

SCST 5320-01 Crisis Management Integration I Syllabus Face to Face

Spring 2018

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COURSE DESCRIPTION

This course highlights national incident management system integration processes undertaken in response to post 9/11 era hazards and threats to safety and security and situates the approach to managing crises in historical and evolutionary perspectives. Specifically, efforts geared towards capability and resilience building to prevent, prepare

for, respond to, and mitigate against the effects of critical incidents and under the ALL HAZARDS doctrine will be introduced. The evolution of emergency management structures and processes to reach the national preparedness goals across different levels of government, non-governmental entities, and private industry will be evaluated.

- it is important to understand that the response to most incidents – whether wrought by man or nature – is strikingly similar. This is the underlying premise of the “all-hazards” perspective. whether responding to a hurricane, a chemical spill, or a nuclear explosion, the fire service will rely upon the same scalable response framework - Schwartz, 2008

COURSE INFORMATION

Course Number: SCST
5320-01

Credit Hours: 3 hours

Semester & Year:
Spring
2018

Department: Security
Studies

Class Time: Tuesdays
6:00 pm – 8:50 pm

Class Location:
Woodlands Campus

COURSE OVERARCHING OBJECTIVES

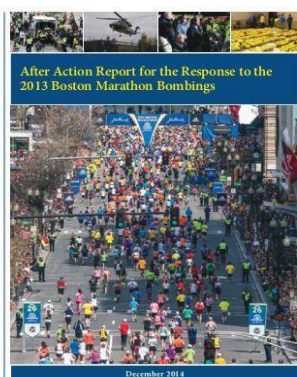
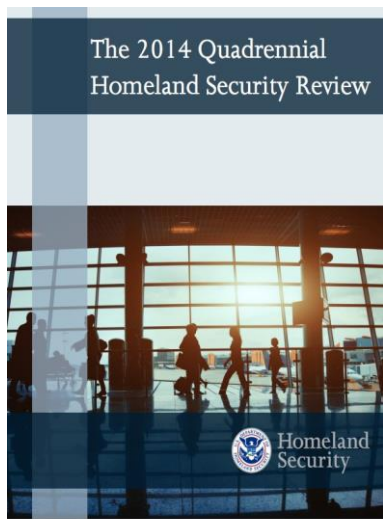
Students completing this course will be able to:

1. Gain factual knowledge (terminology, classification, trends, methods) about national crisis/emergency management within the broader perspective of homeland security enterprise. (essential)
2. Learn fundamental principles, generalizations, or theories about crisis/emergency management, preparedness and community resilience building. (essential)
3. Acquire skills to work with others as members of the team. (important)
4. Develop skills in expressing oneself orally and in writing through PIO reports, and incident presentations. (important)



SUPPLEMENTAL READINGS

In addition to texts listed as required, students will read from current publications on homeland security and emergency management such as quadrennial homeland security review reports, review case studies, monitor current crises and incidents making assessments, security and safety observations and connections, compile best practices in the field, watch videos, and attend and complete selected virtual independent study modules related to incident command and domestic incident management. Materials will be available in BB.



REQUIRED MATERIALS

RUBIN, C. B. (2012). Emergency management: The American experience. (2nd ed.). Boca Raton, FL, CRC Press. ISBN

978-1-4665-1753-0

DRABEK, T. (2013). The human side of disaster. (2nd ed.). Boca Raton, FL, CRC Press. ISBN

9781439808641

KEAN ET AL. (2004). The 9/11 Commission Report. Included in Blackboard.

AUF DER HEIDE, E. (1989). Disaster response: Principles of preparation and coordination. Included in Blackboard.

AMERICAN PSYCHOLOGICAL ASSOCIATION. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

PROFESSOR CONTACT INFORMATION

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Office: Virtual/Arranged

Office hours: Mondays 9:00 – 11:45; Wednesdays 9:00 – 11:45 or by appointment

COURSE GRADES

Final grade is comprised of the following assignments:

- 6 PIO Reports - 25 points - (total 150)
- 3 ICS Exams - 75 points - (total 225)
- 1 Paired Case Study Presentation - 150 points - (total 150)
- Final ACE Group Project - 200 points - (200 total)

ACHIEVABLE COURSE POINTS 725

Final course letter grades are assigned as follows:

A = 725-652.5

B = 652 - 580

C = 579 -500

NOTE:

**C GRADE EARNED
REQUIRES
DEPARTMENTAL
APPROVAL FOR
CONTINUANCE IN
THE PROGRAM**

COLLABORATIVE ACE PROJECT

Interaction and engagement through academic community engagement (ACE) is critical to success in this course. Students will be assigned to groups whose aim will be to assist the Preparedness Director at various emergency preparedness initiatives at the University during the semester. A minimum of 9 hours of engagement is required in ACE courses and dates will be agreed upon with the Director.

