Syllabus

Course Overview

This course provides you with an understanding of incident management operations, from threat detection to post-incident analysis. You will be exposed to the most current information related to all phases of the emergency management cycle and apply it to real-world disasters. While disaster response and management will be the main focus of this course, you will develop an understanding of the how the use of disaster vulnerability assessment will contribute to the development of emergency plans and eventually be a valuable tool during the response phase. The importance of building relationships with other partner agencies involved in emergency management and how the partners work together to prepare for, respond to, recover from, and mitigate the hazards associated with a disaster will also be discussed.

In this course, you will focus on the response and recovery phases of emergency and disaster management. You will analyze response and recovery strategies applied to disasters, evaluate the effectiveness of both efforts, and ultimately determine the best actions necessary to help a community return to normal after an emergency. You will also examine the different ways various agencies collaborate as part of the long-term recovery process with an emphasis on the use of an emergency operations plan.

The focus on disaster response and recovery in the course addresses the desired outcomes of the emergency management specialization by emphasizing communication and interagency collaboration among the myriad stakeholder partners in the emergency management sphere.

It is clear that in today's complex threat environment, no single agency or discipline can manage all emergencies. To be effective, the emergency manager must understand the various disciplines that comprise the emergency management field. In our current culture of specialization, an emergency manager must play the role of a generalist; that is, emergency managers are those whose knowledge and expertise allows them to see the "big picture" and to put all the moving parts together to work toward a common goal. This is the essence of modern-day emergency management.

In this course, the big picture concerns the timeliness and effectiveness of response to prevent and mitigate damages and the short-term and long-term recovery after a disaster. Additionally, this course will enable learners to understand how all phases of emergency management can integrate preparedness and mitigation actions and responsibilities into the response and recovery phases to avoid or, at a minimum, mitigate some of the damage and hardships resulting from disasters.

It is said that much of the success of the disaster response and recovery will depend on the preparedness and resources of the local community. Therefore, we will focus a portion of our studies on our own home communities, conducting a risk analysis of the types of disasters that may occur in your part of the country. It is important to be aware of the likely threats and vulnerabilities within our community as well as the consequences associated with the long-term loss of certain critical infrastructure. We will also look at how other communities have recovered from the types of emergencies facing your community and build an understanding of how they recovered.

On September 11, 2001, terrorists attacked the World Trade Center in New York City and the Pentagon in Washington, D.C., and overtook United Airlines Flight 93 in a third attack aimed at Washington D.C.—thwarted when passengers fought back and the plane instead crashed in a field in western Pennsylvania. The 9/11 attacks alerted Americans to the elevated need for emergency management systems focused on preparedness, mitigation, response, recovery, prevention, and protection. It also led first responders to realize the importance of additional education in all facets of emergency management. This change in emergency management has also created new career opportunities that specialize in emergency management in local, state, and federal government as well as private businesses.

Course Competencies   **(Read Only)**

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

1   Describe the phases of the emergency management cycle.

2   Analyze elements of an Emergency Operations Plan (EOP) that address disaster response incidents.

3   Apply elements of the Emergency Operations Plan (EOP) to disaster response incidents.

4   Summarize emergency operations management of disasters from an interagency perspective.

5   Communicate effectively with diverse populations.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

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.

- Anonymous. (2016). Use an emergency messaging system to help your facility survive a disaster. *Briefings on Hospital Safety*, *24*(10), 6–7.
- Ashworth, S. (2015, Dec 16). FEMA sends bilingual EAS message. *Radio World*, *39*(32), 1, 3, 5.
- Atkins, S. E. (2011). Joint Terrorism Task Force. In S. E. Atkins (Ed.), *The 9/11 encyclopedia* (2nd ed.). Santa Barbara, CA: ABC-CLIO.
- Bunge, R. (2015). *New weather alert system is saving lives* [Blog post]. *Washington Post—Blogs*.
- Davis, J. (2015). Preparing for the next big one. *Planning*, *81*(8), 22–26.
- Dix, K. F., & Dix, K. A. (2016). Emergency contracting: Avoiding a disaster after the disaster. *The Construction Lawyer*, *36*(4), 27–30, 33–36, 52.
- Duemmel, B. (2011). Focus on terrorism preparedness leaves fire service vulnerable to natural disasters. *Firehouse*, *36*(7), 22.
- Harman, P. L., & Pinto, M. A. (2007). Disaster response: Safety & health guidelines for volunteers. *Professional Safety*, *52*(10), 61–63.
- Huder, R. C. (2012). *Disaster operations and decision making.* Hoboken, NJ: Wiley.
- King, P. (2013). Commanding the storm. *Firehouse*, *38*(12), 56–59.
- McEntire, D. A. (2015). *Disaster response and recovery: Strategies and tactics for resilie*nce (2nd ed.). Hoboken, NJ: Wiley.
- Milano, C. (2015). The disaster detectives. *Risk Management*, *62*(4), 20–24.
- Orwig, K. (2016). Strategies for funding wildfire mitigation. *Risk Management*, *63*(5), 14–15.

- Renaud, C. (2012). The missing piece of NIMS: Teaching incident commanders how to function in the edge of chaos. *Homeland Security Affairs*, *8*(1), 1–20.
- Romo-Murphy, E., & Vos, M. (2014). The role of broadcast media in disaster preparedness education: Lessons learned in the scientific literature 2002–2012. *Media Asia*, *41*(1), 71–85.
- Seale, G. S. (2010). Emergency preparedness as a continuous improvement cycle: Perspectives from a postacute rehabilitation facility *Rehabilitation Psychology*, *55*(3), 247–254.
- Shamlian, B. (Reporter) & Williams, B. (Anchor). (2007, April 20). North Dakota city's comeback after flood, fire [Video]. *NBC Nightly News*.
- Sheridan, D. P. (2013). FDNY incident management team. *Fire Engineering*, *166*(5), 52–54.
- Shouldis, W. (2010). The emergency operations center: A vital preparedness tool. *Fire Engineering*, 163(5), 71–72, 74, 76.
- Slahor, S. (2010). Critical incident stress management. *Law & Order*, 58(9), 40–42, 44, 46.
- Stahl, B., Dupuy, B., & Walsh, P. (2016, Sep 19). Attack probed as terror: 9 victims survived stabbings at St. Cloud mall; ISIL link claimed. *Star Tribune*.
- Stein, J. (2016). How Washington, D.C., is preparing for the next terrorist attack. *Newsweek*, *166*(25).
- US Fed News Service, Including US State News. (2016). *Draft emergency operations plan for county available for review* [Press release].
- Waugh, W. L., (2006). Mechanisms for collaboration: EMAC and Katrina. *Public Manager*, *35*(4), 12–15.
- Weaver, E. (2014, Aug 05). City's emergency operations plan gets an update. *Times News*.

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.

- BBC. (n.d.). *Thousands evacuate Californian homes amid dam collapse fears* [Video]. | Transcript Available from http://www.bbc.com/news/world-us-canada-38954475
- Braziel, R., Straub, F., Watson, G., & Hoops, R. (2016). Bringing calm to chaos: A critical incident review of the San Bernardino Public Safety response to the December 2, 2015, terrorist shooting incident at the Inland Regional Center [PDF]. Retrieved from https://www.justice.gov/usao-cdca/file/891996/download
- CNN. (2017). Evacuations ordered over concerns at California dam system. | Transcript Retrieved from http://www.cnn.com/2017/02/12/us/california-oroville-dam-failure/
- Colorado Division of Homeland Security & Emergency Management. (n.d.). Colorado incident management teams. Retrieved from https://www.colorado.gov/pacific/dhsem/incident-management-teams
- FEMA. (2015). *Social media and emergency management* [Video]. | Transcript Available from https://www.fema.gov/media-library/assets/videos/114314
- FEMA. (2016). National response framework (3rd ed.) [PDF]. Retrieved from https://www.fema.gov/media-library-data/1466014682982-9bcf8245ba4c60c120aa915abe74e15d/National_Response_Framework3rd.pdf
- FEMA. (n.d.). A whole community approach to emergency management: Principles, themes, and pathways for action [PDF]. Retrieved from https://www.fema.gov/media-library-data/20130726-1813-25045-0649/whole_community_dec2011__2_.pdf
- FEMA. (n.d.). *Anatomy of an emergency* [Video]. Available from https://www.fema.gov/media-library/assets/videos/79381
- FEMA. (n.d.). Developing and maintaining emergency operations plans: Comprehensive preparedness guide (CPG) 101, version 2.0 [PDF]. Retrieved from https://www.fema.gov/pdf/about/divisions/npd/CPG_101_V2.pdf
- FEMA. (n.d.). Incident management team position task books [PDFs]. Retrieved from https://training.fema.gov/emiweb/is/icsresource/positionchecklists.htm
- FEMA. (n.d.). Phases of emergency management [PDF]. Retrieved from https://www.hsdl.org/?view&did=488295
- FEMA. (n.d.). *Strengthening relationships for long term recovery* [Video]. Available from https://www.fema.gov/blog/2011-07-08/video-strengthening-relationships-long-term-recovery
- FEMA. (n.d.). Threat and hazard identification and risk assessment guide: Comprehensive preparedness guide (CPG) 201, Supplement 1: Toolkit [PDF]. Retrieved from https://www.fema.gov/media-library-data/20130726-1831-25045-0138/cpg_201_supp_1_thira_guide_toolkit_final_040312.pdf
- FEMA. (n.d.). Unit 5: General staff functions [PDF]. Retrieved from https://training.fema.gov/emiweb/is/is100b/visuals/pdf/05ics100b_visuals_october2013.pdf
- FEMA. (n.d.). Innovative uses of social media in emergency management [PDF]. Retrieved from https://www.dhs.gov/sites/default/files/publications/Social-Media-EM_0913-508_0.pdf
- FEMA. (n.d.). *Volunteers help Minnesota recover* [Video]. Available from https://www.fema.gov/media-library/assets/videos/128269#
- Governor's Office of Homeland Security and Emergency Preparedness. (2014). State of Louisiana Emergency Operations Plan [PDF]. Retrieved from http://gohsep.la.gov/Portals/0/2014_State_EOP_Final_Copy_Updated_1272015.pdf
- Microsoft. (n.d.). *Video: Create your first PowerPoint 2010 presentation* [Video]. Available from https://support.office.com/en-US/article/Video-Create-your-first-PowerPoint-2010-presentation-50732ad4-49b3-44c1-9b4d-fa5e73eb47d1
- National Voluntary Organizations Active in Disaster. (n.d.). State/territory members. Retrieved from https://www.nvoad.org/voad-members/stateterritory-members/
- New Mexico Department of Homeland Security and Emergency Management. (2016). State of New Mexico all-hazard emergency operations plan [PDF]. Retrieved from http://www.nmdhsem.org/uploads/files/NM%20EOP%20December%202016%20%2012%2021%2016.pdf

- Ohio Department of Public Safety. (n.d.). Developing and maintaining local emergency operation plans: Plan construction [PDF]. Retrieved from http://www.ema.ohio.gov/Documents/Plans_PlanDevelopmentCourse/Unit%204%20-%20Plan%20Construction.pdf
- State of Florida. (n.d.). State of Florida comprehensive emergency management plan [PDF]. Retrieved from http://www.floridadisaster.org/documents/CEMP/2016/2016%20State%20CEMP%20(COMPLETE%20FINAL%20DRAFT).pdf
- Texas Department of Health and Human Services. (n.d.). Texas critical incident stress management (CISM) network. Retrieved from http://dshs.texas.gov/mhsa-disaster/cism
- TriData Division, System Planning Corporation. (2014). Aurora Century 16 Theater shooting after action report [PDF]. Retrieved from https://www.courts.state.co.us/Media/Opinion_Docs/14CV31595%20After%20Action%20Review%20Report%20Redacted.pdf
- U.S. Department of Veterans Affairs National Center for PTSD. (n.d.). Effects of traumatic stress after mass violence, terror, or disaster. Retrieved from https://www.ptsd.va.gov/professional/trauma/disaster-terrorism/stress-mv-t-dhtml.asp
- U.S. Department of Veterans Affairs National Center for PTSD. (n.d.). Mental health reactions after disaster [PDF]. Retrieved from https://dmh.dc.gov/sites/default/files/dc/sites/dmh/publication/attachments/Mental%20Health%20Reactions%20after%20Stress.pdf
- U.S. Fire Administration. (2015). Operational lessons learned in disaster response [PDF]. Retrieved from https://www.usfa.fema.gov/downloads/pdf/publications/operational_lessons_learned_in_disaster_response.pdf
- Virginia Department of Emergency Management. (n.d.). Commonwealth of Virginia Emergency Operations Plan (COVEOP). Retrieved from http://www.vaemergency.gov/emergency-management-community/emergency-management-plans/

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.

