild old, ineffective structures and

develop policy and practice in a way that creates a more empowered, resilient community. As these goals mirror those of most traditional development agencies, linking relief and development should not be a major deviation from either type of agencies' missions.

Reference

Haddow, G. (2004). *Case studies in emergency and risk management*. Retrieved from http://training.fema.gov/EMIWeb/edu/emoutline.asp

Learning Activities

u07s1 - Studies

Readings

Use your *Managing Emergencies and Crises* text to complete the following:

- Read Chapter 12, "International Actors and Perspectives," pages 227–255.

Internet Resources

Use the Internet to complete the following:

- Review the case studies in Appendix Four of Moore, Trujillo, Lawson, Basurto-Dávila, and Evans's 2007 article, "Models of Relief: Learning from Exemplary Practices in International Disaster Management." Select two of these international case studies to read more in-depth in order to gain insight into how disaster management at an international level differs from how it is managed domestically, as laid out in the *ICS 100*, *200*, and *700* certifications.
- Review the FEMA document, "Emergency Management: Definition, Vision, Mission, Principles," to complete this unit's assignment.

u07a1 - FEMA ICS-700

Competencies Addressed in This Assignment

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 2:** Analyze emergency management principles in a community impact context.

Overview

For this assignment, you will complete the FEMA online certification, *IS-700.A: National Incident Management System (NIMS) An Introduction*. Completing this course will provide you with an overview of NIMS, including its intent, key concepts, and purpose.

Although this is an ungraded assignment, it is required that you complete the certification. You will use the knowledge that you gain to complete this week's discussion question, so you will want to complete the course early enough for you to post your discussion answer, and to respond to other learner's posts.

Instructions

Use the *IS-700.A: National Incident Management System (NIMS) An Introduction* site, linked in the Resources, to complete the following:

1. Download the classroom materials.
2. Complete the interactive Web-based course.
3. Take the final exam.
4. Once you receive the *IS-700* certificate, which will be e-mailed to you upon completion of the final exam, post it to the assignment area.

Requirements

- Certification must be completed and the certificate must be submitted by the end of the unit.

Portfolio Prompt: This assignment should be placed in your ePortfolio for future reference, and to demonstrate your learning connections for future employment purposes.

IS-700.A: National Incident Management System (NIMS) An Introduction

ePortfolio

u07a2 - Disaster Analysis Report

Competencies Addressed in This Assignment

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.
- **Competency 5:** Communicate effectively in a variety of formats.

Overview

In Unit 2, you selected a disaster event to research and identified ways in which studying that event would help you reach your own professional and academic goals. You have been prompted throughout subsequent units to continue your research of this event. You now have the opportunity to apply your research. Completing this assignment will allow you to experience writing an analysis report. Emergency management professionals are routinely tasked with developing analysis reports, as are many other professionals. Analysis reports can be on important emergency management areas such as advance disaster planning and mitigation, exercise evaluations, and after action reports for actual emergency events.

Instructions

Disaster Event

Summarize the disaster event.

- Where did it occur?
- When?
- Who was impacted?
- What emergency management resources were utilized in the response?

Preparedness Prior to the Disaster Event

Define preparedness prior to the disaster event.

- Define what steps were taken to mitigate vulnerabilities ahead of time.
- Determine if there was a plan for how to work with diverse communities.

Response to the Disaster Event

Elaborate on how the emergency response teams at the local, state, and national levels were involved in the response.

- How did each of these levels respond?
- Identify who the stakeholders were and what each was responsible for.
- Describe in detail the leadership of the of the disaster response.
  - Who led the disaster response?
  - What was their response?

Recovery Following the Disaster Event

Summarize the recovery after the disaster event.

- Describe the recovery efforts.
- Explain what the area is like today.

Requirements

- **Written communication**: Must be free of errors that detract from the overall message.

- **Resources and citations**: Format according to current APA guidelines.
  - You may use the APA Paper Template, linked in the Resources, to help with formatting.

- **Required page coun**t: 7–9 pages, not including the title page or the references page.
- **Required number of references**: Minimum of three references that are other than the course materials.
- **Font and font size**: Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: This assignment should be placed in your ePortfolio for future reference, and to demonstrate your learning connections for future employment purposes.

