

Syllabus

Course Overview

PSL Program Journey

View [PSL Program Journey](#), a useful map that will guide you as you continue your program. It gives you an overview of all the steps required to complete your degree and outlines the resources that will support you along the way.

Course Discussions

The discussion area in the Capella courseroom is a place where you are given the opportunity to think critically about your ideas and share them with peers. Robust threaded discussions promote reflective responses and enhance the learning experience. To allow adequate time for responding to discussions, initial posts are due by Thursday each week. Responses are due by Sunday.

Take time to review the [Creating Strong Discussion Posts](#) document, which has been designed to provide very practical suggestions and best practices for crafting substantive responses to discussion questions. This document will also be made available in every discussion in this course.

Course Competencies

(Read Only)

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

- 1 Evaluate the application of emergency management theory in the development and implementation of policy.
- 2 Analyze how emergency management research methodologies and theories influence development of emergency management systems.
- 3 Develop a proposal that addresses gaps in emergency management theory, policy, or administration.
- 4 Integrate current, relevant, peer-reviewed academic research and literature.
- 5

Communicate in a manner that is scholarly, professional, and consistent with the expectations for members of the emergency management profession.

Course Prerequisites

Prerequisite(s): PSL7020, completion of or concurrent registration in PSL7030. Cannot be fulfilled by transfer.

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.

- 't Hart, P. (2013). [After Fukushima: Reflections on risk and institutional learning in an area of mega-crises](#). *Public Administration*, 91(1), 101–113.
- Allen, L. (2011). [Organizational collaborative capacities in disaster management: Evidence from the Taiwan Red Cross organization](#). *Asian Journal of Social Science*, 39(4), 446–468.
- Bartolucci, V., & Gallo, G. (2015). [Terrorism, system thinking and critical discourse analysis](#). *Systems Research and Behavioral Science*, 32(1), 15–27.
- Becker, J. S., Paton, D., Johnston, D. M., & Ronan, K. R. (2012). [A model of household preparedness for earthquakes: How individuals make meaning of earthquake information and how this influences preparedness](#). *Natural Hazards*, 64(1), 107–137.
- Buckle Henning, P., & Chen, W. (2012). [Systems thinking: Common ground or untapped territory?](#) *Systems Research and Behavioral Science*, 29(5), 470–483.
- Byers, T., Slack, T., & Parent, M. M. (2012). [Organizational theory](#). In *SAGE key concepts: Key concepts in sport management*. London, England: Sage UK.
- Catani, C., Gewirtz, A. H., Wieling, E., Schauer, E., Elbert, T., & Neuner, F. (2010). [Tsunami, war, and cumulative risk in the lives of Sri Lankan schoolchildren](#). *Child Development*, 81(4), 1176–1191.
- Chriss, J. (2008, November). [Institutionalism versus functionalism: The case of post 9-11 policing](#). Paper presented at the ASC Annual Meeting, St. Louis, Missouri.
- Chu, M. L., & Law, K. (2013). [Computational framework incorporating human behaviors for egress simulations](#). *Journal of Computing in Civil Engineering*, 27(6), 699–707.
- Creamer, M., Forbes, D., & Wade, D. (2012). [Psychosocial recovery following disaster: A multi-level approach](#). *International Perspectives in Victimology*, 6(2), 121–127.

- Davidson Films, Inc. (Producer). (2003). [Bandura's social cognitive theory: An introduction \[Video\]](#). Films on Demand.
- De Dominicis, S., Crano, W. D., Ganucci Cancellieri, U., Mosco, B., Bonnes, M., Hohman, Z., & Bonaiuto, M. (2014). [Vested interest and environmental risk communication: Improving willingness to cope with impending disasters](#). *Journal of Applied Social Psychology*, 44(5), 364–374.
- De Sardan, J. O. (2005). [A renewal of anthropology?](#) In *Anthropology and development: Understanding contemporary social change* (pp. 58–67).
- Drabek, T. E. (2005). [Predicting disaster response effectiveness \[PDF\]](#). *International Journal of Mass Emergencies and Disasters*, 23(1), 49–72.
- Egner, H., Schorch, M., Hitzler, S., Bergmann, J., & Wulf, V. (2012). [Communicating disaster—A case for qualitative approaches to disaster research](#). *Zeitschrift für Soziologie*, 41(3), 248–255.
- Fernando, G. A., Miller, K. E., & Berger, D. E. (2010). [Growing pains: The impact of disaster-related and daily stressors on the psychological and psychosocial functioning of youth in Sri Lanka](#). *Child Development*, 81(4), 1192–1210.
- Ferreira, R. J., Buttell, F., & Ferreira, S. B. (2015). [Ethical considerations for conducting disaster research with vulnerable populations](#). *Journal of Social Work Values and Ethics*, 12(1), 29–40.
- Filindra, A., & Pearson-Merkowitz, S. (2013). [Together in good times and bad? How economic triggers condition the effects of intergroup threat](#). *Social Science Quarterly*, 94(5), 1328–1345.
- Fisher, J. G. (1998). [Contingency theory, management control systems and firm outcomes: Past results and future directions](#). *Behavioral Research in Accounting*, 10(Supplement), 47–64.
- Gallo, G. (2013). [Conflict theory, complexity and systems approach](#). *Systems Research and Behavioral Science*, 30(2), 156–175.
- Genovese, E., & Przulski, V. (2013). [Storm surge disaster risk management: The Xynthia case study in France](#). *Journal of Risk Research*, 16(7), 825–841.
- Gilles, I., Bangerter, A., Clémence, A., Green, E. G. T., Krings, F., Mouton, A., . . . Wagner-Egger, P. (2013). [Collective symbolic coping with disease threat and othering: A case study of avian influenza](#). *British Journal of Social Psychology*, 52(1), 83–102.
- Jary, D., & Jary, J. (Eds.). (2006). [Functionalism](#). In *Collins dictionary of sociology*. London, England: Harper Collins.
- Jary, D., & Jary, J. (Eds.). (2006). [Social construction of reality](#). In *Collins dictionary of sociology*. London, England: Harper Collins.
- Jary, D., & Jary, J. (Eds.). (2006). [Structuralism](#). In *Collins dictionary of sociology*. London, England: Harper Collins.
- Jary, D., & Jary, J. (Eds.). (2006). [Symbolic interactionism](#). In *Collins dictionary of sociology*. London, England: Harper Collins.
- Jary, D., & Jary, J. (Eds.). (2006). [Economic and social development](#). In *Collins dictionary of sociology*. London, England: Harper Collins.
- Jary, D., & Jary, J. (Eds.). (2006). [Sustainable development](#). In *Collins dictionary of sociology*. London, England: Harper Collins.
- Kovach, R., & McGuire, B. (2003). [Hazard vulnerability](#). In *Guide to global hazards*. London, England: Philip's.
- Lei, Y., Wang, J., Yue, Y., Zhou, H., & Yin, W. (2014). [Rethinking the relationships of vulnerability, resilience, and adaptation from a disaster risk perspective](#). *Natural Hazards*, 70(1), 609–627.