Library

The following suggested readings may be available in the Capella University Library. 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. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Brooks, J. M., Bodeau, D., & Fedorowicz, J. (2013). Network management in emergency response: Articulation practices of state-level managers—Interweaving up, down, and sideways. *Administration & Society*, *45*(8), 911–948.
- Foster, D. A. (2013). Visualizing disaster response: Interagency information sharing. *Engineer*, *43*(2), 18–20.
- Gamboa-Maldonado, T., Marshak, H. H., Sinclair, R., Montgomery, S., & Dyjack, D. T. (2012). Building capacity for community disaster preparedness: A call for collaboration between public environmental health and emergency preparedness and response programs. *Journal of Environmental Health*, *75*(2), 24–9.
- Goodman, W. (2008). Making consequence management work: Applying the lesson of the joint terrorism task force. *Homeland Security Affairs*, *4*, Supp. Essays 1.
- Hall, D. (2016). Get up to speed with all-hazards emergency planning. *Briefings on Hospital Safety*, *24*(10), 11–12.
- Herman, B. (2016). The other victims of gun violence. *Modern Healthcare*, *46*(26), 18–25.
- NewsRx. (2016). Post-traumatic stress disorders; recent findings in post-traumatic stress disorders described by researchers from Concordia University. *Psychology & Psychiatry Journal*, 175.
- Ryan, M. (2013). Planning in the emergency operations center. *Technological Forecasting & Social Change*, *80*(9),1725–1731.
- United States Department of Justice. (2014). *Central Texas joint terrorism task force arrests two for allegedly providing material support to terrorists* [Press release].

External Resource

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- Abramson, M., Chao, W., Macker, J., & Mittu, R. (2008). Coordination in disaster management and response: A unified approach. In Jamali, N., Scerri, P., & Sugawara, T. (eds.) Massively Multi-Agent Technology. AAMAS 2007. *Lecture Notes in Computer Science*, 5043. Springer: Berlin, Heidelberg. Retrieved from https://link.springer.com/chapter/10.1007/978-3-540-85449-4_12
- American Red Cross. (n.d.). Become a volunteer. Retrieved from http://www.redcross.org/volunteer/become-a-volunteer#step1
- Corporation for National & Community Service. (n.d.). Working with local emergency management organizations to coordinate disaster-related activities. Retrieved from https://www.nationalservice.gov/resources/disaster-services/working-local-emergency-management-organizations-coordinate-disaster
- Dane County, WI. (n.d.). Dane County natural hazard mitigation plan. Retrieved from https://em.countyofdane.com/Mitigation-Plan
- Direct Relief.org. (n.d.). Responding to Louisiana flooding. Retrieved from https://www.directrelief.org/2016/08/emergency-update-louisiana-flooding/
- Emergency Public Health. (2014, Jul. 14). PTSD in emergency workers [Blog post]. Retrieved from https://emergencypublichealth.net/2014/07/14/ptsd/

- Facebook. (n.d.). <u>FEMA fan page.</u> Retrieved from https://www.facebook.com/FEMA/
- Federal Bureau of Investigation. (n.d.). <u>Mission & priorities.</u> Retrieved from https://www.fbi.gov/about/mission
- Federal Bureau of Investigation. (n.d.). <u>Testimony: War on terrorism.</u> Retrieved from https://archives.fbi.gov/archives/news/testimony/war-on-terrorism
- FEMA. (n.d.). <u>Learn about Presidential Policy Directive 8.</u> Retrieved from https://www.fema.gov/learn-about-presidential-policy-directive-8
- Info Entrepreneurs. (n.d.). <u>Crisis management and business continuity planning.</u> Retrieved from http://www.infoentrepreneurs.org/en/guides/crisis-management-and-business-continuity-planning/
- Insurance Institute for Business and Home Safety. (n.d.). <u>Every business should consider a risk and vulnerability assessment [PDF].</u> Retrieved from https://disastersafety.org/wp-content/uploads/Risk-Vulnerability-Assessment_IBHS.pdf
- Microsoft. (n.d.). <u>APA style report (6th edition) [DOTX].</u> Retrieved from https://templates.office.com/en-us/APA-style-report-6th-edition-TM03982351
- Microsoft. (n.d.). <u>Memos.</u> Retrieved from https://templates.office.com/en-us/Memos
- Oklahoma Department of Civil Emergency Management. (n.d.). <u>After action report Alfred P. Murrah Federal Building bombing 19 April 1995 in Oklahoma City, Oklahoma [PDF].</u> Retrieved from https://www.ok.gov/OEM/documents/Bombing%20After%20Action%20Report.pdf
- St. Louis County, Missouri. (n.d.). <u>Four phases of emergency management.</u> Retrieved from http://www.stlouisco.com/LawandPublicSafety/EmergencyManagement/TheFivePhasesofEmergencyManagement
- State of Maryland. (n.d.). <u>Anti-Terrorism Advisory Council (ATAC) of Maryland.</u> Retrieved from http://www.mcac.maryland.gov/about_mcac/our_mission/atac/
- Steen, M. (2014, Sep 15). <u>How to recruit, retain, and organize volunteers [Blog post].</u> Retrieved from: http://www.govtech.com/em/training/How-to-Recruit-Retain-Organize-Volunteers.html
- Stone, A. (2013, Sep. 30). <u>Beyond debriefing: How to address responders' emotional health [Blog post].</u> Retrieved from http://www.govtech.com/em/training/Beyond-Debriefing-Responders-Emotional-Health.html
- U.S. Department of Education. (n.d.). <u>Guide for developing high-quality school emergency operations plans [PDF].</u> Retrieved from https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf
- U.S. Geological Survey. (n.d.). <u>Natural hazards.</u> Retrieved from https://www2.usgs.gov/natural_hazards/
- Wimberly, R. (2014, Nov. 3). <u>Facebook now offering alerting in emergencies [Blog post].</u> Retrieved from http://www.govtech.com/em/emergency-blogs/alerts/Facebook-Now-Offering-Alerting-in-Emergencies.html
- Wimberly, R. (2015, Mar. 18). <u>What's next for alerting via social media? [Blog post].</u> Retrieved from http://www.govtech.com/em/emergency-blogs/alerts/Whats-Next-for-Alerting-Via-Social-Media.html

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

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- 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 ≫ Overview of Disaster Management

Introduction

Emergency Response

The 9/11 attacks led to a reorganization of the federal government and the creation of the Department of Homeland Security. This emphasis on improving the disaster response capabilities of the United States also provided substantial state and local funding for emergency planning and response. While there are some variations in how disaster response agencies plan for and respond to incidents, they are all generally organized under the federal emergency response framework. Federal, state, and local disaster response agencies continued to evolve to better address the changing threats.

Emergency managers have an integral role in disaster response by ensuring their organizations develop appropriate plans and train personnel to respond effectively to a wide variety of hazards. Due to the complexity and multitude of types of disasters, agencies have followed the federal government's lead in adopting an "all-hazard" approach to address their response capabilities. Emergency managers are charged with leading all aspects of emergency preparedness and ensuring response capabilities are adequate.

Emergency management is often described as a four-phase cycle consisting of *preparedness*, *response*, *recovery*, and *mitigation*. A modern view of the cycle considers preparedness an overall objective and adds *prevention* and *protection* to the cycle (McEntire, 2015). As you read the course materials, it is important to understand this variation and that there are variations in how prevention and protection are addressed as part of the planning cycle.

Volunteers are often essential to provide an effective response during a disaster. Some volunteer organizations, such as the American Red Cross, focus extensively on disaster response and recovery, while others, like the United Way and the Boy Scouts of America, provide supplies and people to support the efforts. Volunteer organizations include nonprofits, faith-based organizations, community organizations, and citizen volunteers such as Community Emergency Response Teams (CERTs).

The Unit 1 and Unit 2 studies and discussions are designed to prepare you for the first assignment of the course in Unit 2. By understanding the role of an emergency manager and the partners who work closely together during an actual disaster, you will develop a broad understanding of emergency management.

Reference

McEntire, D. A. (2015). *Disaster response and recovery: Strategies and tactics for resilience* (2nd ed.). Hoboken, NJ: Wiley.

Course Resources

Are You Ready?

Learning Activities

u01s1 - Studies

Readings

Use the *Disaster Response and Recovery: Strategies and Ractics for Resilience* library e-book to read the following:

- Chapter 1, "Knowing What to Expect," pages 1–42. Use this chapter to identify types of hazards that your community may face and how they may impact your community. Starting on page 3 you will find information on the cycles of emergency management that will assist with our first discussion.
- Chapter 2, "Understanding the Actors," pages 44–70. This chapter will identify the various groups that often work in disaster response, including volunteer groups, which are part of a Unit 1 discussion. This chapter will also prepare you for the Unit 2 discussion.

Use the Capella University Library to read the following:

- Harman, P. L., & Pinto, M. A. (2007). Disaster response: Safety & health guidelines for volunteers. *Professional Safety*, *52*(10), 61–63. This article will form the basis of a discussion in this unit.

Use the Internet to read the following in preparation for the discussions in this unit:

- FEMA. (n.d.). Phases of emergency management [PDF], pages 1–4. Retrieved from https://www.hsdl.org/?view&did=488295
- Presidential Directive PPD-8, National Preparedness [PDF], pages 1–6.

Multimedia

Click **Emergency Management Process** to view the illustration.

Internet Resources

Use the Internet to complete the following:

- FEMA. (n.d.). *Anatomy of an emergency* [Video]. | Transcript. Available from https://www.fema.gov/media-library/assets/videos/79381
- FEMA. (n.d.). *Volunteers help Minnesota recover* [Video]. | Transcript. Available from https://www.fema.gov/media-library/assets/videos/128269#
- Find out which organizations in your state are part of National Volunteers Active in Disasters (NVOAD) in preparation for an upcoming discussion. Retrieved from www.nvoad.org/voad-members/stateterritory-members/

Suggested Readings

Use the Capella library and the Internet to read the following:

- American Red Cross. (n.d.). Become a volunteer. Retrieved from http://www.redcross.org/volunteer/become-a-volunteer#step1

- FEMA. (n.d.). A whole community approach to emergency management: Principles, themes, and pathways for action [PDF]. Retrieved from https://www.fema.gov/media-library-data/20130726-1813-25045-0649/whole_community_dec2011__2_.pdf
- FEMA. (n.d.). Learn about Presidential Policy Directive 8. Retrieved from https://www.fema.gov/learn-about-presidential-policy-directive-8
- Seale, G. S. (2010). Emergency preparedness as a continuous improvement cycle: Perspectives from a postacute rehabilitation facility. *Rehabilitation Psychology, 55*(3), 247–254.
- Steen, M. (2014, Sep 15). How to recruit, retain, and organize volunteers [Blog post]. Retrieved from: http://www.govtech.com/em/training/How-to-Recruit-Retain-Organize-Volunteers.html

Suggested Resources

Join a highly committed community of learners, faculty, and coaches in the Community of Excellence. On the COE page, explore resources such as the Writing Studio and Community Conversations.

Course Resources

Emergency Management Process

u01s1 - Learning Components

- Study strategies to deal with volunteer communication, coordination, and safety challenges.
- Examine the role and responsibilities of a local emergency manager.
- Describe how the overall structure and functions of the emergency planning cycle relate to disaster response efforts.

u01s2 - Prepare for Unit 2

Preparation for Unit 2 Assignment

For your first assignment, in Unit 2, you will prepare a PowerPoint presentation with presenter's notes. You are encouraged to look ahead so you have time to think about the assignment and ask your instructor any questions you may have ahead of time. You may wish to watch the Microsoft video *Create Your First PowerPoint 2010 Presentation* before beginning Unit 2.

u01s3 - 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 Cycle

Introduction

Emergency management is often referred to in phases to help address the activities that occur before, during, and after a disaster. These phases include *preparedness, response, recovery,* and *mitigation*. However, with a concerted effort to avoid terror attacks, there is increasing agreement that *prevention* and *protection* should also be included in the framework. Developing a working understanding of each phase will help emergency managers and other partners in disaster response have a better understanding of the full spectrum of duties related to emergency management.

The focus of this discussion is to improve your understanding of each phase of the emergency management cycle and build a broad understanding of how it applies to emergency preparedness. You will employ the learning from this discussion in your first assignment.

Instructions

1. Identify one phase of the emergency management cycle (preparedness, response, recovery, mitigation, prevention, or protection) and describe the responsibilities associated with the phase.
2. Describe the importance of your chosen phase to the overall cycle.
3. What positive influence does good performance of your chosen phase have on the other phases?
4. Cite all references. The Capella Criminal Justice Undergraduate Research Guide is linked in Resources for your convenience.

Response Guidelines

Respond to the posts of at least two of your fellow learners and provide substantive feedback on their understanding of a phase of the emergency management cycle. Consider the relationship of the phases that differ from the one you chose and how the phases work together to respond to and manage disasters. Do you have any suggestions to build a more complete understanding of the phases?

Refer to the Discussion Participation Scoring Guide for more information on how your participation in discussions will be graded.

