

Syllabus

Course Overview

In this course, you will evaluate the multidisciplinary theories and models that influence an emergency management system. Topics include classic system management principles and practices, including communication and teamwork, as well as system evaluation.

You will be given several opportunities to evaluate various methods and models for the purpose of integrating these principles and strategies into the emergency management profession.

Required Course Resources

In addition to government and organizational websites, you will use the *NFPA 1600*, a publication of the National Fire Protection Association, to complete the various activities in this course. This text is available to you at no cost from the organization's website. Although there is no charge, you are required to register.

To download the *NFPA1600*, visit the [NFPA website](#) and follow the prompts. Additional details are provided in your Unit 1 studies.

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 \[PDF\]](#) 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.

Smarthinking

Capella partners with [Smarthinking](#), a Web-based tutoring service, to offer you online tutoring in a variety of subjects and custom critique of your papers. You will receive 168 minutes to use toward tutoring each quarter. The tutors are called e-structors and can help you develop successful learning skills in a professional and supportive environment. E-structors are available to help you, but not replace your instructor. Learn [how to get started](#) and [how to use Smarthinking](#).

With Smarthinking you can:

- Get live, one-on-one online tutoring help.
- Submit an essay or paper for review.
- Submit questions for a tutor's response.

Subjects covered include writing, APA style and formatting, and reading comprehension.

Kaltura Activities

This course requires learners to participate in both synchronous online meetings and deliver asynchronous presentations using Kaltura or similar software. Refer to [Using Kaltura](#) for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Capella University Library

You are highly encouraged to explore the [Capella University Library](#). The Capella library is an entirely digital library and one of your most valuable resources for finding the persuasive evidence and scholarly resources you will use in your course assignments.

Course Competencies

(Read Only)

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

- 1 Apply risk-based decision making to the development of an emergency management system.
- 2 Design a measurable emergency management system that incorporates best practices.
- 3 Assess the effectiveness and efficiency of an emergency management system.
- 4 Integrate recent, 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): EMG7015, PSL7030.

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.

- Brown, K. L. (2015). [Assessing the educational needs of emergency management personnel](#). *Journal of Homeland Security Education*, 4, 1–19.
- Farazmand, A. (Ed.). (2014). [Crisis and emergency management: Theory and practice \(2nd ed.\)](#). Boca Raton: CRC Press.
- Heath, R. L., Lee, J., & Ni, L. (2009). [Crisis and risk approaches to emergency management planning and communication: The role of similarity and sensitivity](#). *Journal of Public Relations Research*, 21(2), 123–141.
- Henstra, D. (2010). [Evaluating local government emergency management programs: What framework should public managers adopt?](#) *Public Administration Review*, 70(2), 236–246.
- Kapucu, N., & Garayev, V. (2012). [Designing, managing, and sustaining functionally collaborative emergency management networks](#). *American Review of Public Administration*, 43(3), 312–330.
- Kapucu, N., Arslan, T., & Demiroz, F. (2010). [Collaborative emergency management and national emergency management network](#). *Disaster Prevention and Management*, 19(4), 452–468.
- Kapucu, N., Garayev, V., & Wang, X. (2013). [Sustaining networks in emergency management: A study of counties in the United States](#). *Public Performance & Management Review*, 37(1), 104–133.
- Liu, Y., Fan, Z., & Zhang, Y. (2014). [Risk decision analysis in emergency response: A method based on cumulative prospect theory](#). *Computers & Operations Research*, 42, 75–82.
- Peng, Y., Zhang, Y., Tang, Y., & Li, S. (2011). [An incident information management framework based on data integration, data mining, and multi-criteria decision making](#). *Decision Support Systems*, 51, 316–327.
- Sinclair, H., Doyle, E. E. H., Johnston, D. M., & Paton, D. (2012). [Decision-making training in local government emergency management](#). *International Journal of Emergency Services*, 1(2), 159–174.

- Sinclair, H., Doyle, E. E., Johnston, D. M., & Paton, D. (2012). [Assessing emergency management training and exercises](#). *Disaster Prevention and Management*, 21(4), 507–521.
- Velev, D., & Zlateva, P. (2011). [An innovative approach for designing an emergency risk management system for natural disasters](#). *International Journal of Innovation, Management and Technology*, 2(5), 407–413.
- Waugh, W. L., Jr., & Streib, G. (2006). [Collaboration and leadership for effective emergency management](#). *Public Administration Review*, 66, 131–140.

External Resource

Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

Note: Instructions for accessing a free PDF version of *NFPA 1600* are included in Unit 1, Study 2.

- National Fire Protection Association. (2016). [NFPA 1600: Standard on disaster/emergency management and business continuity/continuity of operations programs](#). Retrieved from <https://www.nfpa.org/codes-and-standards/all-codes-and-standards/list-of-codes-and-standards/detail?code=1600>
- [National Fire Protection Association](#). (n.d.). Retrieved from <https://www.nfpa.org/>

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.

Integrated Materials

Book

Beierle, T., & Cayford, J. (2002). *Democracy in practice: Public participation in environmental decisions*. Washington, DC: Resources for the Future.

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.