- Letukas, L., & Barnshaw, J. (2008). [A world-system approach to post-catastrophe international relief](#). *Social Forces*, 87(2), 1063–1087.
- Mathias, A. (2008). [Conflict in world society theory](#). *Distinktion: Scandinavian Journal of Social Theory*, 9(2), 57–75.
- Milliken, P. J., & Schreiber, R. (2012). [Examining the nexus between grounded theory and symbolic interactionism](#). *International Journal of Qualitative Methods*, 11(5), 684–696.
- North, C. S., Pollio, D. E., Hong, B. A., Surís, A. M., Westerhaus, E. T., Kientstra, D. M., . . . Pfefferbaum, B. (2013). [Experience of the September 11 terrorist attacks by airline flight staff](#). *Journal of Loss and Trauma*, 18(4), 322–341.
- Palmisano, J. (Ed.). (2002). [Conflict theory](#). In *World of sociology*. Farmington, MI: Gale.
- Prati, G., Saccinto, E., Pietrantonio, L., & Pérez-Testor, C. (2013). [The 2012 Northern Italy earthquakes: Modelling human behaviour](#). *Natural Hazards*, 69(1), 99–113.
- Prelipcean, G., Stancu, S., Roşca, G. I., & Lupan, M. (2012). [Particularities of risk in the case of extreme events](#). *Scientific Research and Education in the Air Force– AFASES*, 1, 211–217.
- Rimstad, R., Njå, O., Rake, E. L., & Braut, G. S. (2014). [Incident command and information flows in a large-scale emergency operation](#). *Journal of Contingencies and Crisis Management*, 22(1), 29–38.
- Rodriguez-Carballeira, A., & Javaloy, F. (2005). [Psychosocial analysis of the collective processes in the United States after September 11](#). *Conflict Management and Peace Science*, 22(3), 201–216.
- Roeckelein, J. E. (Ed.). (2006). [Communication theory](#). In *Elsevier's dictionary of psychological theories*. Oxford, England: Elsevier Science and Technology.
- Roeckelein, J. E. (Ed.). (2006). [General theory of behavior](#). In *Elsevier's dictionary of psychological theories*. Oxford, England: Elsevier Science and Technology.
- Rubin, D. L. (2009). [Rule 5: Communicate, communicate, communicate!](#) *Firehouse*, 34(10), 100–101.
- Sanial, G. (2014). [Exploring U.S. Coast Guard organizational preparedness through chaos and complexity theories](#). *Emergence: Complexity and Organization*, 16(4), 1–16.
- Shaffer, T. J. (2010). [A comparison of firefighters and police officers: The influence of gender and relationship status](#). *Adultspan Journal*, 9(1), 36–49.
- Sherval, M. (2009). [Native Alaskan engagement with social constructions of rurality](#). *Journal of Rural Studies*, 25(4), 425–434.
- van Dijk, T., & Beunen, R. (2009). [Laws, people and land use: A sociological perspective on the relation between laws and land use](#). *European Planning Studies*, 17(12), 1797–1815.
- Walklate, S., & Mythen, G. (2010). [Agency, reflexivity and risk: Cosmopolitan, neurotic or prudential citizen?](#) *The British Journal of Sociology*, 61(1), 45–62.
- Walsh, E. M. (2009). [Understanding fear using my sociological imagination](#). *Human Architecture: Journal of the Sociology of Self-Knowledge*, 7(3), 117–136.
- Weber, M. S., Thomas, G. F., & Stephens, K. J. (2015). [Organizational disruptions and triggers for divergent sensemaking](#). *International Journal of Business Communication*, 52(1), 68–96.
- Yoon, D. (2012). [Assessment of social vulnerability to natural disasters: A comparative study](#). *Natural Hazards*, 63(2), 823–843.

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.

- Coetzee, C., & van Niekerk, D. (2012). [Tracking the evolution of the disaster management cycle: A general system theory approach](#). *Jàmbá: Journal of Disaster Risk Studies*, 4(1), 1–9. doi:10.4102/jamba.v4i1.54
- Jensen, J. (2010). [Emergency management theory: Unrecognized, underused, and underdeveloped \[PDF\]](#). In *Integrating Emergency Management Studies into Higher Education: Ideas, Programs, and Strategies*. Fairfax, VA: Public Entity Risk Institute.
- McEntire, D. A. (2004). [The status of emergency management theory: Issues, barriers, and recommendations for improved scholarship \[PDF\]](#). Retrieved from <https://training.fema.gov/hiedu/downloads/david%20mcentire%20-%20%20status%20of%20emergency%20management%20theory.pdf>
- Pine, J. C. (2007). [The contributions of management theory and practice to emergency management](#). In D. A. McEntire (Ed.), *Discipline, disasters and emergency management: The convergence and divergence of concepts, issues and trends from the research literature* (pp. 196–205). Retrieved from <https://training.fema.gov/hiedu/docs/emt/contributions%20of%20manage.doc>
- Wisner, B., Blaikie, P., Cannon, T., & Davis, I. (2003). [At risk: Natural hazards, people's vulnerability and disasters \(2nd ed.\) \[PDF\]](#). New York, NY: Routledge.

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.

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

- Cabrera, D., & Cabrera, L. (2015). *Systems thinking made simple: New hope for solving wicked problems*. Ithaca, NY: Odyssean Publishing.
- Luhmann, N. (2013). *Introduction to systems theory*. Malden, MA: Polity Press.
- Meadows, D. H. (2008). *Thinking in systems: A primer*. White River Junction, VT: Chelsea Green Publishing.