Course Resources

CJ Discussion Scoring Guide

Criminal Justice Undergraduate Library Research Guide

APA Style & Format

Approved CJ Universal Discussion Participation Rubric

Community of Excellence

- Describe how the overall structure and functions of the emergency planning cycle relate to disaster response efforts.

u01d2 - Volunteers in Emergency Management

Introduction

The response and recovery phases of emergency management place a heavy emphasis on the use of volunteers, as it is through the use of volunteers that communities are able to recover quickly from a disaster while managing costs.

Volunteers can come from various organizations; some are affiliated with disaster response organizations and others arrive with little or no disaster experience. Chapter 2 of your *Disaster Response and Recovery* text provides a list of different types of volunteers and examples of how they may assist with disaster response and recovery. Many state and local emergency management organizations also maintain lists of local volunteers or contact information to organizations that manage multiple volunteer organizations. National Volunteers Active in Disasters (NVOAD) is one such organization that maintains a list of volunteer organizations willing to aid in disaster response.

For this discussion you will identify one volunteer organization that may assist with disaster response.

Instructions

1. Identify one disaster response volunteer organization from your text or the NVOAD Web site.
2. Describe the affiliation (nonprofit, faith-based, community group, and so on).
3. Discuss the type of assistance the volunteer organization provides during a disaster and information about their organization (such as experience responding to disasters, number of volunteers, training).
4. What might be the management concerns in a disaster response with "unaffiliated" or "self-deployed" volunteers? Provide additional insight on how emergency managers may better manage volunteers to ensure their work complements the overall objectives.

Response Guidelines

Respond to the posts of at least two learners and provide substantive feedback on their choices of volunteer organizations for disaster response. Offer additional insight related to the role of the organization and the use of the disaster volunteers in the United States.

Review the Discussion Participation Scoring Guide for more information on how your participation in discussions will be graded.

Course Resources

CJ Discussion Scoring Guide

Approved CJ Universal Discussion Participation Rubric

Disaster Response and Recovery: Strategies and Ractics for Resilience

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u01d2 - Learning Components

- Study strategies to deal with volunteer communication, coordination, and safety challenges.

Unit 2 ≫ The Emergency Management Professional

Introduction

Emergency Professionals at Work

Emergency management responsibilities can rest within a variety of positions within a community. Some agencies employ a limited staff to coordinate planning, response, training, and funding activities, while others will combine the responsibility with existing positions such as a police or fire chief. While the location of the emergency management responsibilities may vary from one community to the next, the primary expectations of disaster preparedness and the need to develop partnerships is constant.

According to Huder (2012), the use of a *liaison group* that includes various emergency management stakeholders can enhance emergency management activities within a community. The involvement of multiple divisions within government (public safety, medical, IT, public information, and so on) is

necessary to address the full range of activities in an Emergency Operations Plan (EOP); when participants in the EOP collaborate throughout the emergency management cycle, a community benefits.

Whether the emergency manager is a dedicated position or shared with other major responsibilities, such as fire chief, it is expected that the emergency manager will serve as a community leader to improve disaster response capabilities. This includes informing other government officials about the importance of emergency management and providing an overview of planning efforts.

In Unit 2, the discussion will focus on the various response agencies that would participate in the liaison group, their roles, and coordination challenges they may experience. The first unit assignment is designed to combine your learning from Unit 1 and Unit 2 and develop presentation skills through the creation of a PowerPoint presentation with presenter's notes explaining the role of an emergency manager, identifying the phases of emergency management and the key elements of an Emergency Operations Plan (EOP).

References

Huder, R. C. (2012). *Disaster operations and decision making*. Hoboken, NJ: Wiley.

Course Resources

Emergency Professionals at Work

Learning Activities

u02s1 - Studies

Readings

Use the *Disaster Operations and Decision Making* library e-book to read the following:

- Chapter 7, "The National Incident Management System and the Incident Command System," pages 127–157. Peruse this chapter to identify some common terms used at National Incident Management System (NIMS) and how Emergency Support Functions (ESFs) are used as part of emergency planning to manage disaster response.
- Chapter 9: "Building the Team: The Core Liaison Group," page 173–189. This chapter describes the roles of various emergency management professionals. You will work with these roles in your upcoming assignments and in future units.

Use the *Disaster Response and Recovery: Strategies and Ractics for Resilience* library e-book to read the following:

- Chapter 10, "Overcoming Typical Challenges: Vital Considerations for Response and Recovery," pages 307–313. This chapter provides tips to avoid communication and coordination mistakes that can occur when numerous organizations work together to manage a disaster.
- Chapter 13: "Writing an EOP," pages 460–461.

Use the Capella library to complete the following:

- Weaver, E. (2014, Aug 05). City's emergency operations plan gets an update. *Times News.*
- Research a topic in the Criminal Justice Undergraduate Research Guide.

Internet Resources

Use the Internet to read pages 6–16 of the following article and watch the video in preparation for the discussions in this unit:

- FEMA. (n.d.). A whole community approach to emergency management: Principles, themes, and pathways for action [PDF]. Retrieved from https://www.fema.gov/media-library-data/20130726-1813-25045-0649/whole_community_dec2011__2_.pdf
- FEMA. (n.d.). *Strengthening relationships for long term recovery* [Video]. Available from https://www.fema.gov/blog/2011-07-08/video-strengthening-relationships-long-term-recovery

Audiovisual Media

- Click **Guidelines for Effective PowerPoint Presentations** to view the interactive.

Suggested Resources

Use the Capella library and the Internet to complete the following:

- King, P. (2013). Commanding the storm. *Firehouse*, *38*(12), 56–59.

- Microsoft. (n.d.). *Video: Create your first PowerPoint 2010 presentation* [Video]. Available from https://support.office.com/en-US/article/Video-Create-your-first-PowerPoint-2010-presentation-50732ad4-49b3-44c1-9b4d-fa5e73eb47d1
- US Fed News Service, Including US State News. (2016). *Draft emergency operations plan for county available for review* [Press release].

Course Resources

Guidelines for Effective PowerPoint Presentations

u02s1 - Learning Components

- Describe how the overall structure and functions of the emergency planning cycle relate to disaster response efforts.
- Understand the planning team: what should be included as part of the plan, which groups constitute a core liaison group (law enforcement, EMT, fire, public works, IT, public health, medical).
- Describe the responsibilities associated with each phase of the emergency management cycle.

u02a1 - Emergency Management Presentation

Assignment Description

Preparation

The ability to develop a presentation with presenter's notes is a valued job skill, and creating presentations is a typical task of an emergency manager. The presenter's notes provide the context for the bullet points, phrases, or visuals for each slide, supporting the presenter so he or she can feel confident during a presentation. Links for creating effective presentations, creating presenter's notes, and an example of a slide with presenter's notes are included in Resources.

Instructions

For this assignment, you will develop a presentation with presenter's notes using the software of your choice. Assume the role in the following scenario:

> You are a new emergency manager in your jurisdiction. You have been tasked with developing a presentation to inform a group of local elected officials with limited knowledge of emergency management about the role of emergency management in the community.

The presentation is intended to inform the elected officials on the role of emergency manager; describe the phases of the emergency management cycle: preparedness, response, recovery, and mitigation; and summarize the components of an emergency operation plan (base plan, emergency support functions, and hazard-specific plans).

- Develop an 8–10 slide presentation including title and reference slides. Remember that you must use language that your audience can understand, and be sure to define or explain any terminology.
- Each slide (with the exception of the title and reference slides) must have presenter's notes that explain the bullets, graphic, or phrases on the slide. The notes should be written as if you were talking to the group.

Create one slide for each of the following scoring guide criteria. Use bullet points, phrases, or create a graphic to convey your points clearly.

- Describe the overall structure of emergency management (state, local, and federal).
- Explain the key elements of the emergency operations plan (EOP) base plan, emergency support functions, annexes, and hazard-specific plans.
- Describe the preparedness phase of the emergency management cycle.
- Describe the response phase of the emergency management cycle.
- Describe the recovery phases of the emergency management cycle.
- Describe the mitigation phase of the emergency management cycle.
- Summarize the role and responsibilities of a local emergency manager.

Additional Requirements

- Follow guidelines for creating effective presentations.
- Include a minimum of 3 APA-formatted citations to support your statements.
- Write clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics. Run spell-check and grammar-check before submitting this assignment.
- Review the scoring guide for the assignment to ensure you meet all criteria.

How to Submit Your Assignment

This is a two-step process.

SafeAssign: All assignments must be submitted to SafeAssign.

1. Access SafeAssign through the link in the courseroom.
2. Submit your assignment using the draft folder.
3. Review the returned report and make changes as needed. (You may ignore any template matches.)

Submit Your Assignment for Grading: See the Campus tutorial Submit an Assignment (linked in 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

APA Style & Format

Submit an Assignment [PDF]

Criminal Justice Undergraduate Library Research Guide

How Do I Find Peer-Reviewed Articles?

Writing Feedback Tool

Video: Create Your First PowerPoint 2010 Presentation [Video]

Community of Excellence

u02d1 - Role of the Emergency Manager

Introduction

In most jurisdictions, the role of an emergency manager involves a close working relationship with other response organizations that will provide primary support during a disaster. Primary response organizations will often assign a liaison group to work closely with the emergency manager. Since many emergency managers have limited staff, they must coordinate the efforts of multiple emergency response organizations through the use of the liaison group, which will often control the personnel and resources essential for disaster response and work closely to manage a disaster. These organizations include, but are not limited to:

- Law enforcement.
- Fire department.
- Emergency medical services.
- Public works.
- Information systems/technology management.
- Public information.
- Public health.
- Medical.

Instructions

- Identify one organization that is part of a disaster liaison group.
- Describe the role and responsibilities of your chosen organization within the liaison group.
- Explain the communication and coordination challenges that liaison group members may experience with each other and possible strategies to overcome the challenges.
    - How can you ensure members follow established protocols?
    - How will each member know their particular role?

Response Guidelines

Respond to at least two posts and provide substantive feedback on the abilities of your fellow learners to build a comprehensive understanding of the role and responsibilities of liaison group members. Provide additional insight on how the group members may minimize communication and coordination challenges and specific actions that will resolve such issues.

Review the Discussion Participation Scoring Guide for more information on how your participation in discussions will be graded.

Course Resources

CJ Discussion Scoring Guide

Approved CJ Universal Discussion Participation Rubric

u02d1 - Learning Components

- Examine the role and responsibilities of a local emergency manager.

Unit 3 >> Preparing Before the Disaster

Introduction

Are We Prepared?

Emergency management professionals are busy developing response plans and training responders long before a disaster occurs. To accomplish these tasks it is essential for the emergency manager to understand the federal standards that apply the development of an all-hazards Emergency Operations Plans (EOP) and any specific threats that exist in your area of responsibility (McEntire, 2015). These elements are essential for a comprehensive emergency preparedness program.

As you learned in Unit 2, emergency managers spend significant time developing and revising EOPs to ensure that the plan will provide guidance during an actual disaster. Most EOPs have similar frameworks that include a base plan, either functional annexes or emergency support functions, and hazard-specific plans. The hazard-specific plans may include documents that guide operations in the case of terrorism, hurricanes, earthquakes, infectious disease, and many more disasters. This week you will be exposed to several real-world state EOPs to discuss their frameworks and how they differ from one state to the next. While most of the plans follow the federal framework, you will find that regional and stylistic differences occur.

One of the reasons emergency plans vary is that the result differs in the threats and response capabilities from state to state. For example, some coastal states are subject to seasonal exposure to hurricanes and others are not. This additional risk must be accounted for in the EOP and we often see an emphasis in the plan when a specific type of disaster is frequently encountered in the area.

To adequately understand risk to various natural, technological, and human-caused disasters, an emergency manager completes a *Threat and Hazard Identification and Risk Assessment* (THIRA). This process involves working with the liaison group or emergency management council to identify the risks to an area and the capability to sufficiently address them (McEntire, 2015). This week you will complete the first step of the THIRA process by identifying some threats in your own city or state. Your studies and a discussion in this unit will prepare you to identify threats in each of the threat categories: natural, technological, and human-caused.

Reference

McEntire, D. A. (2015). *Disaster response and recovery: Strategies and tactics for resilience* (2nd ed.). Hoboken, NJ: Wiley.

Course Resources

Crisis Ahead

Learning Activities

u03s1 - Studies

Readings

Use the *Disaster Operations and Decision Making* library e-book to read the following:

- Preface and Chapter 1, "The Emergency Manager: Leading in Crisis," pages x–18. This chapter discusses the role of the emergency manager before a disaster strikes and the importance of planning.

Use the *Disaster Response and Recovery: Strategies and Ractics for Resilience* library e-book to read the following, which will assist you in your upcoming discussion:

- Chapter 12, "Foreseeing the Future: Prior Lessons, Unrecognized Threats and Rising Vulnerability," pages 394–439. This chapter emphasizes three major categories of disaster: natural, technological, and violence. We learn from past disasters to plan for the future.
- Chapter 13, "Hazard and Vulnerability Assessment," pages 459–460. This section will help you begin to understand the importance of knowing the threats faced by your community.