- Nakagawa, Y., & Shaw, R. (2004). Social capital: A missing link to disaster recovery. *International Journal of Mass Emergencies and Disasters*, 22(1), 5–34.

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.

- Schneider, R. O. (2004). [A strategic overview of the "new" emergency management](#). Washington, DC: FEMA's Higher Education Articles and Papers. Retrieved from <https://training.fema.gov/hiedu/highpapers.aspx>

Unit 1 >> Emergency Management Methods

Introduction

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

Many scholars in the field of emergency management have recognized that local emergency managers must go beyond the scope of tactical operations.

Political and economic forces are increasing pressure to reduce disaster losses, but that is constrained by political, economic, and cultural obstacles and the need to effectively manage programs.

Although emergency management is recognized as its own discipline, it requires a myriad of supporting professions beyond law enforcement or fire and medical services. Emergency managers must employ the ability to manage all hazards throughout the cycle of preparing, responding, recovering, and protecting or mitigating. Emergency managers must also excel in many diverse fields, yet be scholars in their own discipline. Most importantly, emergency managers must employ proven skills, methods, and principles of project and program management.

Things to know about this unit:

1. Connect what you learned in EMG7015 regarding emergency management theory and tie it once again to the practical world.
2. Examine local resilience to disasters and bringing in the whole community to assist.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to read the following:

- Farazmand, A. (Ed.). (2014). [*Crisis and emergency management: Theory and practice \(2nd ed.\)*](#). Boca Raton: CRC Press.
 - Chapter 35, "Mitigation Versus Prevention: A View from the Local Government Level," pages 675–690.
 - Chapter 36, "Advancing Community Resilience to Disasters: Considerations for Theory, Policy, and Practice," pages 691–710.

Multimedia

- Click [Riverbend City: Post-Flood Vulnerabilities](#) to launch the media presentation.
 - Review the theories learned during EMG7015.

u01s2 - Obtaining NFPA 1600

One of your required books for this course, [*NFPA 1600: Standard on disaster/emergency management and business continuity/continuity of operations programs*](#), is available to download at no cost from the National Fire Protection Association (NFPA).

To obtain your free download of the PDF copy:

1. Go to the [NFPA website](#).
2. If you are an NFPA member, sign in with your member number. If you are not a member, create a user profile.
Note: Membership in the NFPA is not required to download a no-cost copy of *NFPA 1600*.
3. Under Codes and Standards, select [NFPA 1600](#).
4. Click the red booklet image on the screen.
5. Check **2016 NFPA 1600 PDF**. Choose the option without a price listed.
6. Select **Add to Cart**.
7. Select **Purchase NFPA 1600 pdf 2016 Edition**.
8. Select **My Profile**.
9. Select **My PDFs** in the left margin.
10. Select **2016 NFPA 1600 PDF** to access your no-cost PDF copy of this standard.

u01s3 - Presentation Preparation

For this course, you will record presentations for assignments in Unit 6 and Unit 8. You may create these presentations either by recording your narration directly in PowerPoint or by using Kaltura. In preparation for these assignments, please complete the following:

1. If needed, install headset and microphone as per the manufacturer's instructions.
2. Read the following guide to recording in PowerPoint and in Kaltura:
 - [Microsoft PowerPoint Recording Quick Start Guide \[PDF\]](#).
 - [Using Kaltura](#).
3. Once you have chosen which tool you are going to use, you can view additional resources for that tool.

The following resource may also be helpful:

- [Microsoft Office Software](#).

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

u01d1 - Theoretical Analysis and Community Resilience

Consider your readings from our unit this week. When developing an emergency management system or program, how would you suggest incorporating the idea of a theoretical analysis regarding the topic of community resilience to disasters? Think back to EMG7015 and the multiple theories that were discussed in that course. Which theory (or theories), in addition to the one discussed in the text, do you think would be applicable to the idea of community resilience?

Response Guidelines

Respond to the post of at least one other learner.

u01d2 - Unit 1 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

Response Guidelines

You are not required to respond to this discussion.

Unit 2 >> Emergency Management Evolution

Introduction

Emergency management has evolved significantly throughout the history of the United States. We have come from a world where very few considered the future impact of disasters to today's world, where we actually have a legitimate field of emergency management that ties in vulnerabilities to natural as well as man-made disasters.

We have seen an evolution of several disaster and civil defense related acts, including the following:

- The establishment of the Office of Emergency Preparedness during the Kennedy Administration.
- The creation of FEMA in 1979.
- The forming of the Department of Homeland Security after the September 11, 2001, disaster.

Our unit this week will take a closer look at this evolution. Once you understand our history, you can better help us look to the future, which is one of the large concepts that we will consider as we move through this course.

Things to know about this unit:

1. Consider how our evolution through history as a field could have an impact on our future.
2. Again, use the knowledge that you have obtained in previous courses (EMG7015) to help you examine the evolution of the field.