- Skyttner, L. (2005). *General systems theory: Problems, perspectives, practice* (2nd ed.). Hackensack, NJ: World Scientific Publishing.
- Stroh, D. (2015). *Systems thinking for social change: A practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting results*. White River Junction, VT: Chelsea Green Publishing.
- Weinberg, G. M. (2001). *An introduction to general systems thinking: Silver anniversary edition*. New York, NY: Dorset House Publishing.

Projects

Project >> Exploring a Research Interest Final Summary

Project Overview

Theory helps to move us forward within the emergency management discipline, as theory drives research, which then drives policy development (including practice and procedures) and decision making. In this project, you will examine how theory supports and drives research on a selected topic. You will begin by identifying an emergency management topic that you are interested in researching. As you explore your interest area, you will analyze scholarly articles and determine what is currently known, or not known, about the topic. Then you will select theories relevant to your research interest and discuss how they influence research and knowledge creation. Finally, you will develop recommendations for future research to address gaps in the current knowledge about your topic.

Project Requirements

To achieve a successful project experience and outcome, you are expected to meet the following requirements.

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current [APA style and format](#).
- **Number of resources:** Minimum of 10 resources.
- **Length of paper:** 15–18 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Unit 1 >> Introduction to Emergency Management Theory

Introduction

Welcome to the first unit of the term! This course will introduce you to 11 major theoretical constructs used within the field of emergency management and help you build a foundational knowledge in the way that theory influences knowledge development, which in turn influences policy and decision making.

Over the next 10 weeks, we will take a closer look at 11 major theoretical approaches and connect them back to emergency management real-world scenarios. We will examine the following theoretical paradigms:

- **Symbolic Interactionism:** Communication is symbolic and attached to meaning.
- **Functionalism:** Society is a system of parts and all parts have a function.
- **Conflict theory:** Society is explained by the conflicts of competing groups.
- **Structuralism:** The structure of society is based on a system of signs (heavily influenced by psychology).
- **Vulnerability:** Paradigms closely related to risk such as disasters, emergencies, et cetera.
- **Risk perception and communication theories:** Theories that examine multiple avenues of communication.
- **Social constructionist theories:** Theories that connect philosophy to society.
- **Systems Theory:** A paradigm focused on the systematic approaches used within emergency management.
- **Organizational behavior theories:** Theories that examine organizational designs, relationships, structures, and so forth.
- **Emergent behavior theories:** Theories that attempt to explain behavior (as related to emergency management).
- **Development theories:** Theories that are related to economy globalization and complex societies.

This week we will focus on theory in general and discuss its relevance in the emergency management field today.

View [PSL Program Journey](#) for an overview of your degree program and supporting resources.

Learning Activities

Readings

Complete the following:

- Read Chapter 1 (pages 3–41) and Chapter 3 (pages 87–123) in Part 1 of Wisner, Blaikie, Cannon, and Davis's 2003 book, [*At Risk: Natural Hazards, People's Vulnerability and Disasters*](#).
- Read Pine's 2007 article, "[The Contributions of Management Theory and Practice to Emergency Management](#)," from *Discipline, Disasters and Emergency Management: The Convergence and Divergence of Concepts, Issues and Trends from the Research Literature*.
- Read Jensen's 2010 article, "[Emergency Management Theory: Unrecognized, Underused, and Underdeveloped \[PDF\]](#)," from *Integrating Emergency Management Studies into Higher Education: Ideas, Programs, and Strategies*.

Multimedia

- View [Social Theory, Ideology, and Scientific Theory](#) to learn more about the differences between social theory, ideology, and scientific theory.
- Use [Riverbend City: Post-Flood Vulnerabilities](#) to view a scenario through the lens of theories that you will learn in this course. In this unit, familiarize yourself with the scenario. You will revisit the scenario in each subsequent unit to see how different theoretical frameworks can affect the perspectives and decisions presented.

u01s2 - Assignment Preparation

Next week, for your Unit 2 assignment, you will select an area of interest in emergency management that you would like to examine. To prepare for this assignment, begin thinking of potential topics. Take care not to make the topic too broad to be studied in a 10-week period.

You will also create an annotated bibliography of sources relevant to your topic. Learn more about this process by reading [The Annotated Bibliography](#) in the Capella Writing Center.

Read the Unit 2 assignment and scoring guide for specific assignment requirements.

u01d1 - Impact of Theoretical Understanding

In our readings this week, the authors argue that "feasible and informed practice in reducing disaster risk as well as a better theoretical understanding of disasters are possible only if one places the phenomenon of disaster 'in the mainstream' of policy and practice" (Wisner, Blaikie, Cannon, & Davis, 2003, p. 20). While this statement was made in 2003, it still holds true in emergency management today. Remember, theory drives research, and research influences policy development and decision making.

For our discussion this week, consider what this statement means to you and how having a better theoretical understanding of disasters could positively impact the actions we take in the field.

Response Guidelines

Please respond to at least one classmate's post in this forum.

Reference

Wisnew, B., Blaikie, P., Cannon, T., & Davis, I. (2003). *At risk: Natural hazards, people's vulnerability and disasters* (2nd ed.). London, England: Routledge.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Creating Strong Discussion Posts \[PDF\]](#)

Unit 2 >> Symbolic Interactionism and Functionalism

Introduction

Welcome to Unit 2! This week, we will look at the theories of functionalism and symbolic interactionism and connect them back to emergency management. Functionalism, developed by Herbert Spencer and later furthered by Talcott Parsons, is the idea that every aspect of society has a function, much like every organ in the body serves a function in order for survival. This would mean that disasters have a function in our society (they give those of us working in this field a job, they restructure whole cities, they teach us valuable lessons, and so forth).

It also means that societal aspects such as poverty (ensures that there are people who are willing to do some of the less desired jobs), crime (ensures the need for our judicial system), and death (reduces the world population)

have functions in our society, and that we need them in order to function properly.

Symbolic interactionism was a theory constructed by George Herbert Mead and later furthered by his student, Herbert Blumer. This theory takes the stance that "humans take action toward things based on the meanings the things have for them," and that "social action results from fitting together individual action" (Jary & Jary, 2006, para. 3). Essentially, symbolic interactionism relays that people take action on things (or events, et cetera) based on the meaning those things may have for them, and these meanings have been developed through social interaction.