Use the Internet to complete the following:

- Read Pages 1–5 and the template beginning on page 13 of this document describing the two major approaches to emergency planning—the use of 8 Core Functional Annexes and the use of 15 Emergency Support Function (ESF) Annexes—in preparation for an upcoming discussion:
  - Ohio Department of Public Safety. (n.d.). Developing and maintaining local emergency operation plans: Plan construction [PDF]. Retrieved from http://www.ema.ohio.gov/Documents/Plans_PlanDevelopmentCourse/Unit%204%20%20Plan%20Construction.pdf
- Review the Threat and Hazard Detection and Risk Assessment (THIRA) Template [DOC], which you will use for the second unit discussion. This will provide an explanation of the two primary types of planning formats that will be useful as you explore emergency plans in this unit.
- Read the following FEMA guide, paying particular attention to Section 3: Format and Function: Identify the Right Plan for the Job, subsections 3-1 to 3-5. This will provide an explanation of the two primary types of planning formats that will be useful as you review emergency plans as part of your Unit 3 discussion:
  - FEMA. (n.d.). Developing and maintaining emergency operations plans: Comprehensive preparedness guide (CPG) 101, version 2.0 [PDF]. Retrieved from https://www.fema.gov/pdf/about/divisions/npd/CPG_101_V2.pdf
- Read pages 13–22.2 in the following FEMA guide for examples of disaster threat descriptions in Table 1, which you will also use in an upcoming discussion:
  - FEMA. (n.d.). Threat and hazard identification and risk assessment guide: Comprehensive preparedness guide (CPG) 201, Supplement 1: Toolkit [PDF]. Retrieved from https://www.fema.gov/media-library-data/20130726-1831-25045-0138/cpg_201_supp_1_thira_guide_toolkit_final_040312.pdf

Multimedia

Click **Emergency Management Paradigms** to watch the animation.

Suggested Readings

Use the Capella library and the Internet to read the following:

- Gamboa-Maldonado, T., Marshak, H. H., Sinclair, R., Montgomery, S., & Dyjack, D. T. (2012). Building capacity for community disaster preparedness: A call for collaboration between public environmental health and emergency preparedness and response programs. *Journal of Environmental Health*, *75*(2), 24–9.
- Info Entrepreneurs. (n.d.). Crisis management and business continuity planning. Retrieved from http://www.infoentrepreneurs.org/en/guides/crisis-management-and-business-continuity-planning/
- Insurance Institute for Business and Home Safety. (n.d.) Every business should consider a risk and vulnerability assessment [PDF]. Retrieved from https://disastersafety.org/wp-content/uploads/Risk-Vulnerability-Assessment_IBHS.pdf
- U.S. Department of Education. (n.d.). Guide for developing high-quality school emergency operations plans [PDF]. Retrieved from https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

Course Resources

Emergency Management Paradigms

u03s1 - Learning Components

- Identify basic components of an EOP.
- Describe how the overall structure and functions of the emergency planning cycle relate to disaster response efforts.

u03s2 - Prepare for Assignment in Unit 4

Your next assignment, in Unit 4, requires you to analyze an authentic Emergency Operations Plan (EOP). We suggest you review the requirements for the assignment now and plan your time accordingly.

u03d1 - Components of an Emergency Operations Plan

Introduction

As part of your Unit 2 assignment, you identified the basic components of an emergency operations plan (EOP). While EOPs generally follow the format provided by FEMA, which includes a base plan, annexes, and hazard-specific guidance, the plans will vary based on geographical threats and whether the planning team decided to organize the plan using the 8 Core Functional Annexes or the 15 Emergency Support Function Annexes. Your reading this week from FEMA, Developing and Maintaining Emergency Plans, will provide you an understanding of the different approaches to planning.

This discussion will focus on the various approaches in the development of an EOP and considerations that go into developing an EOP. Select one of the emergency plans linked in Resources and address the questions included in the instructions.

Although these state plans are lengthy, you are only expected to find the pertinent information, using the table of contents and headings as a guide. In addition, you can search a PDF document by holding down the CTRL and F keys on your keyboard to activate the keyword search function for the document.

Instructions

Use the Threat and Hazard Detection and Risk Assessment (THIRA) Template linked in Resources to complete this discussion.

Select and review one of the state EOPs linked in Resources:

- Commonwealth of Virginia Emergency Operations Plan [PDF].
- State of California Emergency Plan [PDF].
- State of Florida Comprehensive Emergency Management Plan 2016 [PDF] or [Tagged PDF].
- State of Louisiana Emergency Operations Plan [PDF].
- State of New Mexico All-Hazard Emergency Operations Plan [PDF].

Address the following in your main post:

- Identify the state of the plan you selected and provide additional details associated with the revision process (last revised, when plan calls for revision, planning partners, and so on).
- Describe the methodology used to formulate the plan (functional annexes or emergency support function) and indicate if the plan provides an all-hazard approach or specific threat planning.
- Explain your evaluation of the plan as it relates to your reading and if the plan addresses the threats that you reasonably anticipate for the selected state.

Response Guidelines

Respond to at least two posts and provide substantive feedback to your fellow learners to compare and contrast the reviews of the EOPs. How are the plans similar or different? Does the focus of the plan change from one state to the next, and is there justification for different approaches?

Review the Discussion Participation Scoring Guide for more information on how your participation in discussions will be graded.

Course Resources

CJ Discussion Scoring Guide

Commonwealth of Virginia Emergency Operations Plan [PDF]

State of California Emergency Plan [PDF]

State of FloridaComprehensive Emergency Management Plan [PDF]

State of Florida Comprehensive Emergency Management Plan [Tagged PDF]

Threat and Hazard Identification and Risk Assessment (THIRA) Template
Community of Excellence
Approved CJ Universal Discussion Participation Rubric
State of New Mexico All-Hazard Emergency Operations Plan [PDF]
Plan Construction [PDF]
State of Louisiana Emergency Operations Plan [PDF]

u03d1 - Learning Components

- Identify basic components of an EOP.
- Describe how the overall structure and functions of the emergency planning cycle relate to disaster response efforts.

u03d2 - Threat Assessment

Introduction

Emergency managers are often responsible for conducting risk assessments to determine the potential disasters that may strike their areas. The emergency manager will review past disasters and consider the potential of disasters from all three disaster categories: natural, technological, and human-caused, to provide an emergency planning team an understanding of the various threats that must be accounted for when planning and training.

This discussion will involve the completion of the first step of a threat and hazard identification and risk assessment (THIRA) by developing threat and hazard description statements.

Instructions

- Complete the Threat and Hazard Identification and Risk Assessment (THIRA) Template linked in Resources.
- Copy and paste the table from the template as your main discussion post.
- Provide references for all sources used to assist with the completion of the template.

Response Guidelines

Respond to the posts of at least two peers and provide substantive feedback to build additional understanding of how the threat and hazard identification may be used to complete the risk assessment. Offer suggestions for the next steps toward completing the risk assessment and how the identified risks might be addressed during EOP planning or training for response. How do the threats identified by your fellow learners differ from threats in your area?

Course Resources
CJ Discussion Scoring Guide
Approved CJ Universal Discussion Participation Rubric
Threat and Hazard Identification and Risk Assessment (THIRA) Template

u03d2 - Learning Components

- Identify basic components of an EOP.
- Describe how the overall structure and functions of the emergency planning cycle relate to disaster response efforts.
- Use the lexicon of the emergency management field.
- Study an EOP according to criteria.

Unit 4 ≫ Interagency Collaboration

Introduction

Working Together

One of the critical first steps an emergency management must take when notified of disaster is to activate the Emergency Operations Plan (EOP) (McEntire, 2015), which likely will lead to a gathering of many department supervisors to assign command responsibilities such as operations, planning, logistics, and finance. Additional staff with specialized knowledge will be assembled to assist with communications, media, administrative support, and liaise with other involved organizations in an emergency operations center (EOC). The early activation of the EOC will provide a site for the collection of information, sharing of options, and communication with other disaster response personnel (Huder, 2012). At the beginning of a disaster, the focus will be supporting the initial field response.

The organization of an EOC is flexible and the positions can expand or contract to meet the needs of the incident (Huder, 2012); for example, incidents that are unlikely to result in significant purchases or disaster reimbursement may not require a finance section. And in the case of a large-scale emergency, the organization can also expand to interact with multiple EOCs in other jurisdictions or accommodate the growing responsibilities within the operations section such as public works, police, fire, FBI, or military.

Depending on the scope of the disaster, the activation of an EOC may be partial or full, often according to numerically labeled values. A Level 1 activation is a full activation of the EOC and all assigned staff report to the EOC. In situations of lesser magnitude, the EOC may be activated as either a Level 2: partial activation or Level 3: day-to-day monitoring (McEntire, 2015). When an EOC is at a Level 2 activation, only the necessary emergency support functions (ESFs) will report and EOC operations will be limited to daytime hours. A Level 3 activation often results in the monitoring of a situation through regular communication such as e-mail. Hurricanes often start as a Level 3 and advance to a Level 1 if they reach land. It is common for different jurisdictions to have a modified description of the EOC activation levels.

References

Huder, R. C. (2012). *Disaster operations and decision making*. Hoboken, NJ: Wiley.

McEntire, D. A. (2015). *Disaster response and recovery: Strategies and tactics for resilience* (2nd ed.). Hoboken, NJ: Wiley.

Course Resources

United in Pursuit of Success

Learning Activities

u04s1 - Studies

Readings

Use the *Disaster Operations and Decision Making* library e-book to read the following:

- Chapter 5, "The Emergency Operations Center," pages 79–108. This chapter describes the venue where interagency coordination of disaster response occurs: the emergency operations center (EOC). This information will be useful in the discussion this week and throughout the remainder of the course.

Use the *Disaster Response and Recovery: Strategies and Ractics for Resilience* library e-book to read the following:

- Chapter 5, "Implementing Initial Response Measures: Hazard Detection, Warning, Evacuation, and Sheltering," pages 128–134. This section identifies the initial step in disaster response and emphasizes the need for early activation of the EOC.

Use the Capella library to complete the following:

- Research a topic using the Criminal Justice Undergraduate Research Guide.
- Shouldis, W. (2010). The emergency operations center: A vital preparedness tool. Fire Engineering, 163(5), 71–72, 74, 76.
- Waugh, W. L. (2006). Mechanisms for collaboration: EMAC and Katrina. *Public Manager*, *35*(4), 12–15.

Use the Internet to complete the following:

- FEMA. (2016). National response framework (3rd ed.) [PDF], "Introduction," pages 1–4, "Scope," pages 5–7, and "Roles and Responsibilities," pages 8–15. Retrieved from https://www.fema.gov/media-library-data/1466014682982-9bcf8245ba4c60c120aa915abe74e15d/National_Response_Framework3rd.pdf

In preparation for the Unit 4 assignment, choose one of the following state plans and evaluate one of the hazard-specific plans that are included in the overall plan. The assignment will guide you to describe the specific hazard and features such as specific concerns, training, and resources that will be used to mitigate against, prepare for, respond to, and recover from the hazard. Scan the headings to locate pertinent information for the assignment.

- Commonwealth of Virginia Emergency Operations Plan (COVEOP) [PDF]. Retrieved from from http://www.vaemergency.gov/emergency-management-community/emergency-management-plans/
- State of Florida Comprehensive Emergency Management Plan 2016 [PDF]. Retrieved from http://www.floridadisaster.org/documents/CEMP/2016/2016%20State%20CEMP%20(COMPLETE%20FINAL%20DRAFT).pdf Accessible version here.
- State of California Emergency Plan [PDF]. Retrieved from http://www.caloes.ca.gov/PlanningPreparednessSite/Documents/00%20SEP%207-01-09%20covrev%20(12).pdf

Suggested Readings

Use the Capella library and the Internet to read the following:

- Abramson, M., Chao, W., Macker, J., & Mittu, R. (2008). Coordination in disaster management and response: A unified approach. In Jamali, N., Scerri, P., & Sugawara, T. (eds.) Massively Multi-Agent Technology. AAMAS 2007. *Lecture Notes in Computer Science*, 5043. Springer: Berlin, Heidelberg. Read the two Preview pages; additional content requires a fee. Retrieved from https://link.springer.com/chapter/10.1007/978-3-540-85449-4_12
- Brooks, J. M., Bodeau, D., & Fedorowicz, J. (2013). Network management in emergency response: Articulation practices of state-level managers—Interweaving up, down, and sideways. *Administration & Society*, *45*(8), 911–948.
- Corporation for National & Community Service. (n.d.). Working with local emergency management organizations to coordinate disaster-related activities. Retrieved from https://www.nationalservice.gov/resources/disaster-services/working-local-emergency-management-organizations-coordinate-disaster
- Foster, D. A. (2013). Visualizing disaster response: Interagency information sharing. *Engineer*, *43*(2), 18–20.
- Ryan, M. (2013). Planning in the emergency operations center. *Technological Forecasting & Social Change*, *80*(9), 1725–1731.

u04a1 - Analyze an Emergency Operations Plan (EOP)

Preparation

This assignment is intended to familiarize you with the primary document used for disaster response: the emergency operations plan (EOP). The EOP is a risk-based, all-hazard response plan. It identifies which authorities will manage a disaster, who will perform tasks, and what will be done before, during, and after a disaster.