Learning Activities

u02s1 - Studies

Readings

Use the Capella library to read the following:

- Farazmand, A. (Ed.). (2014). [*Crisis and emergency management: Theory and practice \(2nd ed.\)*](#). Boca Raton: CRC Press.
 - Chapter 7, "What Disaster Response Management Can Learn from Chaos Theory," pages 111–134.
 - Chapter 10, "Evolution of Emergency Management in America: From a Troubling Past to an Uncertain Future," pages 167–188.

u02s2 - Assignment Preparation

In Unit 3, you will submit a position paper in which you connect theory with collaboration in emergency management. To prepare for this assignment, consider a topic related to collaboration in emergency management systems. Then, select at least one of the theories you reviewed in *Riverbend City: Post-Flood Vulnerabilities* that you believe explains and enhances the effectiveness of collaboration in emergency management.

Multimedia

Click **Riverbend City: Post-Flood Vulnerabilities** to view the media piece.

Course Resources

Riverbend City: Post-Flood Vulnerabilities

u02d1 - The Evolution of Emergency Management

After completing your readings for this week, discuss how the field of emergency management has evolved over time. How have our disaster response efforts improved? Tie chaos theory in to your response and discuss how the fundamental ideas behind chaos theory have impacted the evolution of emergency management.

Response Guidelines

Respond to the post of at least one other learner.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

u02d2 - Unit 2 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

Response Guidelines

You are not required to respond to this discussion.

Unit 3 >> Collaboration

Introduction

There are several types of teams, each with a different purpose and comprising varying attributes. According to Larson and LaFasto (1989), an effective problem-resolution team is built upon trust and focuses on issues rather than on predetermined positions and conclusions. A successful problem resolution team possesses unified commitment and open collaboration. A creative team requires autonomy and the ability to explore possibilities and alternatives by independent thinkers and self-starters.

A tactical team must have clarity with directives, highly focused tasks, defined standards, and operational accuracy. A successful emergency management program must offer the proper flexibility to adapt to the different team environments. These environments will depend upon the task at hand, the involved team members and stakeholders, and the objectives of the team.

Things to know about this unit:

1. Examine the importance of employing collaborative efforts between people and entities.
2. Again, consider the impact that theory has on research, and how research impacts decision making and policy in the practical emergency management world.

Reference

Larson, C. E., & LaFasto, F. M. J. (1989). *Teamwork: What must go right, what can go wrong*. Newbury Park, CA: Sage.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to read the following:

- Farazmand, A. (Ed.). (2014). [Crisis and emergency management: Theory and practice \(2nd ed.\)](#). Boca Raton: CRC Press.
 - Chapter 20, "Hurricane Katrina: Preparedness, Response, and the Politics—Administration Dichotomy in New Orleans Emergency Management," pages 349–360.
- Kapucu, N., Garayev, V., & Wang, X. (2013). [Sustaining networks in emergency management: A study of counties in the United States](#). *Public Performance & Management Review*, 37(1), 104–133.
- Waugh, W. L., Jr., & Streib, G. (2006). [Collaboration and leadership for effective emergency management](#). *Public Administration Review*, 66, 131–140.
- Kapucu, N., Arslan, T., & Demiroz, F. (2010). [Collaborative emergency management and national emergency management network](#). *Disaster Prevention and Management*, 19(4), 452–468.

Multimedia

Click [Riverbend City: Post-Flood Vulnerabilities](#) to review the media piece.

- Review the theories learned during EMG7015.

u03a1 - Emergency Management Collaboration Position Paper

Instructions

For this assignment, write a position paper in which you select one topic related to collaboration within emergency management systems that was discussed in this unit and explain why you believe this is one of the most important aspects to a successful collaborative effort within emergency management. Then, describe how an emergency management theory can help to explain, and possibly enhance, the effectiveness of that collaborative aspect.

Review the readings from Unit 1 and Unit 2 for assistance with tying in theory. In addition, you may want to review your notes from EMG7015 to help refresh your memory regarding major emergency management theories, as well as review the *Riverbend City: Post-Flood Vulnerabilities* media piece.

Requirements

- **Writing:** Writing should be clear, organized, and free of errors; it should also follow professional standards.
- **Length:** 2–3 pages, double-spaced, not including the cover page and reference page.
- **Components:** Include the following:
 - Cover page.
 - Running head.
 - Page numbers.
 - Abstract or Introduction.
 - Content.
 - Conclusions.
 - References.
- **Research:** Use at least 4 academic sources; at least 2 of those sources should not be course materials.
- **Formatting:** Follow all current APA style and format requirements.
- **Font type and size:** Times New Roman, 12 points.

Submit your work to Smarthinking and include a copy of the feedback you receive as an attachment in the Assignments area.

Course Resources

[APA Style and Format](#)

u03d1 - Collaboration in the Face of Disaster

Consider two or three organizations with which you are familiar that would be involved in the response to a disaster or other emergency. If you do not know of an organization that fits that criteria, select two or three that would be affected by local emergency management (such as emergency response organizations, churches, voluntary organizations, or governmental organizations). Discuss how these two or three organizations would need to collaborate in the face of a disaster within the community. How would their collaboration differ as the phases of the disaster progressed?

Response Guidelines

Respond to the post of at least one other learner.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

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

u03d2 - Unit 3 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

Response Guidelines

You are not required to respond to this discussion.