As you complete the readings this week, start to consider what area within emergency management you are most interested in and whether one of these theories (functionalism or symbolic interactionism) could be related to it. If not, do not worry—there are nine more theoretical paradigms that we will be considering in this course. You are sure to find one!

Please reach out to your instructor if you have questions as you learn more about each of these theories.

Reference

Jary, D., & Jary J. (Eds.). (2006). Symbolic interactionism. In *Collins dictionary of sociology*. London, England: Harper Collins.

Learning Activities

u02s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Becker, Paton, Johnston, and Ronan's 2012 article, "[A Model of Household Preparedness for Earthquakes: How Individuals Make Meaning of Earthquake Information and How This Influences Preparedness](#)," from *Natural Hazards*, volume 64, issue 1, pages 107–137.
- Read Milliken and Schreiber's 2012 article, "[Examining the Nexus Between Grounded Theory and Symbolic Interactionism](#)," from the *International Journal of Qualitative Methods*, volume 11, issue 5, pages 684–696.
- Read the definition of [Symbolic Interactionism](#) from Jary and Jary's *Collins Dictionary of Sociology*.
- Read Gilles et al.'s 2013 article, "[Collective Symbolic Coping With Disease Threat and Othering: A Case Study of Avian Influenza](#)," from the *British Journal of Social Psychology*, volume 52, issue 1, 83–102.
- Read the definition of [Functionalism](#) from Jary and Jary's *Collins Dictionary of Sociology*.
- Read Walsh's 2009 article, "[Understanding Fear Using My Sociological Imagination](#)," from *Human Architecture: Journal of the Sociology of Self-Knowledge*, volume 7, issue 3, pages 117–136.
- Read Chriss's paper, "[Institutionalism Versus Functionalism: The Case of Post 9-11 Policing](#)," presented at the American Society of Criminology (ASC) Annual Meeting in 2008.

- Read Yoon's 2012 article, "[Assessment of Social Vulnerability to Natural Disasters: A Comparative Study](#)," from *Natural Hazards*, volume 63, issue 2, pages 823–843.

Multimedia

- View [Research Study Categories](#) to learn about different study types you may see in emergency management research.
- Use [Riverbend City: Post-Flood Vulnerabilities](#) to see how the application of functionalism affects perspectives and decisions in the scenario.

u02a1 - Topic Selection and Background

For this assignment, first select an area of research interest, based on your past work or knowledge of emergency management, that you would like to focus on for the remainder of this course. Try not to select a topic that is too broad, as you will need to analyze it, and selecting a broad topic will make your final assignment much more difficult. For example, something broad would be mitigation, and something more specific would be the effect of having an approved mitigation program on the cost of a disaster. Mitigation would be too large of a topic, and it would be difficult to complete your final assignment in the scope of this course.

Once you have selected a topic, provide background on your topic and explain why it is of interest to you. Then, locate a minimum of five sources from scholarly literature related to this topic (focused on literature published in the last 5–7 years), and create an annotated bibliography.

Refer to the Annotated Bibliography page in the Writing Center (linked in the Resources) for guidance on writing your bibliography. Please note that this annotated bibliography is an example of only a portion of this assignment. (Review the assignment rubric to ensure that you include the other requirements as well.)

You may wish to use the Capella Library, focus your search on the *International Journal of Mass Emergencies and Disasters*, or use other sources to find scholarly articles to use in this assignment. Creating an annotated bibliography will help you as you work on your Unit 4 assignment, which will require several sources to support a literature review of your selected topic.

Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of 5 resources.
- **Length of paper:** 3–4 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

[How to Search Within a Specific Journal](#)

[The Annotated Bibliography](#)

[EBSCOhost](#)

u02d1 - Using Theory to Explain Events

Select a disaster event in our nation's history. Based on the readings in this unit and your experience with the Riverbend City: Post-Flood Vulnerabilities scenario, describe how both functionalism and symbolic interactionism could be used to explain the event.

Response Guidelines

Respond to at least one classmate's post in this forum.

Graduate Discussion Participation Scoring Guide

Unit 3 >> Conflict Theory

Introduction

This unit will analyze yet another primary theoretical paradigm that is related to the emergency management field: Karl Marx's conflict theory. Conflict theory suggests that there is always a struggle occurring within society (this could be a class struggle, power struggle, gender/race/ethnicity struggle, et cetera), and emergency management is not exempt from this struggle.

For example, think of the struggle related to the role of politics within emergency management. In addition, consider the power struggle that occurs between jurisdictions when preparing for, or responding to, disasters.

Think about the way that conflict resulted in some of the systems we use, such as the National Incident Management System (NIMS) and Incident Command System (ICS). Consider the way that conflict has allowed us to create best practices.

As you learn more about conflict theory in our readings this week, appraise whether it is related to your selected research topic.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to complete the following:

- Read the definition of [Conflict Theory](#) in Palmisano's *World of Sociology*.
- Read Filindra and Pearson-Merkowitz's 2013 article, "[Together in Good Times and Bad? How Economic Triggers Condition the Effects of Intergroup Threat](#)," from the *Social Science Quarterly*, volume 94, issue 5, pages 1328–1345.
- Read Gallo's 2013 article, "[Conflict Theory, Complexity and Systems Approach](#)," from *Systems Research and Behavioral Science*, volume 30, issue 2, pages 156–175.
- Read Mathias's article, "[Conflict in World Society Theory](#)," from *Distinktion: Scandinavian Journal of Social Theory*, volume 9, issue 2, pages 57–75.

Multimedia

- Access [Riverbend City: Post-Flood Vulnerabilities](#) to see how the application of conflict theory affects perspectives and decisions in the scenario.

u03s2 - Assignment Preparation

Next week for your Unit 4 assignment, you will prepare a literature review of your selected topic. Prepare for this assignment by searching the Capella library to locate articles relevant to your topic.

You may also want to look at the following resources available in Capella's Writing Center about literature reviews:

- [Literature Review](#).