Developed with input from all partners in emergency management and intended to align with local, state, and federal guidelines, the EOP is *the* guiding document used by emergency managers. For this assignment, you will evaluate the detail of a state EOP. Through the evaluation of an existing state EOP, you will become familiar with the elements of the plan and the response.

Instructions

1. Select a state plan as the basis for the assignment in this unit. Scan the headings to locate pertinent information for the assignment. (You may choose another state plan with permission from your instructor.) Identify the state plan you are reviewing.
2. Use your selected EOP and the EOP Development and Review Checklist, linked in Resources, as a guide for analyzing the EOP you choose. This checklist is a modified version of an authentic document used in the profession. Use this to take notes as you review the plan; do *not* submit the checklist for this assignment.
3. Write an analysis of an EOP hazard-specific plan. Your audience is a state director of emergency management. An APA template is linked in Resources for your convenience; use of it is optional. Use the following headings for your report:
    - **Hazard-Specific Plan**
        - Analyze one hazard-specific plan from the selected EOP.
        - Provide a brief summary of that particular hazard-specific plan.
    - **Mitigation**
        - Analyze specific concerns, capabilities, training, procedures, agencies, and resources that will be used to mitigate against the identified hazard.
    - **Preparation**
        - Analyze specific concerns, capabilities, training, procedures, agencies, and resources that will be used to prepare for the identified hazard.

- ◦ **Response**
  - ▪ Analyze specific concerns, capabilities, training, procedures, agencies, and resources that will be used to respond to the identified hazard.
- ◦ **Recovery**
  - ▪ Analyze specific concerns, capabilities, training, procedures, agencies, and resources that will be used to recover from the identified hazard.

Additional Requirements

- Write clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics.
- Use spell-check and grammar-check to make sure your document is clear and correct before submitting your assignment.

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

Writing Feedback Tool

Criminal Justice Undergraduate Library Research Guide

EOP Development and Review Checklist [DOC]

APA Report Template [DOTX]

u04d1 - EOC Operations

Introduction

An emergency operations center (EOC) is a site where emergency management officials coordinate efforts and provide support for response personnel working in the field. The organization and configuration of most EOCs follow the National Incident Command System (NIMS), and the EOC is designed to expand or contract based on the complexity of the disaster. During the initial phases, the EOC may arrange to fill an immediate need of personnel, equipment and supplies to support ongoing field operations. As the duration of a disaster extends, the EOC evolves into an interagency decision-making command center. In this discussion, you will serve as the incident commander of a developing incident and identify an operating structure for EOC staff assignment.

Instructions

Based on your reading in Chapter 5 in your *Disaster Operations and Decision Making* text, consider the following scenario and the roles and responsibilities you would assign within the EOC.

As the incident commander, describe how you will organize the EOC and the key positions you will assign. Also, consider support positions such as media, liaisons, and policy support. Identify the activation level of the EOC (for example, level 3 monitoring, level 2 partial activation, level 1 full activation). Finally, explain why you selected your approach and any alternatives you considered.

Scenario: You are the county emergency manager for a mostly rural county and you were notified by a local emergency manager that the water treatment plant that provides water to two small communities in your area has experienced a power failure and the system will not be repaired for two days. The local emergency manager shares that the two communities are activating their EOCs, but their resources are limited, so they request the county activate the county EOC during the daytime to help coordinate the operations and personnel that will be needed in both communities. You agree to the request.

Response Guidelines

Respond to the posts of at least two fellow learners, providing substantive feedback to assist in building an EOC structure that will address the anticipated needs of the two communities. Offer suggestions that will strengthen the organizational structure and reflect on how other EOC structures differ from your own.

Course Resources

u04d1 - Learning Components

- Identify basic components of an EOP.
- Describe how the overall structure and functions of the emergency planning cycle relate to disaster response efforts.
- Understand the planning team: what should be included as part of the plan, which groups constitute a core liaison group (law enforcement, EMT, fire, public works, IT, public health, medical).
- Use the lexicon of the emergency management field.

Unit 5 ≫ Natural Disasters Strategy and Response

Introduction

Natural Disaster

Natural disasters are multifarious, having "atmospheric, geologic, hydrologic, seismic, volcanic, and wildfire origins" (McEntire, 2015, p. 8). Common natural disasters experienced in the United States include hurricanes, earthquakes, flooding, tornadoes, wildfires, and incidents related to excessive heat or cold. As all areas are prone to one or more of these environmental disasters, emergency managers must ensure a proper risk assessment has identified the natural disasters of concern and established plans to respond and mitigate against these forces of nature.

As emergency preparedness professionals transition from the planning for disasters into response, an organized and detailed all-hazard emergency operations plan (EOP) becomes a useful tool for decision-making within the emergency operations center (EOC). Whether the EOP is written using emergency support functions (ESFs), core annexes, or hazard-specific planning, the process of identifying incident priorities and overall objectives is unchanged.

To understand which actions must be taken during a disaster, the EOC must develop an incident action plan (IAP) that details the response objectives and prioritizes the actions to be taken. Huder (2015) provides a simplified approach to decision-making that will allow EOC staff to develop the IAP using a three-question test that can be applied to each ESF or active annex in the EOC. The answers to the questions, What do you have? What do you need to do? and What do you need to do it? are placed into a priority system that considers life-safety actions as the highest priority, followed by critical infrastructure and property damage. This process helps the EOC develop a common operating picture and understanding of the actions that will be taken.

References

Huder, R. C. (2012). *Disaster operations and decision making*. Hoboken, NJ: Wiley.

McEntire, D. A. (2015). *Disaster response and recovery: Strategies and tactics for resilience* (2nd ed.). Hoboken, NJ: Wiley.

Course Resources

Flooding in Northern California

Learning Activities

u05s1 - Studies

Readings

Use the *Disaster Operations and Decision Making* library e-book to read the following:

- Chapter 2, "Crisis Decision Making," pages 19–37. During disaster operations, the conditions are uncertain and rapidly unfolding, requiring the development of a clear prioritization scheme for action and systems to aid decision-making. This chapter will provide such a framework.
- Chapter 3, "Disaster Operations: The Art of Operations," pages 39–65. This chapter introduces you to the complexities of managing a real-world disaster. Your knowledge of managing a crisis will continue to build over the next three weeks.

Use the *Disaster Response and Recovery: Strategies and Ractics for Resilience* library e-book to review the following:

- Chapter 1, "Types of Hazards," pages 7–19. Information on natural hazards in this chapter will be useful in a Unit 5 discussion.

Use the Capella library and the Internet to complete the following:

- British Broadcasting Corporation (BBC). (n.d.). *Thousands evacuate Californian homes amid dam collapse fears* [Video]. Available from http://www.bbc.com/news/world-us-canada-38954475
- CNN (2017). Evacuations ordered over concerns at California dam system. Retrieved from http://www.cnn.com/2017/02/12/us/california-oroville-dam-failure/
- Duemmel, B. (2011). Focus on terrorism preparedness leaves fire service vulnerable to natural disasters. *Firehouse*, *36*(7), 22.
- U.S. Fire Administration. (2015). Operational lessons learned in disaster response [PDF], 1–52. Retrieved from https://www.usfa.fema.gov/downloads/pdf/publications/operational_lessons_learned_in_disaster_response.pdf
- Waugh, W. L., (2006). Mechanisms for collaboration: EMAC and Katrina. *Public Manager*, 35(4), 12–15. This article examines the role of emergency management assistance compact (EMACs) and how they coordinate networks of collaboration. EMACs are a state-to-state mutual aid agreement that provide prescribed liability protection, license recognition, and reimbursement procedures during disaster response. EMACs also foster greater interstate collaboration in training, exercising, and planning.

Suggested Internet Resources

- Dane County, WI. (n.d.). Dane County natural hazard mitigation plan. Retrieved from https://em.countyofdane.com/Mitigation-Plan
- Direct Relief.org. (n.d.). Responding to Louisiana flooding. Retrieved from https://www.directrelief.org/2016/08/emergency-update-louisiana-flooding/
- U.S. Geological Survey. (n.d.). Natural hazards. Retrieved from https://www2.usgs.gov/natural_hazards/

u05d1 - Types of Natural Disasters

Introduction

When faced with a natural disaster, emergency management officials activate the Emergency Operations Center (EOC) and retrieve the Emergency Operations Plan (EOP) to direct the response. In this discussion, you will apply your knowledge of disaster planning and explain how an EOP would be used to respond to a natural disaster.

Instructions

1. Use your natural disaster type and description from the Unit 3 discussion.
2. Locate an EOP from your own state or use one of the EOPs from the Unit 3 discussion. *Note:* if you use one of the sample EOPs from the discussion, make sure your chosen EOP addresses the type of natural disaster that you will focus on.
3. Review your chosen EOP and include the following in your main post:
   - List the natural disaster and description statement.
   - Describe how well the EOP address the response considerations for your chosen natural disaster.
   - Provide examples of major areas within the EOP (ESF or annexes) that would help coordinate the response and explain how the sections would be used.
   - Identify any gaps in the EOP.

Response Guidelines

Respond to the posts of at least two learners and provide substantive feedback to improve understanding of how all-hazard planning and threat specific plans may be useful to guide disaster response. Offer suggestions that will strengthen the understanding of how EOPs are used and guide disaster response leaders to identify the major objectives associated with response.

Course Resources

CJ Discussion Scoring Guide

Approved CJ Universal Discussion Participation Rubric

u05d1 - Learning Components

- Identify basic components of an EOP.

- Study an EOP according to criteria.

u05d2 - Crisis Decision-Making

Introduction

The first Unit 5 discussion continues, as you begin to engage in decision-making through the establishment of incident priorities and objectives. Chapter 2 in Huder's *Disaster Operations and Decision Making* provides a useful three-question system for this purpose; refer to pages 31–35 to complete the discussion.

Instructions

1. After completing the first discussion, identify three or four emergency support functions (ESF) or annexes from the EOP that are major areas of focus for your chosen natural disaster.
2. Work through the three question process for each ESF or annex you identified. The guiding questions start on page 31 of the Huder text.
3. Consider the priority system on page 32 and organize tasks by giving priority to life safety issues, followed by critical infrastructure and property damage concerns.
4. Review your work and complete a main post with the following:
   - Identification of the natural disaster that was the focus of your first Unit 5 discussion post.
   - The 3 or 4 major ESFs or annexes from the EOP that apply to your chosen disaster.
   - A prioritized task list under each ESF or annex.
   - A one-paragraph description of your experience of this process.

Response Guidelines

Respond to the posts of at least two learners and provide substantive feedback to enhance the incident objectives and priorities that have been posted. Offer suggestions and provide examples. Discuss your experiences using the three-question process and the development of priorities.

Course Resources

CJ Discussion Scoring Guide

Approved CJ Universal Discussion Participation Rubric

Disaster Operations and Decision Making

Unit 6 ≫ Terrorism Threats and Strategy

Introduction

Terrorism

Since the early 2000s, terrorism has become an increasing concern in the United States and around the world (McEntire, 2015). Terrorism has developed a growing sophistication and terrorists have increased their efforts. This unit will look at terrorism from the context of disaster response and counterterrorism collaboration, preparing you for the Unit 7 assignment in which you will develop a response plan for a natural disaster or terrorism incident.

Following the 9/11 attacks, the U.S. government passed the Homeland Security Act of 2002, creating a federal cabinet to address vulnerabilities related to terrorism and coordinate federal disaster efforts: the Department of Homeland Security (DHS). U.S. Customs and Border Protection, the United States Coast Guard, FEMA, U.S. Immigration and Customs Enforcement (ICE), and the Transportation Security Administration (TSA) fall within the purview of the DHS. These federal agencies work collaboratively with other federal, state, and local partners.

The FBI, CIA, and many other federal agencies operate independently of DHS, but have a significant role in combating terrorism. The FBI is considered the lead investigative agency for terror-related incidents in the United States. The FBI and other state agencies seek to build cooperation with partner agencies through the use of multijurisdictional fusion centers and the creation of joint terrorism task forces (JTTF). By improving the intelligence collection capability through the use of a fusion center and the cooperative investigative focus via the JTTF, national resilience to terrorism is improved.

In this unit, you will examine several mass killings and terror attacks in the United States. Through the review of after-action reports (AARs) you will develop an understanding of the initial responses by emergency personnel and how experts in the field critically analyzed the actions to help improve the response to future incidents. You will also explore the various roles of agencies tasked with response to terror-related activities. While the FBI is the lead agency for investigating domestic terrorism, the involvement of other federal, state, and local emergency personnel is necessary to manage the multitude of counterterrorism activities.