Unit 4 >> Evaluation

Introduction

When working in emergency management, we continuously ensure that our programs are running as efficiently as possible so that when a disaster or emergency strikes, we have the people and resources necessary to provide a smooth and efficient response and recovery effort. To develop an efficient emergency management system or program, we must first develop an effective team, as well as conduct training, and then evaluate both.

Our unit this week will focus on the evaluation of our overall emergency management programs or systems. Our readings will focus in on this, and we will also consider the *NFPA 1600* standards checklist for assistance in learning more about emergency management systems evaluation.

Things to know about this unit:

1. Consider the *NFPA 1600*, which was first presented to you in EMG7025, as an evaluation tool for emergency management systems.
2. Examine different types of evaluation tools related to psychological evaluations, training and exercise evaluations, and program evaluations.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to read the following:

- Farazmand, A. (Ed.). (2014). [*Crisis and emergency management: Theory and practice \(2nd ed.\)*](#). Boca Raton: CRC Press.
 - Read Chapter 8, "Psychology of Evacuation and the Design of Policy: Lessons from Hurricanes Katrina, Ike, and Sandy," pages 135–154.
- Henstra, D. (2010). [Evaluating local government emergency management programs: What framework should public managers adopt?](#) *Public Administration Review*, 70(2), 236–246.
- Sinclair, H., Doyle, E. E., Johnston, D. M., & Paton, D. (2012). [Assessing emergency management training and exercises](#). *Disaster Prevention and Management*, 21(4), 507–521.

If you have not done so yet, download your copy of [NFPA 1600](#). See Unit 1, Study 3, for download instructions. Use your downloaded copy to complete the following:

- Review the standards in Chapters 1–9 on pages 1600-5–1600-12.

- Read Table B-1 on pages 1600-26–1600-36.

Multimedia

- Click [Riverbend City: Team Evaluation](#) to view the media presentation.
 - You will use the *Self-Assessment Tool for Conformity with the 2016 Edition of NFPA 1600* to evaluate a team training exercise in the media scenario.

Course Resources

Riverbend City: Team Evaluation

u04s2 - Assignment Preparation

In Unit 5, you will submit an assignment focused on evaluation of emergency management programs and performance. To prepare for this assignment, consider an area of emergency management that you think needs more focus. This may be an area such as future vulnerabilities, community designs, or emergency management qualification. Then begin researching that area and how emergency managers evaluate performance in that area.

u04d1 - Training Evaluation

Pretend that you are managing a large-scale training involving all safety agencies within your community. The training is focusing on a response to a plane crash at the local airport. Using the readings from this week, discuss how you would evaluate such training. In addition, assume that a breakdown in communications had occurred while emergency responders were triaging the crash victims. What suggestions would you make for improving communications in the future?

Response Guidelines

Respond to the post of at least one other learner.

Course Resources

u04d2 - Unit 4 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

Response Guidelines

You are not required to respond to this discussion.

Unit 5 >> Future Emergency Management

Introduction

A comprehensive approach to managing a community's hazard threats requires a strategic vision of emergency management that promotes the utilization of proven management tools. We must embrace these broader program perspectives and remove ourselves from the myopic and limited operational relevance of response. Without a new strategy for approaching the profession of emergency management that connects it to the wider issues and community concerns, emergency management "will remain in a position of low salience, low stakeholder support, scarce resources, institutional instability, and limited or constrained effectiveness" (Schneider, 2004, p. 6).

Emergency managers must envision themselves as part of all levels of our nation's comprehensive emergency management system and as a part of the ever-changing political and social settings in which they participate. They must see that they have exceptional qualities of their own that allow them to adapt, identify challenges and opportunities, and create long-term roles for themselves (Schneider, 2004).

Things to know about this unit:

1. Consider ways that evaluating our emergency management systems can help us improve as a field.

2. Think back about the past of emergency management (Unit 2) and consider how that has impacted our present and future development.

Reference

Schneider, R. O. (2004). *A strategic overview of the "new" emergency management*. Washington, DC: FEMA's Higher Education Articles and Papers. Available at <https://training.fema.gov/hiedu/highpapers.aspx>

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to read the following:

- Farazmand, A. (Ed.). (2014). [*Crisis and emergency management: Theory and practice \(2nd ed.\)*](#). Boca Raton: CRC Press.
 - Chapter 38, "Contemporary Community Resilience: Successes, Challenges, and the Future of Disaster Recovery," pages 733–760.
 - Chapter 39, "Emergency Managers for the New Millennium," pages 761–770.

u05s2 - Assignment Preparation

In Unit 6, you will submit your first recorded presentation about the evaluation strategy you developed. If you have not done so, review the resources about recording in PowerPoint or Kaltura, and choose which method you would like to use. As you develop your presentation, make sure to allow time to practice before recording it to ensure a smooth presentation.

- [Microsoft PowerPoint Recording Quick Start Guide \[PDF\]](#).
- [Using Kaltura](#).
- [Microsoft Office Software](#).

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

u05a1 - Evaluation of Emergency Management Programs

Instructions

Using your readings from the past units and at least three additional research-based sources, analyze the following areas of emergency management from the perspective of what emergency management could expect for the future:

- First, discuss what we should focus on for future emergency management topics or focus on in reference to emergency management systems (for example, future vulnerabilities, community designs, and emergency management qualifications).
- Then talk about how we can evaluate our performance and programs to address this future aspect.