Course Resources

Criminal Justice Undergraduate Library Research Guide

APA Style and Format

RefWorks

APA Paper Template

Capella Writing Center.

ePortfolio

Smarthinking

Writing Feedback Tool

Community of Excellence

u07d1 - IS-700.A: National Incident Management System (NIMS)

Competencies Addressed in This Discussion

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 2:** Analyze emergency management principles in a community impact context.

In this unit, you completed the FEMA online certification, *IS-700.A: National Incident Management System (NIMS) An Introduction. IS-700.A* is an introduction to the National Incident Management System. NIMS is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity. By utilizing NIMS, the government and private sector can work together.

For your main post:

- Discuss how government, private sector, and nongovernment organizations work together during domestic incidents.
- Cite examples of the types of incidents for which NIMS can be used.
- Identify a specific example of an incident that occurred in the United States that had a significant economic impact or loss of life
- Discuss how NIMS was used.
- Define the relationship in action at all different levels of government and the private sector utilizing the NIMS system.

Discussion Objectives

- Competency 1: Assess hazards and threats in the United States.
  - Cite examples of the types of incidents for which the National Incident Management System (NIMS) could be used.
  - Identify a specific example of an incident that occurred in the United States that had a significant economic impact or loss of life.

- Competency 2: Analyze emergency management principles in a community impact context.

- Discuss how government, private sector, and nongovernment organizations work together during domestic incidents.
- Define the relationship in action between the different levels of government and the private sector utilizing the NIMS system.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's evaluation of the types of incidents for which NIMS can be used.
- Challenge your peer's evaluation of the types of incidents for which NIMS can be used, giving alternate examples.
- Assess the relationship in action points based on NIMS. Share additional insight about the possible relationship dynamics.
- Referring to the choice of a recent event, would you apply the NIMS principles in the same manner? Why or why not?
- Pose questions about your peer's discussion of private sector and government working together for additional insight and perspective.

Course Resources

CJ Discussion Scoring Guide

IS-700.A: National Incident Management System (NIMS) An Introduction

Criminal Justice Undergraduate Library Research Guide

Community of Excellence

Unit 8 ›› Emergency Management Recovery

 Introduction

Competencies Addressed in This Unit

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

The Impact and Cost of Recovery

In this unit, you will explore the recovery phase of emergency management.

Haddow (2004) discusses this phase as follows:

> The recovery function or process is characterized by a complex set of issues and decisions that must be made by individuals and communities. Recovery involves decisions and actions relative to rebuilding homes; replacing property; resuming employment; restoring businesses; and permanently repairing and rebuilding infrastructure. The recovery process requires balancing the more immediate need to return the community to normalcy with the longer term goal of reducing future vulnerability. The recovery process can provide individuals and communities with opportunities to become more economically secure and improve the overall safety and quality of life.

Because the recovery function has such long-lasting impacts and [unusually] high costs, the participants in the process are numerous. They include all levels of government, the business community, political leadership, community activists and individuals. Each of these groups plays a role in determining how the recovery will progress. Some of these roles are regulatory, such as application of state or local building ordinances, and some, such as the insurance industry, provide financial support. The goal of an effective recovery is to bring all of the stakeholders together to plan, finance and implement a recovery strategy that will make the disaster-impacted area safer and more secure as quickly as possible (p. 15).

At the heart of the recovery process is the National Response Plan for Disaster Recovery Operations (NRP), which was issued in 1992. The NRP outlines how the federal government implements the Robert T. Stafford Disaster Relief and Emergency Assistance Act to assist state and local governments when a major disaster or emergency overwhelms their ability to respond effectively. The NRP describes the policies, planning assumptions, concept of operations, response and recovery actions, and responsibilities of 32 federal departments and agencies. Some of these agencies, such as the American Red Cross and the National Voluntary Organizations Active in Disaster, guide federal operations following presidential declaration of a major disaster or emergency.