- [Writing a Literature Review.](#)
- [Locating Common Themes in a Literature Review.](#)

u03d1 - Class Conflict and Struggle

Based on the readings in this unit and your experience with the Riverbend City: Post-Flood Vulnerabilities scenario, consider the main ideas that conflict theory highlights: class conflict and struggle. What functions do you believe class conflict and struggle have within the realm of emergency management?

Response Guidelines

Respond to at least one classmate's post in this forum.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Creating Strong Discussion Posts \[PDF\]](#)

Unit 4 >> Structuralism

Introduction

Welcome to Unit 4! By now you should have selected a topic within emergency management that most interests you.

As we continue through this course, we will examine yet another emergency management theory, structuralism, to help you select a theory to connect back to your topic. Structuralism covers a wide variety of fields in numerous ways (anthropology, sociology, psychology, et cetera) and has been considered by many theorists.

Recall from the short description provided in Unit 1 that structuralism examines the structure of society based on a system of signs (this is heavily influenced by psychology). Consider the signs we use in emergency management (for example, think of our vulnerabilities and the way that we identify and prepare for them or how we structure our society based on the signs that the weather provides).

As you review the required readings this week and you are better able to understand this theory and how it relates to the emergency management field, consider whether it may be an applicable theoretical approach to use in your proposed research. Also, discern how structuralism explains some of the work that we do in the field of emergency management.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to complete the following:

- Read the definition of [Structuralism](#) in Jary and Jary's *Collins Dictionary of Sociology*.
- Read De Sardan's chapter, "[A Renewal of Anthropology?](#)," in *Anthropology and Development: Understanding Contemporary Social Change*, pages 58–67.
- Read Walklate and Mythen's 2010 article, "[Agency, Reflexivity and Risk: Cosmopolitan, Neurotic or Prudential Citizen?](#)," from the *British Journal of Sociology*, volume 61, issue 1, pages 45–62.
- Read van Dijk and Beunen's 2009 article, "[Laws, People and Land Use: A Sociological Perspective on the Relation Between Laws and Land Use](#)," from *European Planning Studies*, volume 17, issue 12, pages 1797–1815.
- Read Ferreira, Buttell, and Ferreira's 2015 article, "[Ethical Considerations for Conducting Disaster Research With Vulnerable Populations](#)," from the *Journal of Social Work Values and Ethics*, volume 12, issue 1, pages 29–40.
- Read North et al.'s 2013 article, "[Experience of the September 11 Terrorist Attacks by Airline Flight Staff](#)," from the *Journal of Loss and Trauma*, volume 18, issue 4, pages 322–341.

Multimedia

Access [Riverbend City: Post-Flood Vulnerabilities](#) to see how the application of structuralism affects perspectives and decisions in the scenario.

u04s2 - Developing as a Writer

Your writing skills are critical to your academic and career success. Writing is an iterative process. Some of the keys to this process are creating drafts, seeking and receiving feedback, and making revisions. In this course, you will have various opportunities to move through these steps as you work on your unit assignments. You are

required to take advantage of the writing resources offered, such as those in the [Writing Center](#). These resources are crucial to helping you become a more capable, skilled, and confident writer, both during your academic journey at Capella and beyond.

u04a1 - Literature Review

In Unit 2, you selected the topic that you will focus on for the remainder of the course. This week, conduct a literature review of this topic by seeking out at least 10 sources (focused on those published in the last 5–7 years) that help explain your topic. Summarize the literature for your topic, identifying what is currently known and what is not known. Identify areas of controversy in the literature where the research is contradictory or interpreted differently by different authors. Formulate questions that need further research.

Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of 10 resources.
- **Length of paper:** 3–4 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[Locating Common Themes in a Literature Review](#)

[Writing a Literature Review \[PDF\]](#)

[Literature Review](#)

u04d1 - Structuralism and Emergency Management

After completing the readings for this week and going through the Riverbend City: Post-Flood Vulnerabilities scenario, post the following:

- Discuss your understanding of structuralism and how structuralism connects to the field of emergency management.
- Recall that structuralism refers to an analysis where structures take priority over human actions and that structuralists believe society can be observed through the systems within it (Jary & Jary, 2006).
 - How do researchers argue that structuralism plays a role in the work we do within emergency management?
 - Explain whether or not you would agree that structuralism has a place in the emergency management field.

Response Guidelines

Respond to at least one classmate's post in this forum.

Reference

Jary, D., & Jary, J. (Eds.). (2006). Structuralism. In *Collins dictionary of sociology*. London, England: Harper Collins.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

[Structuralism](#)

Unit 5 >> Theories of Vulnerability, Risk, and Communication

Introduction

The ideas of vulnerability, risk, and communication are very common within the emergency management field, and this week we will take a closer look at the theories that are tied to these concepts.

Within emergency management, we identify our vulnerabilities on a regular basis and calculate the risk to determine the actions that we need to take.

In addition, communication theories examine the way that we communicate within our social structure. This includes how we communicate and perceive risk based on this communication. As you can imagine,

communication has a huge role in the work that we do, as we need to be effective communicators in order to be successful. We have seen many instances where communication actually failed (for example, Hurricane Katrina).

Our readings this week will focus on these topics and help you better understand how you may apply them to emergency management research, policy development, and decision making. As you learn more about this, consider whether these theories may be your best option to examine your selected topic of interest. In your project assignment due in Unit 7, you will identify the theory you will use.

As you continue through this course, please feel free to reach out to your instructor for guidance.