Your analysis should include a specific discussion of the issues that our readings highlighted this week and last, in addition to tying in the idea discussed in past units regarding the collaborative efforts used within emergency management.

Finally, consider the influence that research findings have on practical applications in the field of emergency management. That is, consider how your future projections may impact the process, policy, and decision making that could occur within the field.

Requirements

- **Writing:** Writing should be clear, organized, and free of errors; it should also follow professional standards.
- **Length:** 2–3 pages, double-spaced, not including the cover page and reference page.
- **Components:** Include the following:
 - Cover page.
 - Running head.
 - Page numbers.
 - Abstract or Introduction.
 - Content.
 - Conclusions.
 - References.
- **Research:** Use at least 5 academic sources; at least 3 of those sources should not be course materials.
- **Formatting:** Follow all current APA style and format requirements.
- **Font type and size:** Times New Roman, 12 points.

Submit your work to Smarthinking and include a copy of the feedback you receive as an attachment in the Assignments area.

[Using Smarthinking](#)

[Capella University Library](#)

[APA Style and Format](#)

u05d1 - Improving Emergency Management Programs

Using readings from Unit 4 regarding types of evaluation within emergency management, as well as readings from this week regarding the future of emergency management, discuss how the evaluation of program management can be used to improve disaster response or emergency management programs. Support your position with appropriately cited references to the readings and at least one additional research-based article you locate through the Capella library.

Response Guidelines

Respond to the post of at least one other learner.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

[Capella University Library](#)

u05d2 - Unit 5 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

Response Guidelines

You are not required to respond to this discussion.

Unit 6 >> Community Outreach

Introduction

Emergency management starts at the local level and, therefore, requires the support of local communities and their leadership. The incorporation of consensus-building and involvement of decision makers ensures a politically salient process that will foster community unity, improve the quality of the decisions, increase program efficiency, and maintain credibility.

Scholars and practitioners both recognize that engaging the community is a crucial element of any successful emergency management program. Involving the public in emergency management activities bolsters program capacity, and the process provides social capital or the function of mutual trust, social networks of both individuals and groups, and social norms such as obligations and willingness toward mutually beneficial collective action (Nakagawa & Shaw, 2004). Although there is some evidence that the type of participation matters (Beierle & Cayford, 2002), successful outreach and participation is dependent upon establishing trust, informing the public and key stakeholders, and initiating the process that facilitates negotiations and agreement on important emergency management issues.

Things to know about this unit:

1. Communication is key!
2. Ethical decision making has a large impact on how effective our emergency management systems can be.

References

- Beierle, T., & Cayford, J. (2002). *Democracy in practice: Public participation in environmental decisions*. Washington, DC: Resources for the Future.
- Nakagawa, Y., & Shaw, R. (2004). Social capital: A missing link to disaster recovery. *International Journal of Mass Emergencies and Disasters*, 22(1), 5–34.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read the following:

- Farazmand, A. (Ed.). (2014). [*Crisis and emergency management: Theory and practice \(2nd ed.\)*](#). Boca Raton: CRC Press.
 - Chapter 2, "Meeting Diversity in the Midst of Adversity: An Intercultural Communication Training Framework for Refugee-Assistance Crisis Management," pages 13–34.
 - Chapter 21, "Ethics in Crisis Management," pages 361–372.
- Heath, R. L., Lee, J., & Ni, L. (2009). [*Crisis and risk approaches to emergency management planning and communication: The role of similarity and sensitivity*](#). *Journal of Public Relations Research*, 21(2), 123–141.

u06a1 - Strategy Presentation

Instructions

For this assignment, prepare a presentation outlining the strategy that you developed in Unit 5. Recall that you discussed a way to evaluate an emergency management related future possibility.

Imagine that you are speaking to an audience of emergency management leaders from different agencies or organizations, such as a hospital, police department, fire department, or city council. Thoroughly describe the strategy you posed by verbally explaining it and using the slides as a guide for your audience; however, remember to also support your proposal with research and relevant theories.

In addition, your presentation must include two other key elements tied to the future emergency management topic you selected in Unit 5:

- Explain how effective communication techniques can help create and develop effective and efficient future emergency management programs as well as enhance community involvement and interest.
- Discuss how ethical decision making should be incorporated into the evaluation methods that you identified in the Unit 5 assignment.

Remember, you will want to include the information that you provided in your Unit 5 paper into a PowerPoint presentation format, and then add the above elements to it.

Prepare your presentation using PowerPoint with voice-over or using Kaltura. This presentation should be about 5 minutes long (no longer than 6 minutes and no shorter than 4 minutes). Submit the presentation.

Note: You are required to transcribe your voice-over in the notes section of the PowerPoint. This audio narration is the only requirement that you be included in the presentation; you do not need to appear visually.