References

Haddow, G. (2004). *Case studies in emergency and risk management*. Retrieved from http://training.fema.gov/EMIWeb/edu/emoutline.asp

FEMA. (1999). *Response and recovery*. Retrieved from http://www.au.af.mil/au/awc/awcgate/frp/frprecv.htm

Learning Activities

u08s1 - Studies

Incident Recovery

Transcript

Readings

Use the Internet to complete the following:

- Read FEMA's 2011 article, "Lessons in Community Recovery: Seven Years of Emergency Support Function #14 Long Term Recovery from 2004 to 2011."

Multimedia

- Click **Incident Recovery** to view the simulation. It is one week after the train derailment and the incident at the stadium. Observe the emergency response team discussing short- and long-term recovery considerations. You will discuss your findings in this unit's discussions.

Suggested Internet Resources

You may choose to read Telford, Arnold, and Harth's 2004 report, "Learning Lessons from Disaster Recovery: The Case of Honduras."

Course Resources

Incident Recovery

u08s2 - Future Trends in Emergency Management Preparation

The next assignment will be due in Unit 9. You should continue working on the assignment this week. If you have not already done so, take time during this unit to review the Future Trends in Emergency Management Presentation assignment description and scoring guide, so you understand what is expected and how your work will be assessed.

You will also need to spend time during this unit reviewing the Disaster Analysis Report you prepared for Unit 7—particularly the areas you identified where improvements could have been made. As you work on creating your presentation, consider the following questions:

- How do the improvements for addressing the disaster from your Disaster Analysis Report compare with the improvements in emergency management technology and principles that are in effect today?
- How do the course competencies relate to this analysis and comparison?
- What is in the future for threat assessment, response, and recovery of a disaster event?
- How should the differing needs of multicultural and special needs communities be addressed?

Course Resources

Criminal Justice Undergraduate Library Research Guide

APA Style and Format

Capella Writing Center.

Smarthinking

Writing Feedback Tool

Community of Excellence

Microsoft Office Software

Guidelines for Effective PowerPoint Presentations [PPTX]

Microsoft Tutorials

u08d1 - Short-Term Recovery

Competencies Addressed in This Discussion

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

To complete this discussion, view the Incident Recovery simulation from this unit's studies. This simulation deals with the short-term recovery after the incident at the stadium and surrounding area.

For your main post, based on the simulation involving short-term recovery of the stadium and surrounding area:

- Describe what the emergency planners should have done to ensure continuity of operations in the event of a catastrophe such as the one depicted in the simulation.
- Develop an alternate plan.
    - What specifically would you do to ensure continuity of operations in the event of a catastrophe such as this one?
    - How would you ensure the transfer of command, redundant systems, and secondary facilities?

- Compare the effects of a short-term recovery at the local venue you identified in the Unit 6 discussion, Evacuate or Shelter in Place?, and the surrounding area in your community.
    - What would the key issues of a short-term recovery in your area be? Identify at least three issues.
    - Apply the ICS principles to your issues in this discussion.

Discussion Objectives

- Competency 2: Analyze emergency management principles in a community impact context.
    - Describe what emergency planners should have done to ensure continuity of operations in the event of a catastrophe.

- Competency 3: Articulate appropriate emergency management responses to critical incidents.
    - Develop alternative strategies for a short-term recovery plan.
    - Compare the effects of a short-term recovery at a local venue, and the surrounding area in the community.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's evaluation of the emergency planners' continuity of operations. Include additional rationale.
- Challenge your peer's evaluation of the emergency planners' continuity of operations. Explain the basis for your challenge.
- Look at your peer's issues for the community and provide feedback to either support or not support his or her issues. Justify your position using ICS principles.
- Pose questions about your peer's community issues, or challenge them.

Course Resources

CJ Discussion Scoring Guide

Incident Recovery | Transcript

Criminal Justice Undergraduate Library Research Guide

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u08d2 - Long-Term Recovery

Competencies Addressed in This Discussion

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.

To complete this discussion, view the Incident Recovery simulation from this unit's studies. This simulation deals with the long-term recovery in the community. Emergency Manager Cunningham is reviewing the next steps for recovery. He is doing this as the emergency management team shifts to long-term recovery measures

For your main post, discuss what the team's primary considerations will be:

- Determine who will be involved in the recovery planning and implementation.
- Define players, including the public and private organizations.
    - What roles will all the public and private organizations play?
    - Who will lead the effort and what will their responsibilities be?
    - What role should collaboration play among agencies?