Reference

McEntire, D. A. (2015). *Disaster response and recovery: Strategies and tactics for resilience* (2nd ed.). Hoboken, NJ: Wiley.

Course Resources

Terrorism

Learning Activities

u06s1 - Studies

Readings

Use the *Disaster Response and Recovery: Strategies and Ractics for Resilience* library e-book to read the following:

- Chapter 11, "Harnessing Technology and Organization: Tools for Effective Operations," pages 358–392. This chapter discusses principles of the National Incident Management System (NIMS) and the National Response Framework (NRF). The chapter describes how the two work together to build a system for decision-making.
- Chapter 12, "Foreseeing the Future: Prior Lessons, Unrecognized Threats and Rising Vulnerability." Read the sections pertaining to terrorism on pages 408–420.

Use the Capella library to read the following:

- Atkins, S. E. (2011). Joint Terrorism Task Force. In S. E. Atkins (Ed.), *The 9/11 encyclopedia* (2nd ed.). Santa Barbara, CA: ABC-CLIO.
- Stein, J. (2016, Jul. 1). How Washington, D.C., is preparing for the next terrorist attack. *Newsweek, 166*(25).

Use the Internet to choose one of the following four after-action reports for a unit discussion. Where needed, use the index or scan the headings and subheadings to locate the after-action report portion of the document, then read the decisions made by response personnel during an event.

- Braziel, R., Straub, F., Watson, G., & Hoops, R. (2016). Bringing calm to chaos: A critical incident review of the San Bernardino Public Safety response to the December 2, 2015, terrorist shooting incident at the Inland Regional Center [PDF]. Retrieved from https://www.justice.gov/usaocdca/file/891996/download
- After action report for the response to the 2013 Boston Marathon bombings [PDF].
- Oklahoma Federal Building Bombing After Action Report [PDF].
- TriData Division, System Planning Corporation. (2014). Aurora Century 16 Theater shooting after action report [PDF]. Retrieved from https://www.courts.state.co.us/Media/Opinion_Docs/14CV31595%20After%20Action%20Review%20Report%20Redacted.pdf

Multimedia

Click **Riverbend City: Emergency Operations Center** to watch the interactive.

Suggested Readings

- Goodman, W. (2008). Making consequence management work: Applying the lesson of the joint terrorism task force. Homeland Security Affairs, 4, Supp. Essays 1.
- United States Department of Justice. (2014). *Central Texas joint terrorism task force arrests two for allegedly providing material support to terrorists* [Press release].

Suggested Internet Resources

- Federal Bureau of Investigation. (n.d.). Mission & priorities. Retrieved from https://www.fbi.gov/about/mission
- Federal Bureau of Investigation. (n.d.). Testimony: War on terrorism. Retrieved from https://archives.fbi.gov/archives/news/testimony/war-on-terrorism

Riverbend City: Emergency Operations Center

u06s1 - Learning Components

- Study how agencies collaborate to make decisions.
- Describe how strategic versus tactical thinking and the EOP are used to make decisions.

u06s2 - Assignment Preparation

Your next assignment, in Unit 7, requires you to assume a role in the emergency operations center and develop objectives for a twelve-hour strategic objectives plan. You will refer to an authentic EOP for guidance. Read the requirements of the assignment now and plan your time accordingly.

u06d1 - Response to Mass Violence

Introduction

The chaos, uncertainty, and complexity of mass violence and terror-related incidents place strain on the decision-making process for emergency personnel. As a result, agencies often perform after-action reports to detail the decisions and actions taken during the incident as a way to learn and improve future responses. This discussion will focus on the decision-making by response personnel during four attacks involving mass violence in Boston, Massachusetts; San Bernardino, California; Aurora, Colorado; and Oklahoma City, Oklahoma. While some of the events were determined to be terror related, during the initial phases of the response, the motives for the attacks were unknown.

Select one of the following cases to address in your main post. Use the corresponding report (linked in Resources) to critically analyze the decisions made by response personnel during the event.

- Aurora Century 16 Theater Shootings.
- Boston Marathon Bombings.
- San Bernardino Inland Regional Center Shootings.
- Oklahoma Federal Building Bombing.

Instructions

1. Locate the pertinent information in your selected report in the index or by scanning headings and subheadings.
2. Review the case and reflect on the decision-making process by response personnel.
3. For your main post, complete the following:
   - Summarize the incident you chose and any information that may have been known to emergency response personnel early in the response—what did they know and not know?
   - Identify the strengths and areas for improvement related to the decisions by emergency personnel and how the decisions were addressed in the report.
   - Compare the decision-making process during the incident to your studies on decision-making and incident management:
     - How were the actions taken similar or dissimilar to your studies?
     - If there are gaps in the case related to the decision-making, how would you apply a decision-making framework to manage the incident?

Response Guidelines

Respond to the posts of at least two of your fellow learners and provide substantive feedback to enhance their understanding of how decision-making contributed to the response to mass violence or terror incident. Offer additional insight on the impact of the decisions and alternative to improve response.

Review the Discussion Participation Scoring Guide for more information on how your participation in discussions will be graded.

CJ Discussion Scoring Guide

After Action Report: 2013 Boston Marathon Bombings [PDF]

Aurora Century 16 Theater Shooting After Action Report [PDF]

Approved CJ Universal Discussion Participation Rubric

Oklahoma Federal Building Bombing After Action Report [PDF]

Bringing Calm to Chaos: San Bernardino [PDF]

u06d1 - Learning Components

- Critically analyze the decisions made by EOC response personnel during the event.
- Study how agencies collaborate to make decisions.
- Describe how the overall structure and functions of the emergency planning cycle relate to disaster response efforts.
- Describe how strategic versus tactical thinking and the EOP are used to make decisions.

u06d2 - Antiterror Partners

Introduction

In its report following the September 11, 2001 attacks, the commission that studied the attacks concluded that federal, state, and local agencies needed better information sharing and collaboration to improve counterterrorism efforts. As a result, the federal government began to build more collaborative relationships with partners at all levels of the government. Today, many federal, state, and local agencies employ staff whose main focus is counterterrorism. Some of the partner agencies work with homeland security, fusion centers, or joint terrorism task forces.

This discussion is intended to identify the many U.S. partners in counterterrorism and explain how the various agencies support counterterrorism at all levels of the government. You may find the partners participating in the Maryland Anti-Terrorism Advisory Council (ATAC) Web site (linked in Resources) helpful to identify agencies that work on the state and local level.

Instructions

1. Select an agency involved in counterterrorism efforts from each level of government: federal, state, and local.
2. Describe the role and responsibility each of the three agencies have related to counterterrorism.
3. Explain how the creation of a collaborative culture among federal, state, and local agencies has impacted counterterrorism efforts.

Response Guidelines

Respond to the posts of at least two of your fellow learners with substantive feedback to provide an improved understanding of the many federal, state, and local government agencies that participate in counterterrorism efforts. Discuss how the agencies that you identified associate with the agencies described by your colleagues. Offer additional insight into trends in counterterrorism cooperation by government agencies and share examples.

Course Resources

CJ Discussion Scoring Guide

ATAC

Approved CJ Universal Discussion Participation Rubric

u06d2 - Learning Components

- Identify basic components of an EOP.
- Critically analyze the decisions made by EOC response personnel during the event.
- Describe how the overall structure and functions of the emergency planning cycle relate to disaster response efforts.

Unit 7 ›› Interagency Management of Incidents

Introduction

Organize Disaster Response

The Incident Command System (ICS) and National Incident Management System (NIMS) are nationally accepted structures for organizing personnel to manage complex emergencies and disasters. The common operating structure calls for the assignment of key personnel to command staff and general staff positions that report to the *incident commander*. The common command staff positions consist of a public information officer (PIO), safety officer, and liaison. The primary role of the liaison is to work with supporting agencies (Huder, 2012). The general staff positions are responsible for the major functional authority of operations, planning, logistics, and finance. If the incident commander does not assign one of general staff positions, it will remain the responsibility of the incident commander.

Most communities do not have numerous highly trained staff to fill all general staff positions during a disaster. A community often has depleted their personnel resources to field operations, and several positions within the EOC are initially vacant. In this case, an outside team of experienced and trained officials can work with EOC officials to implement the ICS to begin productive decision-making. In many areas of the country, the support comes from an all-hazards incident management team (AHIMT).

AHIMTs receive federal training and follow national guidelines to advise staff on EOC operations. The teams may have regional, state, or national focus. AHIMTs typically consist of ten to twenty staff who fill all command and general staff positions within an incident. The training level and anticipated deployment (local, state, national) are designated by numerical types: Type 4 and 5 teams have a local or regional focus and are used to manage complex incidents that have a shorter duration such as complex fires, community events, and serious accident with multiple casualties. Type 3 teams are multijurisdictional teams that provide state, regional, or metropolitan support to disasters that may last several days. Type 1 and 2 teams provide support to state or national incidents (pa.gov, 2017). The support provided by an AHIMT can quickly provide organization during the early hours of a complex and often chaotic event.

This week you will learn about the specific job assignments within an EOC and discuss how an AHIMT can provide stability during a disaster response and aid decision-making. As part of this week's assignment, you will apply your learning in response to a realistic scenario involving a natural disaster or terrorism.

References

Huder, R. C. (2012). *Disaster operations and decision making*. Hoboken, NJ: Wiley.

Pa.gov. (2017). Incident Management Team Types. Retrieved from http://www.pema.pa.gov/responseandrecovery/Pages/Incident-Management-Team-Types.aspx#.WNq5oWcFPZ

Course Resources

Emergency Checklist

Learning Activities

u07s1 - Studies

Readings

Use the *Disaster Operations and Decision Making* library e-book to review the following:

- Chapter 2, "Crisis Decision Making," pages 19–37. During disaster operations, the conditions are uncertain and rapidly unfolding. This uncertainty is cause for the development of a clear prioritization for action and systems to aid decision-making.
- Chapter 3, "Disaster Operations: The Art of Operations," pages 39–65. As you will recall, this chapter provides an introduction to the complexities of managing a real-world disaster.

Use the Capella library to read the following:

- Renaud, C. (2012). The missing piece of NIMS: Teaching incident commanders how to function in the edge of chaos. *Homeland Security Affairs*, *8*(1), 1–20.
- Sheridan, D. P. (2013). FDNY incident management team. *Fire Engineering*, *166*(5), 52–54.
- Stahl, B., Dupuy, B., & Walsh, P. (2016, Sep 19). Attack probed as terror: 9 victims survived stabbings at St. Cloud mall; ISIL link claimed. *Star Tribune*.

Use the Internet to complete the following:

- BBC. (n.d.). *Thousands evacuate Californian homes amid dam collapse fears* [Video]. Available from http://www.bbc.com/news/world-us-canada-38954475
- CNN. (2017). <u>Evacuations ordered over concerns at California dam system</u>. Retrieved from http://www.cnn.com/2017/02/12/us/california-oroville-dam-failure/
- Research a topic on <u>Criminal Justice Undergraduate Research Guide</u>.

Assignment Preparation

Read the description of your next assignment, Twelve-Hour Strategic Objectives Plan, then scan the following for pertinent information:

- Colorado Division of Homeland Security & Emergency Management. (n.d.). <u>Colorado incident management teams</u>. Retrieved from https://www.colorado.gov/pacific/dhsem/incidentmanagementteams
- <u>Commonwealth of Virginia Emergency Operations Plan [PDF]</u>.
- FEMA. (n.d.). <u>Incident management team position task books [PDFs]</u>. Retrieved from https://training.fema.gov/emiweb/is/icsresource/positionchecklists.htm

Multimedia

Click **Riverbend City: Emergency Operations Center** to view the interactive.

NBC Archives on Demand

- Shamlian, B. (Reporter) & Williams, B. (Anchor). (2007, April 20). <u>North Dakota city's comeback after flood, fire [Video]</u>. *NBC Nightly News*.
  - This clip shows the dramatic recovery made in the ten years after flood, then fire devastated Grand Forks, North Dakota, causing the evacuation of 80,000 residents.
  - Running time: 2:23.

Course Resources

Riverbend City: Emergency Operations Center

u07s1 - Learning Components

- Study how agencies collaborate to make decisions.
- Describe how strategic versus tactical thinking and the EOP are used to make decisions.
- Explain how the creation of a collaborative culture between federal, state, and local agencies has impacted the response efforts.

u07a1 - Twelve-Hour Strategic Objectives Plan

Introduction

Disaster response and recovery involves the participation of many individuals and agencies to adequately manage the variety of complex issues arise during an event. Whether you are managing a natural or man-made disaster, the system to manage the incident is similar. The National Incident Management System (NIMS) provides the framework for the involved agencies and experts to work together to manage the response to an incident.

NIMS calls for the use of an emergency operations center (EOC) as a place for interagency coordination and response to major incidents. The use of an EOC allows for a consistent approach for decision-making and coordination of the many organizations involved in the response. By understanding the roles within an EOC and their functions, you will be more valuable to the emergency response efforts and contribute to the resolution of the incident.