Learning Activities

u05s1 - Studies

Readings

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

- Read Kovach and McGuire's definition of [Hazard Vulnerability](#) from the *Guide to Global Hazards*.
- Read Genovese and Przulski's 2013 article, "[Storm Surge Disaster Risk Management: The Xynthia Case Study in France](#)," from the *Journal of Risk Research*, volume 16, issue 7, pages 825–841.
- Read McEntire's paper, [The Status of Emergency Management Theory: Issues, Barriers, and Recommendations for Improved Scholarship](#), presented at the 2004 FEMA Higher Education Conference.
- Read the definition of [Communication Theory](#) in Roedelein's *Elsevier's Dictionary of Psychological Theories*.
- Read Lei, Wang, Yue, Zhou, and Yin's 2014 article, "[Rethinking the Relationships of Vulnerability, Resilience, and Adaptation From a Disaster Risk Perspective](#)," from *Natural Hazards*, volume 70, issue 1, pages 609–627.
- Read Prelipcean, Stancu, Roșca, and Lupan's 2012 article, "[Particularities of Risk in the Case of Extreme Events](#)," from *Scientific Research and Education in the Air Force–AFASES*, volume 1, pages 211–217.
- Read Rimstad, Njå, Rake, and Braut's 2014 article, "[Incident Command and Information Flows in a Large-Scale Emergency Operation](#)," from the *Journal of Contingencies and Crisis Management*, volume 22, issue 1, pages 29–38.
- Read Rubin's 2009 article, "[Rule 5: Communicate, Communicate, Communicate!](#)," from *Firehouse*, volume 34, issue 10, pages 100–101.
- Read 't Hart's 2013 article, "[After Fukushima: Reflections on Risk and Institutional Learning in an Area of Mega-Crises](#)," from *Public Administration*, volume 91, issue 1, pages 101–113.
- Read De Dominicis et al.'s 2014 article, "[Vested Interest and Environmental Risk Communication: Improving Willingness to Cope With Impending Disasters](#)," from the *Journal of Applied Social Psychology*, volume 44, issue 5, pages 364–374.

Multimedia

- Use [Riverbend City: Post-Flood Vulnerabilities](#) to see how the application of theories of vulnerability, risk, and communication affect perspectives and decisions in the scenario.

u05s2 - Assignment Preparation

Next week for your Unit 6 assignment, you will look at how theories drive research in emergency management. To prepare for this assignment, select one of the theories you have learned about in this course so far. Write a summary of the theory and begin to consider how it relates to your selected topic.

u05d1 - Vulnerability, Risk, and Communication

After completing the readings for this week and going through the Riverbend City: Post-Flood Vulnerabilities scenario, post the following:

- Explain how vulnerability, risk perception, and communication theories are connected to the field of emergency management.
- Choose a focusing event and use real-life examples to explain how these theories can be practically applied to the work that we do.

Response Guidelines

Respond to at least one classmate's post in this forum.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

Unit 6 >> Social Constructionist Theories

Introduction

Welcome to Unit 6! This week we examine yet another theoretical paradigm that is connected to the emergency management field. Social constructionist theories have close ties to philosophy and the idea that the construction of our society is socially produced, rather than naturally determined.

There are many ways to view the emergency management field through a social constructionist lens. As you review a few of these theories in our readings this week, please consider how they may apply to the work we do in emergency management and how it may apply to your selected topic of interest.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to complete the following:

- Read the definition of [Social Construction of Reality](#) in Jary and Jary's *Collins Dictionary of Sociology*.
- Read Sherval's 2009 article, "[Native Alaskan Engagement With Social Constructions of Rurality](#)," in *Journal of Rural Studies*, volume 25, issue 4, pages 425–434.
- Read Letukas and Barnshaw's 2008 article, "[A World-System Approach to Post-Catastrophe International Relief](#)," from *Social Forces*, volume 87, issue 2, pages 1063–1087.

Multimedia

- Review [Riverbend City: Post-Flood Vulnerabilities](#) to see how the application of social constructionist theories affect perspectives and decisions in the scenario.

u06a1 - Theoretical Foundations of Research

We have learned in this course that theory provides a framework of understanding the world in which we live and aids us in obtaining knowledge. Knowledge is created and tested by research. Knowledge informs policy, and policy dictates decision making. There have been several examples related to this in each unit in the assigned

readings, media, and discussions. For this assignment, take this same approach to your selected topic by completing the following:

- Select one of the theories that we have discussed already in this course (symbolic interactionism, functionalism, conflict theory, structuralism, vulnerability, risk, communication, or social constructionism).
- Discuss the ideas that the theory addresses, and then discuss how this theory is related to your topic.
- Explain how future research on your selected topic would drive knowledge creation within the emergency management field.

Again, this is something that we have addressed through the media and discussion forums in this course, so please use those as an example of the process to follow for this assignment, but use a more in-depth and thorough analysis.

Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of 2 resources.
- **Length of paper:** 3–4 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

u06d1 - The Social Nature of Disasters

As shown in this unit's readings and in the Riverbend City: Post-Flood Vulnerabilities scenario, social constructionists believe that the way that our society is constructed is socially produced and driven rather than naturally determined. In emergency management, it could be argued that disasters are social in nature, as the question could arise of whether a disaster would exist at all if it did not impact society in some way. Using a social constructionist viewpoint, discuss how disasters are social in nature and how this realization has impacted our development of emergency management policy.

Response Guidelines

Respond to at least one classmate's post in this forum.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Systems Theories

Introduction

We are a system. Our homes are systems. Our jobs are systems. Our society is a system of system. The list of systems theories runs from A to W, abstract systems theory to world systems theory. All of these theories help us to explain the relationships between systems in our society.

A system is a group of related parts that move or work together. This simple definition includes systems elements, relationships, characteristics, and purpose.

In this unit, we will address systems theories as they inform practice, policy, and programs. Systems theories aid the practitioners and the students of emergency management in understanding and, by extrapolation, prediction of human behavior as an integral part of a larger system, our society.

In addition to introducing systems theories, a secondary goal of this unit is to introduce the concept of systems thinking. Systems thinking is a form of analysis that is based on how the system's parts are interrelated and how systems are part of a system of systems. Many methods of analysis include breaking down systems in the component parts for purposes of analysis. Systems thinking analyzes the individual elements working together for a common purpose.

By systems thinking we can analyze segments of our society as elements of a system of systems. By this analysis, we can provide input into the development of practices to implement policy that is part of a program.

Learning Activities

u07s1 - Studies

Readings

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

- Read Coetzee and van Niekerk's 2012 article, "[Tracking the Evolution of the Disaster Management Cycle: A General System Theory Approach](#)," from *Jàmbá: Journal Of Disaster Risk Studies*, volume 4, issue 1, pages 1–9.
- Read Bartolucci and Gallo's 2015 article, "[Terrorism, System Thinking and Critical Discourse Analysis](#)," from *Systems Research and Behavioral Science*, volume 32, issue 1, pages 15–27.
doi:10.1002/sres.2206

- Read Buckle Henning and Chen's 2012 article, "[Systems Thinking: Common Ground or Untapped Territory?](#)," from *Systems Research and Behavioral Science*, volume 29, issue 5, pages 470-483.