- Recommend three things you would do differently, using the ICS principles in your recommendations.
- Identify three different private organizations in your community available to assist with long-term recovery.
    - Explain what the different private organizations do.

Discussion Objectives

- Competency 2: Analyze emergency management principles in a community impact context.
    - Determine who will be involved in recovery planning and implementation of a long-term recovery plan.
    - Define entities involved in a long-term recovery plan, including the public and private organizations.

- Competency 3: Articulate appropriate emergency management responses to critical incidents.
    - Apply ICS principles to recommendations for handling long-term recovery.
    - Identify local private organizations available to assist with long-term recovery.
    - Explain what the different private organizations do.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's evaluation of the team's primary considerations.
- Challenge your peer's evaluation of the team's primary considerations.
- Look at your peer's application of ICS principles. Would you apply the principles in the same manner? Why or why not?
- Pose questions about his or her overall evaluation and possible answers for additional insight into rationale.

Course Resources

CJ Discussion Scoring Guide

Incident Recovery | Transcript

Criminal Justice Undergraduate Library Research Guide

Community of Excellence

Unit 9 ❯❯ Future Directions in Emergency Management

Introduction

Competencies Addressed in This Unit

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.
- **Competency 4:** Explore future directions in emergency management.
- **Competency 5:** Communicate effectively in a variety of formats.

Preparedness, Mitigation, Response, and Recovery

In today's dynamic emergency management environment, stakeholders must look at trends to predict and plan effective strategies for preparedness, mitigation, response, and recovery efforts. Success is planned for now. The future must be always considered in emergency management.

Trends in emergency management are not restricted to weather-related events. As you have learned, they can range from large civil unrest movements (for example, the Occupy Wall Street movement); to domestic terrorism (for example, the Oklahoma City bombing); to communicating risk in multi-ethnic communities (for example, Hurricane Katrina), mass shooting events (for example, the school shooting in Newton, Connecticut), and global warming.

Considering the trends from events is important, but you must also consider how this translates to skills. New skills will be needed, too, so the time to plan for those new skills is also now.

Freitag (2007) notes in his essay, "How Can Emergency Managers Address Our Warming Climate?," that emergency managers play an integral role in environmental health. As our cultural, technological, and environmental realities shift, emergency management theory must adopt to the changing world. It is important for every emergency manager to stay apprised of the most up-to-date theories and procedures in the field. In this unit, you will begin to examine some of these shifts in trends and theories.

Reference

Freitag, B. (2007). How can emergency managers address our warming climate?: Relying on the basics—An essay. Retrieved from http://training.fema.gov/EMIWeb/edu/docs/Freitag - How can emergency managers address our warming cli.doc

Learning Activities

u09s1 - Studies

Readings

Use your *Managing Emergencies and Crises* text to complete the following:

- Read Chapter 13, "Future Directions in Emergency and Crisis Management," pages 259–268.

Internet Resources

Use the Internet to read the following:

- Hite's 2003 article, "The Emergency Manager of the Future: Summary to the Disasters Roundtable," which offers a summary of the disaster roundtable held in Washington D.C. on June 13, 2003.
- Schneider's article, "A Strategic Overview of the "New" Emergency Management," which discusses the new, post-September 11 emergency management strategies.
- Rubin's 2004 working paper, "Emergency Management in the 21st Century: Dealing With Al Qaeda, Tom Ridge, and Julie Gerberding."
- Geis's 2002 conference paper, "The Shanghai Principles for Creating Safer Cities and Societies Through Sustainable Urban Development: A New Roadmap for the 21st Century."
- Freitag's 2007 essay, "How Can Emergency Managers Address Our Warming Climate?: Relying on the Basics—An Essay." This essay from the Director of the Institute for Hazards Mitigation Planning and Research at the University of Washington posits that emergency managers play an integral role in environment health.

u09a1 - Future Trends in Emergency Management Presentation

Competencies Addressed in This Assignment

- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.
- **Competency 4:** Explore future directions in emergency management.
- **Competency 5:** Communicate effectively in a variety of formats.