Requirements

To complete this assignment, attach your PowerPoint presentation to this assignment. Follow these guidelines:

- Using PowerPoint or another program, create slides that will serve as a visual aid to accompany your presentation. You should have at least 5 slides, excluding the References slide.
- Use current APA citations within the slides to reference all your sources.
- Include a References slide at the end of the presentation.
- Using PowerPoint and a microphone, record yourself giving the presentation either in PowerPoint or in Kaltura.
- Transcribe your voice-over remarks on the appropriate PowerPoint slides.
- Leave time during the week for at least two practice sessions before the final recording.
- Speak clearly, directly into the microphone.

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

Course Resources

[Microsoft Office Software](#)

[APA Style and Format](#)

Microsoft PowerPoint Recording Quick Start Guide [PDF]

DisabilityServices@Capella.edu

[Using Kaltura](#)

u06d1 - Strengthening Emergency Management Through Outreach

Disasters are socially and culturally constructed. Many members of society, such as elderly persons, persons with disabilities or language barriers, and many others, are socially vulnerable to disaster. Locate two articles that discuss research into this aspect of disaster management and explain the role of community outreach (communication) in strengthening an emergency management program from the perspective of social and cultural conditions.

Response Guidelines

Respond to the post of at least one other learner.

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

u06d2 - Unit 6 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

Response Guidelines

You are not required to respond to this discussion.

Unit 7 >> Emergency Management Teamwork

Introduction

Unified commitment is a loss of self, loyalty to the team's objectives, and dedication to the group (Larson & LaFasto, 1989). Unity and commitment are important elements a program's success. Teamwork requires continuous effort, positive attitudes, and constructive energies to establish clear and worthwhile goals. It is commonly recognized that a clear and worthwhile goal that commits and unites is an essential element of any program. Fostering unified commitment requires inclusion and involvement in order to enhance commitment, balance differentiation and integration by appreciating differing perspectives and integrating them into a unified view, and manage conflict between individual and team goals through individual recognition and team award (Larson & LaFasto, 1999). There can be a clear and elevating goal, a well-designed team, and competent team members, but the minimum requirement for team success is effort and a serious individual investment of time and energy (Anundsen, 1979). A unified and committed team will provide a conduit for open collaboration and effective issue resolution.

Things to know about this unit:

1. Public image matters in developing trust within the community.

2. Building a strong team, and working well within it, has a large impact on the way that the community views their emergency management team.

References

Anundsen, K. (1979). Building teamwork and avoiding backlash: Keys to developing managerial women. *Managerial Review*, 68, 55–58.

Larson, C. E., & LaFasto, F. M. J. (1989). *Teamwork: What must go right, what can go wrong*. Newbury Park, CA: Sage Publications.

Learning Activities

u07s1 - Studies

Readings

Use the Capella library to read the following:

- Farazmand, A. (Ed.). (2014). [*Crisis and emergency management: Theory and practice \(2nd ed.\)*](#). Boca Raton: CRC Press.
 - Chapter 19, "Image Construction in the Wake of Hurricane Katrina," pages 333–348.
 - Chapter 24, "Examining Intergovernmental Relations in Response to Catastrophic Disasters: Hurricane Katrina in 2005," pages 443–460.

u07s2 - Assignment Preparation

In Unit 8, you will submit your second recorded presentation building on your Unit 6 assignment. To prepare for this assignment, begin to consider how you would implement the strategy you outlined in Unit 6. Who would need to be involved? How would you develop your team? How would you use risk-based decision making in implementing your plan? Remember to allow time to practice your presentation before recording it.

u07d1 - The Effects of Image in Emergency Management

After completing the readings for this unit, consider how the image construction of an emergency manager can influence how the community views and trusts the emergency management program. Then, tie in the information shared in the second reading and discuss how intergovernmental relations may be impacted based on the perceived image of the emergency management within a community. How might open lines of communication, community trust, and networking be influenced by the perceived image of the community's emergency management?

Response Guidelines

Respond to the post of at least one other learner.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

u07d2 - Unit 7 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

Response Guidelines

You are not required to respond to this discussion.

Unit 8 >> Risk-Based Decision Making

Introduction

One big aspect of emergency management is ensuring that the system we have in place, the plan we have developed, the mitigation projects we have undertaken, et cetera, are all well developed and well designed and

will be effective in keeping our communities safe. Inevitably, though, when a disaster strikes, we will find that something was missed. We can never predict the future and no disaster is ever exactly like another, so typically, we will have missed some factor. This is precisely why we conduct debriefings and develop after-action reports, to ensure that we do not miss the same element in the future.

Our unit this week allows you to come full circle with the original evaluation plan you developed in Unit 5. Considering the many additional concepts we have covered in Units 6, 7, and 8 this week, you have an opportunity to reassess your original plan and make edits to it, based on the new lessons you have learned. This week, you will get a second chance with your plan!

Things to know about this unit:

1. Consider the educational levels needed for those on your emergency management team.
2. Examine the idea of risk-based decision making and the impact that this line of thinking has on an emergency management system.
3. Re-evaluate your original emergency management evaluation plan, which you developed in Unit 5, and refine it based on the new lessons you have learned.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read the following:

- Brown, K. L. (2015). [Assessing the educational needs of emergency management personnel](#). *Journal of Homeland Security Education*, 4, 1–19.
- Velev, D., & Zlateva, P. (2011). [An innovative approach for designing an emergency risk management system for natural disasters](#). *International Journal of Innovation, Management and Technology*, 2(5), 407–413.
- Liu, Y., Fan, Z., & Zhang, Y. (2014). [Risk decision analysis in emergency response: A method based on cumulative prospect theory](#). *Computers & Operations Research*, 42, 75–82.