The media piece, Riverbend City: Emergency Operations Center, linked in Resources, includes natural disaster and terrorism scenarios; you will develop a twelve-hour strategic objectives plan to respond to one of these situations. You will submit the plan in memo form. Memo templates are linked in Resources for your convenience; you may wish to review them before you begin.

For this assignment, you will assume a staff role in an EOC and choose the natural disaster or terrorism attack scenario to begin response planning.

The purpose of this assignment is to guide your understanding of how interagency coordination, resource management, and emergency operations plans (EOPs) are beneficial during the management of a disaster.

Note: There is no "right" way to complete this assignment, which is reflective of real-world critical thinking and decision-making in the EOC. However, your objectives and decisions must be based on the strategies listed in the EOP.

Instructions

1. Construct this assessment based on the natural disaster or terrorism situation from the Capella media piece, Riverbend City: Emergency Operations Center.
    ◦ Pay attention to the types of issues that arise during the discussion within the EOP staff.

2. Identify your role as one of the staff members: incident commander, operations section chief, planning section chief, or logistics section chief. Your position is located in the EOC and part of an interagency group that is tasked with managing emergency response for one operational period.
    ◦ After identifying the issues, refer to the Commonwealth of Virginia Emergency Operations Plan to clarify your understanding of how emergency personnel plan to address similar problems.

3. Using the perspective of your chosen role in the EOC, write a 1.5–2 page memo for a twelve-hour strategic objectives plan that responds to your chosen scenario. Structure your memo with these headings:
    ◦ EOC Role:
        ▪ Summarize (briefly) your emergency operations management role and how the position relates to the other command positions.

    ◦ Objectives:
        ▪ Construct four primary strategic objectives for the next twelve-hour operational period.

    ◦ EOP Application
        ▪ Apply the strategy in the EOP to support objectives 1–4.
        ▪ Indicate the EOP strategy that supports each of your objectives. Describe the objective, personnel needed to accomplish the goal, and alternatives that may be taken to accomplish the goal.

    ◦ Response
        ▪ Summarize elements of an EOP that address interagency response activities in the field.
        ▪ Summarize the agencies or service organizations and functions that may assist with response activities in the field.

Additional Requirements

- Write clearly and logically, with correct use of spelling, grammar, punctuation, mechanics. Use spell-check and grammar-check to check your work before submitting this assignment.

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

Riverbend City: Emergency Operations Center

Commonwealth of Virginia Emergency Operations Plan [PDF]

Memos

u07d1 - Incident Management Teams

Introduction

Reliance on all-hazard incident management teams (AHIMTs) to assist in managing complex disasters has increased in popularity among agencies. Many regional, state, and federal AHIMTs have been organized and trained extensively to work with emergency management officials to organize key positions within the EOC and build structure to assist with planning and decision-making. One of the first tasks of an AHIMT is to build the EOC structure in accordance with the National Incident Management System (NIMS) and Incident Command System (ICS). This includes the assignment of the general staff and command staff positions. This discussion is intended to build our collective understanding of the general staff positions and how they collaborate to make decisions.

Instructions

1. Review the materials from your studies, including the FEMA documents linked in Resources: General Staff Functions [PDF] and the incident management checklist in the Incident Management Team Position Task Books [PDFs], selecting a section chief position from the NIMS/ICS general staff positions (operations, planning, logistics, or finance) to prepare for this discussion.
2. Complete the following:

- ◦ Identify the section chief position you selected.
  - ◦ Describe the major responsibilities of your chosen position.
  - ◦ Explain how an EOC is organized with the use of section chiefs and how the structure is used for decision-making.

Response Guidelines

Respond to the posts of at least two of your fellow learners and provide substantive feedback to compare your position to the positions described by others. Consider how the responsibilities differ among section chiefs and contribute to build a comprehensive understanding of the key staff positions within an EOC.

Review the Discussion Participation Scoring Guide for more information on how your participation in discussions will be graded.

Course Resources

CJ Discussion Scoring Guide

Criminal Justice Undergraduate Library Research Guide

FEMA: General Staff Functions [PDF]

Incident Management Team Position Task Books [PDFs]

Approved CJ Universal Discussion Participation Rubric

u07d1 - Learning Components

- • Study how agencies collaborate to make decisions.
- • Study how the EOC implements the EOP by role.

Unit 8 ≫ Stress in Emergency Services

Introduction

Emergency Worker Memorial

Disaster incidents can take a toll on the psychological well-being of victims, emergency response personnel, and the community. People react differently to stress, and through awareness, emergency response personnel will understand how to identify certain behaviors and how best to support others. By recognizing the changes in behavior, emergency personnel can take steps to provide the necessary mental health support (McEntire, 2015).

Stress associated with disasters is often broken into two categories: critical incident stress (CIS) and post-traumatic stress disorder (PTSD). CIS is usually associated with emergency personnel who experience incidents of death or disaster regularly and do not have adequate time to recover from the stress, which can result from a single event or be a cumulative effect from multiple stressful incidents. PTSD is often the result of a single trauma. The stress reaction can last for months, years, or a lifetime. By understanding the types of events and strategies to manage stress, emergency response personnel can address mental health needs.

Emergency service agencies often manage responder stress through various means that are part of a critical incident stress management (CISM) program. Many state and local governments have teams of trained professionals who provide stress management services. According to McEntire (2015), the CISM programs often include stress management options such as:

- • **Stress Debriefing**: A formal large-group gathering with emergency personnel trained in stress management and the common behaviors exhibited following a critical incident. The debriefing may occur a few days after the incident and responders may talk about how the event impacted them. The debriefings follow specific steps to ensure adequate support for all.
- • **Stress Defusing**: Shorter in duration and less organized than a debriefing, stress defusing is designed to provide peer support. It will often be an informal gathering held to manage acute stress shortly after the event.
- • **Grief Counseling**: Emergency responders often build family-like bonds with their partners. Recovering from the loss of a partner or witnessing deaths during a disaster may require individual or group counseling.
- • **Psychological Counseling**: Psychologists and psychiatrists frequently provide individual mental health services for emergency response personnel. The accumulation of stress from numerous experiences or a single event may lead to the need for professional support for the emotional health of emergency responders. Some agencies require all staff to attend counseling services after a critical incident.

In Unit 8 you will study how stress impacts emergency services personnel and what can be done about it. By understanding events that trigger stress and options for managing it, you can advocate for improved mental health care for emergency response personnel and the secondary trauma experienced by

their families. This week you will also share your Unit 7 assignment in a discussion to continue building our understanding of the multiple approaches that may be used to manage the assignment scenarios.

Reference

McEntire, D. A. (2015). *Disaster response and recovery: Strategies and tactics for resilience* (2nd ed.). Hoboken, NJ: Wiley.

Course Resources

Firefighters Memorial

Learning Activities

u08s1 - Studies

Readings

Use the <u>*Disaster Response and Recovery: Strategies and Ractics for Resilience*</u> library e-book to complete the following:

- Chapter 3, "Anticipating Human Behavior in Disasters: Myths, Exaggerations, and Realities," pages 79–98. This chapter provides an overview of how disasters impact communities and the myths associated with human behavior during emergencies.
- Chapter 6, "Caring for the Injured, Dead, and Distraught: Overcoming Physical and Emotional Impacts," pages 163–196. Pay close attention to how stress impacts emergency response personnel; this reading pertains to your Unit 8 discussion.

Use the <u>*Disaster Operations and Decision Making*</u> library e-book to review the following:

- Chapter 2, "Crisis Decision Making," pages 19–37. This chapter will assist with the second discussion in this unit.

Use the Capella library and the Internet to complete the following:

- Slahor, S. (2010). <u>Critical incident stress management</u>. *Law & Order*, *58*(9), 40–42, 44, 46.
- Texas Department of Health and Human Services. (n.d.). <u>Texas critical incident stress management (CISM) network</u>. Read the home page. Retrieved from http://dshs.texas.gov/mhsa-disaster/cism
- U.S. Department of Veterans Affairs National Center for PTSD. (n.d.). <u>Mental health reactions after disaster [PDF]</u>. Retrieved from https://dmh.dc.gov/sites/default/files/dc/sites/dmh/publication/attachments/Mental%20Health%20Reactions%20after%20Stress.pdf
- U.S. Department of Veterans Affairs National Center for PTSD. (n.d.). <u>Effects of traumatic stress after mass violence, terror, or disaster</u>. Retrieved from https://www.ptsd.va.gov/professional/trauma/disaster-terrorism/stress-mv-t-dhtml.asp

Suggested Readings

Use the Capella library and the Internet to read the following:

- Emergency Public Health. (2014, Jul. 14). <u>PTSD in emergency workers [Blog post]</u>. Retrieved from https://emergencypublichealth.net/2014/07/14/ptsd/
- Hall, D. (2016). <u>Get up to speed with all-hazards emergency planning</u>. *Briefings on Hospital Safety, 24*(10), 11–12.
- Herman, B. (2016). <u>The other victims of gun violence</u>. *Modern Healthcare, 46*(26), 18–25.
- NewsRx. (2016). <u>Post-traumatic stress disorders; recent findings in posttraumatic stress disorders described by researchers from Concordia University</u>. *Psychology & Psychiatry Journal*, 175.
- Stone, A. (2013, Sep. 30). <u>Beyond debriefing: How to address responders' emotional health [Blog post]</u>. Retrieved from http://www.govtech.com/em/training/Beyond-Debriefing-Responders-Emotional-Health.html

u08d1 - Responding to Stress

Introduction

Emergency response personnel may be subjected to critical incident stress as a result of a disaster. The long-term effects of disaster-related stress can lead to Post Traumatic Stress Disorder (PTSD). If the signs of stress are recognized, interventions to provide psychological support may minimize the

incidence of PTSD and better manage its negative consequences. This discussion will focus on understanding incident-related stress and support systems that may be available to emergency personnel.

Instructions

Complete the following:

1. Define critical incident stress (CID) and post-traumatic stress disorder (PTSD).
2. Identify the symptoms of PTSD.
3. Explain two stress management strategies or programs from your studies that are common for emergency response personnel.

Response Guidelines

Respond to the posts of at least two learners and provide substantive feedback to understand thoroughly how to identify and respond to the stress that affects emergency response personnel. Share your knowledge related to various approaches to stress management and offer examples from your studies.

Course Resources

CJ Discussion Scoring Guide

u08d1 - Learning Components

- Recognize the effects of stress on emergency personnel and the services for treatment.

u08d2 - Approaches to Decision-Making

Introduction

Disaster responses will differ from one agency to the next. While planning and response follow a similar framework, the contributions by your team will likely result in different ways to solve the problem. Your Unit 7 assignment focused on the EOC operations and use of the EOP to address one of two scenarios. For this discussion, we will share the varied approaches taken to complete the last assignment and discuss the different approaches to decision-making.

Instructions

1. Complete the following, then post your paper as an attachment:
    ◦ Identify the EOC staff position and scenario you selected in Unit 7.
    ◦ Explain the role of your selected position as it related to your chosen incident.
    ◦ Describe any challenges your team had within the scenario and which strategies would be effective to build the incident objectives in the midst of conflict by team members.
    ◦ List at least one question related to your approach to the scenario or EOC operations that you would like to discuss.

Response Guidelines

Respond to the posts of at least two of your fellow learners and provide substantive feedback to compare the relationship between general staff roles or approaches to decision-making. How might you approach the identified conflicts differently? Offer productive insight to address questions posed about the response to the scenarios or EOC operations.

Course Resources

CJ Discussion Scoring Guide

Approved CJ Universal Discussion Participation Rubric

Unit 9 ›› Public Information

Introduction

Press Conference

Government officials often have a love-hate relationship with the media. The role of the media during a disaster is critical, and emergency management officials must build their media-relations skills to be successful. In times of disaster, emergency management officials often depend on the media to communicate essential information to the public by providing updates about the incident and instructions for community members. The right amount of information provided at the right time can set the tone for a successful response.

It is standard practice for an agency to use a public information officer (PIO) to communicate to the media and public about disasters. In the incident command structure (ICS), the PIO reports directly to the incident commander as part of command staff. The PIO develops relationships with the media and monitors reporting about the incident. It is common for a PIO to develop incident messages for release to the media and coordinate press briefings, serving as the agency spokesperson while the incident commander attends to other tasks.

While press releases, television, and radio interviews are common methods to alert the public about disasters, the use of social media has gained popularity. Emergency management agencies use social media for day-to-day communication and try to increase their reach through regular updates. Most local, state, and federal agencies have developed a social media strategy. FEMA has adopted a social presence and reports that some of their most popular sites are Twitter, Facebook, LinkedIn, and YouTube. The FEMA administrators also have individual social media accounts where they regularly provide information directly.

Alerts are also distributed via mobile devices. The first generation of mobile notification consisted of subscriber services in which users received emergency notifications via their choice of phone, text, or e-mail. The latest generation of alert communications uses the national Integrated Public Alert & Warning System (IPAWS), which integrates the Emergency Alert System, Wireless Emergency Alerts, and other notification platforms to rapidly notify specific population segments. You may have experienced a Wireless Emergency Alert on your cell phone as an Amber Alert or other emergent communication.