Overview

Throughout the course, you have examined different emergency management principles and theories. This presentation assignment will ask you to draw on those emergency management principles and theories. You will compare recommended improvements for addressing a past disaster with the improvements in emergency management technology and principles that are currently in effect. Prepare this assignment as though you will be giving this presentation as the new emergency manager who is briefing your city council on the topic.

Instructions

Review the Disaster Analysis Report you prepared for Unit 7:

- Identify the areas where improvements could have been made in the disaster plan.
- Compare improvements for addressing the disaster from your Disaster Analysis Report with the improvements in emergency management technology and principles that are in effect today.
    - Keep the course competencies in mind as you work through this comparison.

- Predict what the future is for threat assessment, response, and recovery of a disaster event.
- Explain how the differing needs of multicultural and special needs communities should be addressed.

Requirements

- **Written communication**: Must be free of errors that detract from the overall message.
- **Resources and citations**: Format according to current APA guidelines.
- **Required page count**: 10–12 slides, not including the title slide or the references slide.
- **Required word count**: 350–500 words of instructor notes in the note section of each slide. These are your talking points. No instructor notes are required for the title slide or reference slide.
- **Required number of references**: Minimum of five scholarly sources.
- **Font and font size**: Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: This assignment should be placed in your ePortfolio for future reference, and to demonstrate your learning connections for future employment purposes.

Course Resources

Criminal Justice Undergraduate Library Research Guide

RefWorks

APA Style and Format

Capella Writing Center.

ePortfolio

Smarthinking

Writing Feedback Tool

Community of Excellence

Microsoft Office Software

Guidelines for Effective PowerPoint Presentations [PPTX]

Microsoft Tutorials

u09d1 - Skills Sets for Emergency Managers

Competencies Addressed in This Discussion

- **Competency 4:** Explore future directions in emergency management.

Emergency management is a growing field. We face both natural and man-made threats every day in all our communities and in every part of the world. Threats can vary from community to community—no one threat is the same. This is ever evolving. There is opportunity for employment in this field but you need the right skills, not just any skills. Therefore, emergency managers need specific skill sets that include, but are not limited to, on the job experience, FEMA certifications, and formal education.

For your main post, focus on the college-level education and FEMA certifications emergency managers should have, and respond to the following.

- Describe how college-level education and FEMA certification elements prepare emergency managers for employment.
- Describe how emergency managers apply college-level education and FEMA certification elements once on the job.
- List other qualifications emergency managers should possess.

- Project what you see as the single most important changing element for emergency managers.
- Determine the adjustment in skills this predicted change will require for emergency managers in the next 10 years.
- Identify the closest emergency manager to you.
  - Research his or her educational level and certifications.
  - Compare that information to what you believe the qualifications should be based on the nature of the responsibilities associated with the position.

Discussion Objectives

- **Competency 4**: Explore future directions in emergency management.
  - Describe how college-level education and FEMA certification elements prepare emergency managers for employment.
  - Describe how emergency managers apply college-level education and FEMA certification elements once on the job.
  - List other qualifications should emergency managers should possess.
  - Project what you see as the single most important changing element for emergency managers.
  - Determine the adjustments in skills this predicted change will require for emergency managers in the next 10 years.
  - Identify the closest emergency manager to you.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's evaluation of the types of education and certifications needed.
- Challenge your peer's evaluation of the types of education and certifications needed with your rationale for points of divergence.
- Look at your peer's choice of the most important job requirement. Do you agree or disagree? Why or why not?
- Pose questions about your peer's change in skills in the next 10 years for additional perspective and insight.

Course Resources

CJ Discussion Scoring Guide

Criminal Justice Undergraduate Library Research Guide

Community of Excellence

Unit 10 ≫ Best Practices and Reflection

Introduction

Competencies Addressed in This Unit

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 2:** Analyze emergency management principles in a community impact context.

- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.
- **Competency 4:** Explore future directions in emergency management.
- **Competency 5:** Communicate effectively in a variety of formats.