Each group project will be supported by a Final report (Final ACE Group Project) based on research around topics of focus. Topics may include active shooter exercise and training design, preparedness conference preparation, functional and access needs' assessment. Final projects will be written, will have to adhere to APA (2010) standards for in-text citations and final references. Collaborative efforts need to adhere to standards of ethics, meeting timelines and commitments.

PUBLIC INFORMATION OFFICER (PIO) REPORTS

As noted in the calendar, you will have an opportunity to craft a written overview of a current (**happening within a week of the class period**) critical incident of any type (all-hazards approach) in your local community, region, state, country, or the world. Each report will consist of the source (proper citations are required), background information with relevant facts, stakeholders (victims/ responders/other engaged parties/affected areas), issues addressed, resolved, remaining, and lessons learned if any and implications. You should cover those aspects in no less than 1 page (double spaced per APA), and no more than 2.5 pages in length. The subsequent section (**please use headings to separate them**) of your PIO report will include reflection on safety and security issues you identified (noted or potential) and how they may relate to homeland security and emergency management integration (make links to course readings if possible at least core texts). Please finalize your reports with diligence to grammar and style and compliant with APA guidelines (6th ed.).

PAIRED CASE STUDY PRESENTATION

You will have an opportunity to develop and teach IN GROUPS OF TWO a selected case study to the class during the semester. Students will submit their presentations to the professor on the day they are due. Detailed requirements regarding case overviews as well as assignment due dates for each specific case will be provided by your professor in a separate document. You are expected to be dressed professionally on the day of the presentation and to provide necessary handouts to class members. You should include at least two questions for discussion to the class. In addition to your professor offering class feedback, class peers will evaluate your content, style of presentation and preparedness.



"Case studies emphasize the rich, real-world context in which the phenomena occur. the theory-building process occurs via recursive cycling among the case data, emerging theory, and later, extant literature" - Eisenhardt & Graebner (2007)

INCIDENT COMMAND SYSTEM EXAMS

In lieu of a comprehensive Midterm Exam, you will have an opportunity to acquire basic Incident Command System (ICS) credentialing from the Federal Emergency Management Agency (FEMA); you will be assigned individual study for courses IS700, IS100, and IS200 and take their final exams at your own pace, but not later than the due date specified on the course calendar. You will receive scores for this assignment based on the successful completion of the modules and submission of the transcript from www.preparingtexas.org. Your professor will provide detailed instructions regarding the transcript's setup.



INTRODUCTORY ASSIGNMENT AND FINAL REPORT

Details about your final project will be provided by your professor.

MIDTERM

THERE IS NO STRUCTURED MIDTERM IN THIS COURSE; THEREFORE, MIDTERM MAKE-UP POLICY DOES NOT APPLY

GRADING POLICIES

Late assignments are not accepted except in the event of an emergency or excused absence, which includes: participation in a university-affiliated activity, a religious holiday (and travel related to that holiday), death or major illness in your immediate family, participation in legal proceedings, injury or illness too severe to allow completion, or required participation in military duties. to receive an assignment deadline extension, you should notify me by email prior to the due date if possible. In cases where advance notification is not feasible, you should provide notification by the end of the second working day after the due date. If needed, you must provide additional documentation substantiating the reason for the missing the due date. Make-up assignments must be completed on the day agreed up on by Dr. DENHAM.

COURSE REQUIREMENTS

Students are expected follow courtesy and respect in all communications.

All reports should reflect graduate level quality scholarship and composition skills and follow APA, 6th edition. Students will assume responsibility for their own success in this class; time frames, communications, and collaborative projects need to be monitored by students themselves.