Multimedia

- View [Riverbend City: Post-Flood Vulnerabilities](#) to see how the application of systems thinking affects perspectives and decisions in the scenario.

Optional Readings

- Cabrera, D., & Cabrera, L. (2015). *Systems thinking made simple: Newhope for solving wicked problems*. Ithaca, NY: Odyssean Publishing.
- Luhmann, N. (2013). *Introduction to systems theory*. Malden, MA: Polity Press.
- Meadows, D. H. (2008). *Thinking is systems: A primer*. White River Junction, VT: Chelsea Green Publishing.
- Skjottner, L. (2005). *General systems theory: Problems, perspectives, practice* (2nd ed.). Hackensack, NJ: World Scientific Publishing.
- Stroh, D. (2015). *Systems thinking for social change: A practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting results*. White River Junction, VT: Chelsea Green Publishing.
- Weinberg, G. M. (2001). *An introduction to general systems thinking: Silver anniversary edition*. New York, NY: Dorset House Publishing.

u07s2 - Assignment Preparation

Next week for your Unit 8 assignment, you will continue to look at how theories link to your emergency management topic interest. To prepare for this assignment, select one of the theories you have learned about in this course so far. Write a summary of the theory and begin to consider how it relates to your selected topic.

u07d1 - Systems Thinking and the Pressure and Release Model

Using this week's readings and the Pressure and Release (PAR) model seen in the Riverbend City: Post-Flood Vulnerabilities scenario, respond to the following:

- What is the merit of using a model like this to describe the purpose or function of a system?
- Think of an actual disaster that affected your home area. How might this model be applied to that event?

Response Guidelines

Respond to at least one classmate's post in this forum.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

Unit 8 >> Organizational Behavior Theories

Introduction

This week we will discuss yet another major theory that can be applied to the field of emergency management: organizational behavior theories. These theories attempt to explain the behavior of organizations, such as their designs, the relationships within them, and their structures or the systems that they employ. Organizational behavior theories look at the organization as a whole, as well as the processes that ensue within it. For example, in the emergency management field, organizational behavior theories may examine how a jurisdiction uses NIMS or ICS. These theories may also analyze the leadership seen when we consider organizations such as FEMA, DHS, or state emergency management agencies.

There are many ways in which organizational behavior theories can be used in emergency management. As you complete the requirements for this week, consider how these theories may apply to the work you currently do, or hope to do, within the emergency management field.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Byers, Slack, and Parent's definition of [Organizational Theory](#) in *SAGE Key Concepts: Key Concepts in Sport Management*.
- Read Fisher's 1998 article, "[Contingency Theory, Management Control Systems and Firm Outcomes: Past Results and Future Directions](#)," from *Behavioral Research in Accounting*, volume 10, pages 47–64.
- Read Sanial's 2014 article, "[Exploring U.S. Coast Guard Organizational Preparedness Through Chaos and Complexity Theories](#)," from *Emergence: Complexity and Organization*, volume 16, issue 4, pages 1–16.
- Read Weber, Thomas, and Stephens's 2015 article, "[Organizational Disruptions and Triggers for Divergent Sensemaking](#)," from *International Journal of Business Communication*, volume 52, issue 1, pages 68–96.
- Read Egner, Schorch, Hitzler, Bergmann, and Wulf's 2012 article, "[Communicating Disaster—A Case for Qualitative Approaches to Disaster Research](#)," from *Zeitschrift für Soziologie*, volume 41, issue 3, pages 248–255.
- Read Allen's 2011 article, "[Organizational Collaborative Capacities in Disaster Management: Evidence From the Taiwan Red Cross Organization](#)," from the *Asian Journal of Social Science*, volume 39, issue 4, pages 446–468.

Multimedia

- Complete the [Ethical Considerations in Research](#) interactive presentation.
- View the [Social Power Theory](#) to learn about the five bases of power.
- View [Riverbend City: Post-Flood Vulnerabilities](#) to see how the application of an organizational behavior theory affects perspectives and decisions in the scenario.

u08a1 - Linking Multiple Theories to Research

We have learned in this course that many of the theories we have examined can work together in various ways and are applicable to multiple topics within the emergency management field. For this assignment, select another theory that has been or will be examined in this course (including those that will be addressed in Units 9 and 10) and that will work in conjunction with the theory you selected in Unit 6 to examine your chosen research interest topic. Using this second theory you selected, complete the following:

- Discuss the ideas that the theory explains.
- Compare and contrast it with the theory you selected for your assignment in Unit 6.
- Discuss how this theory is related to your topic and would drive knowledge creation in the emergency management field.

Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of 2 resources.
- **Length of paper:** 3–4 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

u08d1 - Organizational Behavior and Business Continuity

Imagine you have been contracted by a small company to develop its business continuity plan. Based on this unit's readings about organizational behavior and your experience with the Riverbend City: Post-Flood Vulnerabilities scenario, post the following:

- Discuss how you would go about developing the business continuity plan. Recall that organizational behavior theories cover a wide variety of topics, such as organizational size, change, effectiveness, structure, and technology.
- Use organizational behavior theories to discuss why business continuity plans are important to the life cycle of the business, as well as to how you would begin developing a plan (Byers, Slack, & Parent, 2012).

Response Guidelines

Respond to at least one classmate's post in this forum.

Reference

Byers, T., Slack, T., & Parent, M. (2012). Organizational theory. In *SAGE key concepts: Key concepts in sport management*. London, England: Sage UK.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

Introduction

Welcome to Unit 9! This week we will examine another major theory that is used within emergency management: emergent behavior theories.

While the previous unit examined organizational behavior, this week we will examine human behavior and the way that it impacts the field of emergency management. When one considers disasters, we know that an event would not be defined as a "disaster" or an "emergency" if it did not impact society in some way. Therefore, if an event does not impact human behavior, action, or response, then it would not be considered a disaster. It goes back to the old adage: If a tree falls in the woods and no one is around to hear it, does it make a sound? In emergency management, we could ask: If an event occurs but it does not impact a person in some way, is it considered a disaster?

As you complete the required readings for this week, consider how emergent behavior theories are related to the work that we do within the emergency management field. Do you agree that it is one of the 10 major theories that relates to emergency management?