Application and Evaluation

In this final unit, you will combine the skills and knowledge you have developed during this course and reflect upon the field of emergency management. You will be asked to evaluate and reflect on what you have learned, as well as how it applies to the real world. Proposing solutions should be part of this evaluation. This is an important part of developing your academic skills, as is self-reflection. As a professional in emergency management, it will be important for you to hone your ability to make accurate assessments and apply that information in the field. Emergency managers should be able to demonstrate a high level of commitment and continued training to be effective, not only participating in training but providing it to the entire community and its stakeholders.

Learning Activities

u10a1 - Connecting Your Learning

Competencies Addressed in This Assignment

In this assignment, the criteria in your Connecting Your Learning Scoring Guide are directly aligned to all of the competencies for the course.

- **Competency 1:** Assess hazards and threats in the United States.
- **Competency 2:** Analyze emergency management principles in a community impact context.
- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.
- **Competency 4:** Explore future directions in emergency management.
- **Competency 5:** Communicate effectively in a variety of formats.

Assignment Description

Throughout this course, you have examined hazards and threats in the United States, emergency management principles and responses, and future directions in emergency management. For your final assignment, you will connect learning and application in a career-specific context.

Focusing on course competencies 1–4 and showcasing your learning proficiency, prepare a 5–8-page paper that addresses two key areas of learning for each competency. Highlight the importance of this learning and the application of the five course competencies in a career and real-world context. Be sure to review the Connecting Your Learning Scoring Guide to ensure you understand the criteria for this assignment.

Requirements

- **Written communication**: Must be free of errors that detract from the overall message.
- **Resources and citations**: Format according to current APA guidelines.
- **Required page count**: Minimum of 1 page per competency, not including the title page or the references page.
- **Required number of references**: Minimum of three references.
- **Font and font size**: Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: This assignment should be placed in your ePortfolio for future reference, and to demonstrate your learning connections for future employment purposes.

Course Resources

Criminal Justice Undergraduate Library Research Guide

RefWorks

APA Style and Format

APA Paper Template

Capella Writing Center.

u10d1 - Interview Questions

Competencies Addressed in This Discussion

- **Competency 3:** Articulate appropriate emergency management responses to critical incidents.
- **Competency 5:** Communicate effectively in a variety of formats.

Over the course of this quarter, you have studied hazards and threats to the United States, analyzed emergency management principles, obtained FEMA certifications, and proposed plans for preparedness, mitigation, response, and recovery. Through this coursework, you had the opportunity to assess the skills, knowledge, and traits that are important in the field of emergency management. You may be applying for a job in the emergency management field, looking for a promotion, or even in the position one day of hiring someone into the field. Your training and recommendations will be valuable. A thorough knowledge of the core competencies of an emergency manager will benefit you greatly, along with training and education.

For your main post, imagine that you are a part of an emergency management department and your manager has just informed you that you will be part of the hiring team. You and your team will be hiring an entry-level emergency management person to work within your team.

1. Determine what skills and characteristics applicants to the position should have.
2. Develop a job description for the position that is at least 300 words.
3. Create a sample job advertisement for the position that is at least 100 words. Include the minimum qualifications for the position.
4. Identify what kinds of questions you should include in your interview.
5. List 10–15 interview questions that you would recommend to your manager.

Discussion Objectives

- **Competency 3:** Articulate appropriate emergency management responses to critical incidents
  - Determine what skills and characteristics are important for an emergency management person to possess.
  - Identify interview questions for an emergency management position.
- **Competency 5**: Communicate effectively in a variety of formats.
  - Develop a job description for an entry-level emergency management person.
  - Create a job advertisement for an emergency management position.
  - List 10–15 interview questions that you would recommend to your manager.

Response Guidelines

Discussions are an opportunity to continue developing your understanding and engage your peers in thoughtful conversation. After your initial post, review the posts of your peers. Respond to at least two, providing substantive feedback. Scholarly or discipline-specific resources must support your initial discussion post and responses. Cite all references.

Possible approaches include:

- Support your peer's job description.
- Challenge your peer's job description. What would you do differently and why?
- Evaluate your peer's interview questions. Would you change any of the questions? Why or why not?

Course Resources

CJ Discussion Scoring Guide

Criminal Justice Undergraduate Library Research Guide