Multimedia

- Click **Riverbend City: Team Development** to view the media presentation.
 - You will use your team evaluation from Unit 4 and identify methods to fill the team's knowledge and skill gaps.

Course Resources

Riverbend City: Team Development

u08a1 - Risk-Based Decision-Making Presentation

Instructions

Building on your assignment in Unit 6, this assignment asks you to identify the educational needs of your emergency management system personnel, as well as the approach for risk-based decision making that you will need to bring on board to implement the evaluation plan you proposed in Unit 5.

Imagine that you are speaking to the same inter-agency group you used in your Unit 6 assignment. Continue with your presentation, making any adjustments suggested by your instructor, and add a brief (approximately 5 extra minutes) presentation using PowerPoint with voice-over or Kaltura.

Note: There is no requirement that you be physically included in the presentation, beyond your audio narration. However, you are required to transcribe your voice-over in the notes section of the PowerPoint.

Add the following elements to your Unit 6 presentation:

- Identify the key stakeholders who would be associated with the community engagement plan you presented in your Unit 6 assignment.
- Identify the key organizations, both governmental and private, that would have to be brought on board.
- Discuss a strategy for ensuring an effective emergency management team who would supervise, maintain, develop, et cetera, the future topic you have focused on.
- Include at least one organizational chart or flowchart illustrating the team makeup or structure.
- Re-examine the performance evaluation method (or methods) you originally suggested in your Unit 5 assignment. Take the opportunity now to adjust this to better fit the plan now that you have it more fully developed (or you may leave it the same if you feel that it includes an appropriate measure for all identified elements).
- Discuss the use of risk-based decision making in implementing your recommended evaluation plan.

You may tie in these new elements throughout your current presentation or add them to the end of it. Be sure that you format your final presentation, though, in a way that is clear and logical for the audience. Your final presentation should be 8–12 minutes in length.

Requirements

To complete this assignment, you will be creating a PowerPoint presentation with voice-over that you will attach to this assignment. Follow these guidelines:

- Using PowerPoint or another program, create slides that will serve as a visual aid to accompany your presentation. You should have at least 5 slides, excluding the References slide.
- Use current APA citations within the slides to reference all your sources.
- Include a References slide at the end of the presentation.

- Using PowerPoint and a microphone, record yourself giving the presentation either in PowerPoint or in Kaltura.
- Transcribe your voice-over remarks on the appropriate PowerPoint slides.
- Leave time during the week for at least two practice sessions before the final recording.
- Speak clearly, directly into the microphone.
- After you submit your presentation assignment, post it to the discussion in this unit so you can exchange comments and advice with your peers.

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

Course Resources

[Microsoft Office Software](#)

Microsoft PowerPoint Recording Quick Start Guide [PDF]

DisabilityServices@Capella.edu

[Using Kaltura](#)

u08d1 - Peer Review

Share your Risk-Based Decision Making Presentation with your classmates to allow them to provide feedback. You may submit your final presentation, or you may submit your draft and use the feedback from your peers to make adjustments prior to submitting your final presentation.

Response Guidelines

Respond to at least one of your classmates' presentation and provide a peer review. Incorporate both positive feedback and feedback meant to help them improve.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

u08d2 - Unit 8 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

Response Guidelines

You are not required to respond to this discussion.

Unit 9 >> Influence

Introduction

Understanding how organizations function—what their characteristics and traits may be and what makes one organization differ from another—is crucial to anyone in a leadership role. The objectives and processes of an organization may be defined by purpose statements and missions, but they are also affected by formal and informal factors. Communication patterns within organizations also must be considered when determining how the organization itself affects outcomes and how one can be an effective leader within the organizational structure.

The image of the leader is part of the fabric of our culture and myth. The term *leadership* evokes images from myth and movie—charismatic individuals who willingly or reluctantly lead armies, forge nations, or build companies into economic powerhouses. The daring acts of leaders are analyzed in the news and by scholars and are often perceived as historic actions that influence societies. But what is leadership? Most scholars who study leadership distinguish it from power, citing as the difference the aspect of influence. Leaders bring about a change in what is desired or preferred by those who choose to follow a given leader. It is that aspect of choice—the idea that those who follow a leader do so by choice, rather than compulsion. In other words, if one individual has power over a second individual, that second person may submit his or her preference but does not change it. If that second person considers the first a leader, his or her actual preference changes.

The ability to effectively manage and deliver vital short-term and long-term needs of any program requires strategies that will create an environment of influence. Influence—the ability to elicit compliance from people—is important in emergency management not only in terms of the day-to-day administration of programs, but also in terms of the actual work being done. For the effective emergency management leader, understanding how to create a program that provides a framework for organizational commitment and consistency is crucial.

Understanding not only the theory behind compliance and influence but also the basic principles that underlie the practices will assist in creating a momentum of influence that will result in continued program success.