The feedback will be provided and must be integrated into subsequent PIO reports and presentations accordingly. Students are expected to manage their time during the semester to be able to complete the course and the final project by the **May deadline**.

At all times students are expected to maintain a professional presence in class and within any other form of electronic communication. If emailing the professor, salutation/ introduction are required. One unexcused absence is allowed; all absences (planned or urgent) need to be communicated to the professor.

ACADEMIC

DISHONESTY

You are expected to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Students found to engage in academic dishonesty

in any form are subject to disciplinary action. University faculty and representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. For the university policy, see: www.shsu.edu/syllabus.

STUDENT WITH DISABILITIES

Sam Houston State University complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. The Counsel-

ing Center may be reached at (936) 294-3786. Once registered, please meet with me as soon as possible so that we can make all needed accommodations in the class. All disclosures of disabilities are kept confidential. For more information, see: <http://www.shsu.edu/dept/disability/>.

STUDENT ABSENCES ON RELIGIOUS HOLIDAYS

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For more information, see: www.shsu.edu/syllabus.

COURSE SCHEDULE

Dates subject to change with advance notice.

Date	Topic	Reading	Assignments & Activities
Week 1: Jan. 23	Course Introduction	None	1. Review syllabus
Week 2: Jan. 30	Managing Crises Post 9/11	1. Drabek (chapter 1) 2. Kean et al. (chapter 9)/QHSR; 3. Rubin (chapter 6)	1. Readings 2. Group Presentations
Week 3: Feb. 6	EM - Early Years	1. Rubin (chapters 1&2) 2. Cockrell (1996)	1. Readings 2. PIO 1 February 9th – ACE Group 1 9-12
Week 4: Feb. 13	Expanding Role of Fed. Government	1. Rubin (chapter 3); 2. Drabek (chapter 2); 3. Quarantelli (1996)	1. Readings 2. Incident Presentation 1
Week 5: Feb. 20	EM Organizations and Structures: Early Years	1. Rubin (chapter 4) 2. Alexander (2002); 3. Quarantelli (2000); 4. Lowenberg (2007)	1. Readings 2. Incident Presentation 2; PIO 2
Week 6: Feb. 27	FEMA and the Cycle of EM	1. Rubin (chapter 5) 2. Baird (2010) 3. Sylves and Cummings (2004)	1. Readings 2. Incident Presentation 3
Week 7: March 6	Katrina and PKEMRA	1. Rubin (chapters 7&10); 2. Waughn (2006); 3. Abbott (2007)	1. Readings 2. PIO 3 March 7/8 9-12 TTX ACE Group II /III
Week 8: March 13	Spring Break		
Week 9: March 20	Crisis and Risk Comm.	1. Drabek (Chapters 3&8). 2. Auf Der Heide (Chapters 3&()); 3. Chatfield and Reddick (2015);	1. Readings 2. Incident Presentation 4
Week 10: March 27	Evacuations	1. Drabek (chapt. 4&5); 2. Wolshon et al. (2005); 3. Litman (2005); Bronkiewicz & Rubak (2012)	1. Readings 2. PIO 4 3. Incident Presentations 5
Week 11: April 3	Managing Volunteers and Emergent Groups	1. Drabek (chap.7); 2. Auf der Heide (chap. 6); 3. Dynes (1994); Quarantelli (1985); other	1. Readings 2. Incident Presentation 6
Week 12: April 10 ONLINE	Preparedness and Community Resilience	1. Drabek (chapt. 11&12) 2. Auf der Heide (chap. 2)	1. Readings
Week 13: April 17	Health Issues in Crisis Management	1. Auf der Heide (chapt. 8); 2. Fema (2014); Frasca (2010); Franco et al. (2007)	1. Readings 2. PIO 5 3. Incident Presentation 7
Week 14: April 24	Whole Community Approach	1. Drabek (Chapter 9); Auf der Heide (Chapter 3; Fema (2011)	1. Readings; 2. PIO 6 April 24 Group IV ACE
Week 15: May 1	NIMS/NRF Revisited	1. Auf Der Heide (chapt. 7);	1. Submit ICS/NIMS Transcript - ALL – April 24
Week 16:	Recovery	1. PRESENTATIONS	FINAL ACE PROJECTS DUE MAY 1
Final Projects		None	8