In this unit you will explore the use of social media in disaster response and the relationship agencies have with the media through the use of a PIO.

Course Resources

Photo at the Press Conference

Learning Activities

u09s1 - Studies

Readings

Use the *Disaster Operations and Decision Making* library e-book to read the following:

- Chapter 6, "The Press, Friend and Foe," pages 111–126.
- Chapter 8, "Technology and Social Media," pages 159–170.

Use the *Disaster Response and Recovery: Strategies and Ractics for Resilience* library e-book to read the following:

- Chapter 7, "Managing Public Information, Donations, and Volunteers: Expected Difficulties and Benefits," pages 204–213.

Use the Capella library to read the following:

- Anonymous. (2016). Use an emergency messaging system to help your facility survive a disaster. *Briefings on Hospital Safety*, *24*(10), 6–7.
- Ashworth, S. (2015, Dec 16). FEMA sends bilingual EAS message. *Radio World*, *39*(32), 1, 3, 5.
- Bunge, R. (2015). *New weather alert system is saving lives* [Blog post]. Washington Post—Blogs.
- Romo-Murphy, E., & Vos, M. (2014). The role of broadcast media in disaster preparedness education: Lessons learned in the scientific literature 2002-2012. *Media Asia, 41*(1), 71–85.

Discussion Preparation

Use the Internet to complete the following in preparation for an upcoming discussion:

- FEMA. (n.d.). Incident management team position task books [PDFs]. Review the "Public Information Officer Checklist." Retrieved from https://training.fema.gov/emiweb/is/icsresource/positionchecklists.htm

- FEMA. (n.d.). <u>Innovative uses of social media in emergency management [PDF]</u>. Read Sections 1–4, pages 1–18. Retrieved from https://www.dhs.gov/sites/default/files/publications/Social-MediaEM_0913-508_0.pdf
- FEMA. (2015). <u>*Social media and emergency management*</u> [Video]. Retrieved from https://www.fema.gov/media-library/assets/videos/114314

Multimedia

Click **Riverbend City: Emergency Operations Center** to watch the interactive.

Suggested Internet

Use the Internet to complete the following:

- If you have a Facebook account, visit the <u>FEMA</u> fan page. Retrieved from https://www.facebook.com/FEMA/
- Wimberly, R. (2014, Nov. 3). <u>Facebook now offering alerting in emergencies [Blog post]</u>. Retrieved from http://www.govtech.com/em/emergency-blogs/alerts/Facebook-Now-Offering-Alerting-in-Emergencies.html
- Wimberly, R. (2015, Mar. 18). <u>What's next for alerting via social media? [Blog post]</u>. Retrieved from http://www.govtech.com/em/emergency-blogs/alerts/Whats-Next-for-Alerting-Via-Social-Media.html

Course Resources

Riverbend City: Emergency Operations Center

u09s1 - Learning Components

- Consider communications needs and formats to reach diverse groups.

u09d1 - Social Media

Introduction

The use of social media is becoming a popular method to alerting community members of emergencies and disaster. Social media has allowed emergency services to better notify communities of an emergency and even participate in two-way communications. This discussion will focus on the methods emergency management personnel use to communicate via social media and the value social media brings to inform community members.

Instructions

Complete a main post with the following:

1. Describe the trends for social media in emergency management and ways in which social media is used to communicate with citizens during a disaster.
2. Identify a social media network that is used by emergency management agencies and provide an example of how it was used during a real disaster. Do you feel it was effective?

Review the Discussion Participation Scoring Guide for more information on how your participation in discussions will be graded.

Response Guidelines

Respond to the posts of at least two learners and offer substantive feedback to develop a comprehensive understanding of the trends of social media use in emergency management and its effectiveness. Share details related to your research to expand on other learner posts and offer examples of how social media may be used to enhance community safety.

Course Resources

CJ Discussion Scoring Guide

Approved CJ Universal Discussion Participation Rubric

u09d1 - Learning Components

- Consider communications needs and formats to reach diverse groups.

- Use the lexicon of the emergency management field.
- Use language appropriate for the target audience.

u09d2 - Communicating Information to Diverse Groups

Introduction

Emergency managers often work with the media to communicate important messages. During a disaster, the messages provided by emergency management officials may significantly change the outcome of a disaster and influence community perceptions about the incident. In this discussion you will assume the role of the public information officer (PIO) for the scenario you chose for your Unit 7 assignment, describing the role of the PIO and writing a press release for the scenario. Refer to the FEMA Incident Management Checklist for the PIO (linked in Resources) and your text for assistance with this discussion.

Instructions

Complete the following:

1. Describe the role and responsibilities of a PIO in an EOC environment.
2. Identify the scenario that was the focus of your Unit 7 assignment.
3. Write a comprehensive press release on behalf of the incident commander to notify the community that steps are being taken to resolve the incident and to identify the operational objectives for the next twelve hours (use the objectives you developed in the unit 7 assignment).

Review the Discussion Participation Scoring Guide for more information on how your participation in discussions will be graded.

Response Guidelines

Respond to the posts of at least two learners, providing substantive feedback to build a full understanding of the role of a PIO during a disaster. Offer additional perspectives of the various roles and responsibilities of the PIO and provide feedback on the press release: is the message clear?

Course Resources

CJ Discussion Scoring Guide

FEMA: General Staff Functions [PDF]

Incident Management Team Position Task Books [PDFs]

Approved CJ Universal Discussion Participation Rubric

u09d2 - Learning Components

- Consider communications needs and formats to reach diverse groups.

Unit 10 ≫ After the Response

Introduction

In this final unit of the course, we examine the emergency management phases of recovery and mitigation. The emergency management efforts during these two phases will focus on management of financial assistance and instituting measures to reduce the significance of similar issues in the future.

The recovery phase involves the return of the community to a state of normalcy (McEntire, 2015). This phase can be the longest and most time-consuming, as it could be months or years before the community is rebuilt and all affected individuals have received relief. Many communities lack detailed recovery plans and it is common for local and state officials to rely on FEMA to guide them through the process.

Recovery often begins during the response phase. Displaced people may receive temporary housing and plans to evaluate the need for financial assistance may be initiated. FEMA administers financial programs to restore public infrastructure and help families recover. According to McEntire (2015), some of the common individual assistance loan and grant programs include:

- Home loans: up to $200,000 to rebuild or restore lost or damaged homes.
- Business loans: up to $1.5 million.

- Economic loss of business or farm loans: up to $1.5 million.
- Individual and household program: up to $27,200 to restore or replace housing.
- Other multipurpose assistance: uninsured loss, funeral expenses, et cetera.
- Tax assistance: federal tax relief if uninsured losses exceed 10 percent of income.

It is common for disaster victims to experience frustration during the recovery phase; they may have experienced psychological trauma from significant loss, and the process for receiving assistance can be slow. The role of the local emergency manager during this phase is to respond with compassion to those who have experienced loss and work as an advocate to guide them through the process.

The mitigation phase is used to reduce the future loss of life and property. Before an emergency, mitigation projects can be identified by completing a risk or hazard analysis. While it may not be feasible to disaster-proof a community, local officials will work with state and federal partners to improve conditions and prevent loss. Following a disaster, it is likely that there is political and economic support to resolve some of the vulnerabilities that contributed to the most recent disaster.

Finally, and most importantly, you have had the opportunity to meet the challenges of this course, which we hope you found informative, interesting, and enjoyable. As Capella constantly works to improve all of your programs, we hope that you will take the opportunity to complete the course and instructor evaluations provided to you via your Capella e-mail. A successful education is important to every one of you, and our success is measured by your success.

As we have reminded you throughout the course and the practical experience units, your success will be measured through the course competencies. For your final assignment, you will reflect on your accomplishments by demonstrating your proficiency for each competency. Please take the time while completing your final assignment to reflect upon the lessons that you have learned by reviewing each competency. You will have the opportunity to place this assignment into a personal portfolio that you will assemble from all of your Capella courses to share with your current and future employers.

Reference

McEntire, D. A. (2015). *Disaster response and recovery: Strategies and tactics for resilience* (2nd ed.). Hoboken, NJ: Wiley.

Course Resources

Disaster Relief

Learning Activities

u10s1 - Studies

Readings

Use the *Disaster Response and Recovery: Strategies and Ractics for Resilience* library e-book to read the following:

- Chapter 8, "Moving Beyond Immediate Needs: Damage Assessment, Disaster Declarations, and Debris Removal," pages 236–263. This chapter describes many tasks that represent the beginning of the recovery phase of the emergency management cycle.
- Chapter 9, "Promoting Recovery and Mitigation: Disaster Assistance and Vulnerability Reduction," pages 272–300. The reading details federal programs available to assist a community to recover from a disaster. The information will be useful for the Unit 10 discussion.

Use the Capella library to read the following:

- Davis, J. (2015). Preparing for the next big one. *Planning, 81*(8), 22–26.
- Milano, C. (2015). The disaster detectives. *Risk Management, 62*(4), 20–24.

Use the Internet to complete the following:

- FEMA. (n.d.). *Strengthening relationships for long term recovery* [Video]. Available from https://www.fema.gov/blog/20110708/videostrengtheningrelationshipslongtermrecovery
- Recovering From Disaster [PDF].

Suggested Readings

Use the Capella library and the Internet to read the following:

- Criminal Justice Undergraduate Research Guide.
- Dix, K. F., & Dix, K. A. (2016). Emergency contracting: Avoiding a disaster after the disaster. *The Construction Lawyer*, *36*(4), 27–30, 33–36, 52.
- Orwig, K. (2016). Strategies for funding wildfire mitigation. *Risk Management*, *63*(5), 14–15.

- St. Louis County, Missouri. (n.d.). <u>Four phases of emergency management</u>. Retrieved from
  http://www.stlouisco.com/LawandPublicSafety/EmergencyManagement/TheFivePhasesofEmergencyManagement

u10s1 - Learning Components

- Identify basic components of an EOP.
- Consider communications needs and formats to reach diverse groups.
- Describe how the overall structure and functions of the emergency planning cycle relate to disaster response efforts.
- Use the lexicon of the emergency management field.

u10a1 - Connecting Your Learning

Assignment Description

Throughout the course, you have learned about disaster response and management by describing the phases of the emergency management cycle, addressing disaster incidents through the application of an EOP, and summarizing emergency operations from an interagency perspective. For this final assignment, you will demonstrate your mastery of the course competencies.

Instructions

- Prepare a paper with 4–6 pages of content focused on the course competencies (1–1.5 pages per competency for competencies 1–4). This paper should showcase your learning proficiency and describe the importance of your learning relative to application in a career context.
- Address two key areas of learning for each competency.

Review the Connecting Your Learning scoring guide to ensure that you understand the criteria for this assignment.

Additional Requirements

- **Written communication:** Must be free of errors that detract from the overall message. Use spell-check and grammar-check to check your work before submitting this assignment.
- **Resources and citations:** Format according to current edition APA guidelines.
- **Page count:** 4–6 pages plus title and references pages.
- **Required number of references:** One reference per competency for competencies 1–4.
- **Font and font size:** Times New Roman, 12 points.

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

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

APA Style & Format

Criminal Justice Undergraduate Library Research Guide

ePortfolio

Capella University Library

Writing Feedback Tool

u10d1 - After the Disaster

Introduction

The work of emergency management does not conclude after the EOC is disbanded. Some would consider the recovery and mitigation phases to account for the bulk of the work in emergency management. In this discussion, you will focus on the recovery and mitigation phases to build your knowledge of the work necessary to return a community to a state of normalcy and build resiliency to minimize future losses.

Instructions

Consider the disaster risks that exist in your community or state. Select one and search for news and government documents that describe how another community that faced a similar disaster recovered from the event. What assistance did they receive from local, state, or federal agencies? Did they develop plans to minimize the loss if the disaster recurred?

Complete the following:

1. Identify one type of disaster that is a risk in your community or state.
2. Explain how another community faced a similar disaster and the recovery and mitigation steps that followed (financial aid, use of volunteers, temporary housing, changes to infrastructure, and so forth).
3. Describe your suggestions for your community or state emergency management officials to help minimize loss if the disaster was to occur.

Response Guidelines

Respond to the posts of at least two of your fellow learners and provide substantive feedback to develop a comprehensive understanding of the types of activities that may occur during the recovery and mitigation phases of the emergency management cycle. What similarities exist with different types of disasters and how are they different?

Course Resources

CJ Discussion Scoring Guide

Approved CJ Universal Discussion Participation Rubric

u10d1 - Learning Components

• Critically analyze the decisions made by EOC response personnel during the event.
• Understand the planning team: what should be included as part of the plan, which groups constitute a core liaison group (law enforcement, EMT, fire, public works, IT, public health, medical).
• Explain how the creation of a collaborative culture between federal, state, and local agencies has impacted the response efforts.