Things to know about this unit:

1. Consider how developing into a strong and effective leader can have a positive influence on change within an emergency management system.
2. Examine ways to develop, manage, and maintain a successful emergency management system.

Learning Activities

u09s1 - Studies

Readings

Use the Capella library to read the following:

- Farazmand, A. (Ed.). (2014). [*Crisis and emergency management: Theory and practice \(2nd ed.\)*](#). Boca Raton: CRC Press.
 - Chapter 25, "Learning from the Katrina Crisis: A Global and International Perspective with Implications for Future Crisis Management," pages 461–476.
- Kapucu, N., & Garayev, V. (2012). [*Designing, managing, and sustaining functionally collaborative emergency management networks*](#). *American Review of Public Administration*, 43(3), 312–330.

u09s2 - Assignment Preparation

Next week, you will submit your final assignment for this course. In this assignment, you will apply the knowledge and skills you have gained from this course to address a different issue in emergency management. To prepare for this assignment, select another area of emergency management that you believe needs improvement. Begin researching and assessing ways to evaluate performance, and implement development plans to effect improvements. Look at how you can incorporate risk-based decision making, collaboration, and community outreach in your solution.

u09d1 - Influencing Change

As we have seen in readings in past units, the need to successfully influence behavior can be seen in many areas of emergency management, from preparedness communications with the public to inter-agency collaborations. Identify a problem or issue in emergency management related to designing, managing, or sustaining functionally collaborative emergency management networks and discuss how a strong leader could influence change in this area. What steps would he or she need to take to improve upon the problem?

Response Guidelines

Respond to the post of at least one other learner.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

u09d2 - Unit 9 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

Response Guidelines

You are not required to respond to this discussion.

Unit 10 >> Decision Making

Introduction

Congratulations on making it to the end of yet another term! You have successfully maneuvered through this course, and hopefully, you now have additional elements related to your chosen leadership style in managing an

emergency management system.

Our final topic this week will focus on decision making within emergency management systems. As a leader of an EM team, making informed, commonsense, and sometimes creative decisions will be a vital part of your role. As an emergency management leader, you will be responsible for your community and their success in handling possible future disasters. Our unit this week allows you to consider this final aspect related to emergency management systems and, again, as you to consider your personal decision making and leadership style.

Things to know about this unit:

1. Challenge the decision-making criteria you have used in the past and consider if there are better ways to come to a solution or decision.
2. Examine the topics and elements that were presented in this unit that have influenced your personal leadership style.

Learning Activities

u10s1 - Studies

Readings

Use the Capella library to read the following:

- Sinclair, H., Doyle, E. E. H., Johnston, D. M., & Paton, D. (2012). [Decision-making training in local government emergency management](#). *International Journal of Emergency Services*, 1(2), 159–174.
- Peng, Y., Zhang, Y., Tang, Y., & Li, S. (2011). [An incident information management framework based on data integration, data mining, and multi-criteria decision making](#). *Decision Support Systems*, 51, 316–327.

u10a1 - Emergency Management Recommendation Report

This course has explored key positions related to project and program or system management; organizational structure, processes, and evaluation; team effectiveness; community outreach; and the future of emergency management.

However, the task of integrating theoretical constructs into professional practice can be difficult, as has been discussed briefly in this course and extensively in EMG7015.

Instructions

For this paper, you are to write a recommendation report, 10–15 pages in length, in which you identify a specific area within the field of emergency management where there is a demonstrated need for improvement (think back on Unit 5 and where emergency management is headed in the future; consider what improvements need to be made to ensure we are successful) and recommend a solution that applies the key concepts discussed in this course. You may not use the same topic that you have used for your Units 5, 6, and 8 assignments.

Your recommendation paper should have three sections. In all three sections, support your claims and positions with research-based references.

- Section 1: Identify the problem you are addressing.
- Section 2: Review options for solving the problem (include a discussion on the evaluation tools you will use, risk-based decision making you will employ, as well as how teamwork, outreach, collaboration, et cetera, will have an impact).
- Section 3: Make the case for your recommendations by incorporating the literature and relevant theory.

Requirements

- **Writing:** Writing should be clear, organized, and free of errors; it should also follow professional standards.
- **Length:** 10–15 pages, double-spaced, not including the cover page and reference page.
- **Components:** Include the following:
 - Cover page.
 - Running head.
 - Page numbers.
 - Abstract or Introduction.
 - Content.
 - Conclusions.
 - References.
- **Research:** Include at least 10 academic sources other than assigned texts or readings. You may use course materials in addition to these 10 sources.
- **Formatting:** Follow all current APA style and format requirements.
- **Font size and type:** Times New Roman, 12 points.

Submit your work to Smarthinking and include a copy of the feedback you receive as an attachment in the Assignments area.

Course Resources

[Capella University Library](#)

[Using Smarthinking](#)

[APA Style and Format](#)

u10d1 - Reflection

Provide an overview of the course, explaining which three issues you found most interesting, which three issues you found most relevant to your current professional status, and how or if you anticipate implementing the information provided in this course in your career or workplace.

Response Guidelines

Respond to the post of at least one other learner.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]