Learning Activities

u09s1 - Studies

Readings

- Read the definition of [General Theory of Behavior](#) in Roetkelein's *Elsevier's Dictionary of Psychological Theories*.
- Read Chu and Law's 2013 article, "[Computational Framework Incorporating Human Behaviors for Egress Simulations](#)," from the *Journal of Computing in Civil Engineering*, volume 27, issue 6, pages 699–707.
- Read Prati, Saccinto, Pietrantonio, and Pérez-Testor's 2013 article, "[The 2012 Northern Italy Earthquakes: Modelling Human Behaviour](#)," from *Natural Hazards*, volume 69, issue 1, pages 99–113.
- Read Rodriguez-Carballeira and Javaloy's 2005 article, "[Psychosocial Analysis of the Collective Processes in the United States After September 11](#)," from *Conflict Management and Peace Science*, volume 22, issue 3, pages 201–216.
- Read Drabek's 2005 article, "[Predicting Disaster Response Effectiveness](#)," from *International Journal of Mass Emergencies and Disasters*, volume. 23, issue 1, pages 49–72.

Multimedia

- View [Riverbend City: Post-Flood Vulnerabilities](#) to see how the application of an emergent behavior theory affects perspectives and decisions in the scenario.

Films on Demand Video

- Davidson Films, Inc. (Producer). (2003). [Bandura's social cognitive theory: An introduction \[Video\]](#). Films on Demand.
 - Take a look at an overview of Bandura's theory and work related to how advanced cognitive and social capacities enable us to exercise a measure of control over our lives.
 - Running time: 2:43 minutes.

u09s2 - Assignment Preparation

Next week for your final project assignment in Unit 10, you will complete the final summary of the work you have done on your selected research interest. To prepare for this assignment, begin to compile your assignments. Make sure to incorporate any feedback you have received from your instructor.

As you compile your project, pay attention to tying the sections together for smooth transitions. You may want to read the Capella Writing Center's page on [Transition Words and Phrases](#) to help with this process.

u09d1 - Emergent Behavior and Business Continuity

Consider what you wrote in your discussion post for the Organizational Behavior and Business Continuity discussion in Unit 8. Now, take it a step further and tie in the idea of emergency behavior theories. Based on this unit's readings and your experience with the Riverbend City: Post-Flood Vulnerabilities scenario, discuss how emergent behavior theories may have an impact on the steps one takes when developing a business continuity plan.

Response Guidelines

Respond to at least one classmate's post in this forum.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Development Theories

Introduction

Welcome to Unit 10! You have made it to the end of the course. Congratulations!

By now you have not only selected a topic of interest to you within the emergency management field, but you have also developed a foundational understanding of how theory is applicable to that topic. You are also familiar with 10 out of 11 major theoretical perspectives that are connected and regularly used within emergency management research.

This week we will examine the final theories that are regularly used within emergency management—development theories. Development theories examine a wide array of topics including economic, sustainable, and social development. Our readings this week will touch on all of these areas and connect them to the emergency management field.

While you may have started this course with a limited knowledge of some or all of these theories, you will have completed these 10 weeks with an in-depth understanding of each. You also can now connect the theories back to the field and explain how theory drives knowledge, and, therefore, how it impacts policy and decision making. Hopefully you have also identified a theory or theories that may resonate with you and the work that you do, or hope to do, in the field of emergency management. View [PSL Program Journey](#) to review this useful resource.

Learning Activities

u10s1 - Studies

Readings

- Read the definition of [Sustainable Development](#) in Jary and Jary's *Collins Dictionary of Sociology*.
- Read the definition of [Economic and Social Development](#) in Jary and Jary's *Collins Dictionary of Sociology*.
- Read Creamer, Forbes, and Wade's 2012 article, "[Psychosocial Recovery Following Disaster: A Multi-level Approach](#)," from *International Perspectives in Victimology*, volume 6, issue 2, pages 121–127.
- Read Shaffer's 2010 article, "[A Comparison of Firefighters and Police Officers: The Influence of Gender and Relationship Status](#)," from *Adultspan Journal*, volume 9, issue 1, pages 36–49.
- Read Fernando, Miller, and Berger's 2010 article, "[Growing Pains: The Impact of Disaster-Related and Daily Stressors on the Psychological and Psychosocial Functioning of Youth in Sri Lanka](#)," from *Child*

Development, volume 81, issue 4, 1192–1210.

- Read Catani et al.'s 2010 article, "[Tsunami, War, and Cumulative Risk in the Lives of Sri Lankan Schoolchildren](#)," from *Child Development*, volume 81, issue 4, pages 1176–1191.

Multimedia

- View [Riverbend City: Post-Flood Vulnerabilities](#) to see how the application of development theories affects perspectives and decisions in the scenario.

u10a1 - Exploring a Research Interest Final Summary

For your final project assignment, compile the documents that you have developed throughout this course into one final summary. Your project should contain the following headings and sections:

- **Introduction:** Describe the selected topic and provide background, including its significance in the emergency management field.
- **Literature Review:** Synthesize current knowledge on the selected topic, including areas of controversy. Identify gaps or unaddressed issues in the research.
- **Theory and Knowledge Creation:** Explain the theories that you have selected and their relevance to your selected emergency management topic. Discuss how the theories you have selected could influence future research and impact knowledge creation for your selected topic.
- **Knowledge Creation and Advancement of the Field:** Discuss how research based on your selected theories could influence future policy development related to your selected topic, as well as decision making and application in the emergency management field.
- **Conclusion:** Briefly summarize your findings and present recommendations for future research on your selected topic.

Make sure to implement feedback that you have received on your previous assignments. Create smooth transitions between the sections of your summary. The Transition Words and Phrases resource linked in the Resources can help you with this.

Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of 10 resources.
- **Length of paper:** 15–18 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

[Transition Words and Phrases](#)

u10d1 - Course Reflection

Take a moment to consider all of the theories that were discussed throughout this course. Think back to your readings and your experiences with the Riverbend City scenario. Share with the class which theory, or theories, resonated most with you, and why. How does this theory (or how do these theories) fit with the work you want to do in emergency management?

Response Guidelines

Respond to at least one classmate's post in this forum.