

FES6086: DISASTER RESPONSE & RECOVERY

COURSE DETAILS: 3 Credit Hours

Fall Semester 2019

Online

INSTRUCTOR: Dennis Mitterer

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Phone: 717-201-8322

OFFICE HOURS: I can be contacted at any time. I check emails daily and should respond to any requests within 24 hours.

COURSE WEBSITE: <http://elearning.ufl.edu>

COURSE COMMUNICATIONS: Each semester students have many questions regarding course content and procedures. Questions pertaining to the good of all should be posted in the discussion board. Any question that is personal in nature should be sent to me through my email address or the Canvas mail tool.

REQUIRED TEXTBOOK:

McEntire, David. 2015. *Disaster Response and Recovery: Strategies and Tactics for Resilience*. (Second Edition). Wiley: New Jersey. ISBN: 978-1-118-67302-7

- eBook: https://www.amazon.com/Disaster-Response-Recovery-Strategies-Resilience-ebook/dp/B00T67EACC/ref=sr_1_1_atc_badge_A2N1U4I2KOS032_twi_kin_2?ie=UTF8&qid=1532716425&sr=8-1&keywords=disaster+response+and+recovery+strategies+and+tactics+for+resilience
- Paperback: https://www.amazon.com/Disaster-Response-Recovery-Strategies-Resilience/dp/1118673026/ref=mt_paperback?_encoding=UTF8&me=&qid=1532716425

ADDITIONAL RESOURCE:

Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010.

COURSE DESCRIPTION: The purpose of this course is to uncover the principles that promote effective disaster response and recovery operations after disasters. To achieve this goal, the course will examine the nature of disasters as well as the roles and responsibilities of various actors involved in emergency management. The course will review popular myths and realities regarding human behavior in catastrophic events in addition to divergent approaches for disaster management. The importance of addressing the needs of the affected population will be discussed, and will include recommendations to

fulfill a variety of important functions (e.g. implementing the emergency operations plan, warning, evacuation, search and rescue, emergency medical care/mass casualties, mass fatalities, sheltering and mass care, donations management, damage assessment, the disaster declaration process, media relations/public information, individual and public assistance, and critical incident stress debriefing). Various problems associated with response and recovery operations will be identified (e.g. inadequate preparedness measures, safety and site security, politics, communications, coordination and record keeping, etc.). The role of technology and the importance of communications and coordination will be emphasized along with the incident command system, emergency operations centers, the National Incident Management System and the National Response Plan. Each student will be expected to gain a solid comprehension of common post-disaster problems and how first responders and the emergency manager may overcome those challenges now and in the future.

PREREQUISITE KNOWLEDGE AND SKILLS: No prerequisites for the course are needed.

COURSE OBJECTIVES:

Upon completion of this course, you will be able to:

1. The student will demonstrate an understanding of disaster and recovery management as it pertains to EMS.
2. The student will be able to explain the various components of a quality management program:
 - a. Nature of disasters
 - b. Roles and responsibilities
 - c. Important functions
 - d. Planning
 - e. Post disaster assessment
3. The student will be able to discuss the benefits of preparing for disaster and recovery.

HOW THIS COURSE RELATES TO THE STUDENT LEARNING OUTCOMES IN THE FIRE AND EMERGENCY SERVICES FINANCIAL MANAGEMENT COURSE:

1. The student will interpret and apply the terminology, concepts, methodologies and theories used within the National Response Plan.
2. The student expresses ideas in a convincing, organized, clear, coherent manner that is nearly error free and uses a style and language appropriate to the emergency services profession.
3. Submitted written assignments should include such elements as well-crafted paragraphs, a persuasive organizational structure (e.g., introduction, body, conclusion; or introduction, methods, results, discussion), well-supported claims, and appropriate and effective stylistic elements adhering to APA style 6th edition.
4. The student considers the issues from multiple perspectives, logically analyzes evidence from credible, relevant sources, and develops reasoned conclusions.

INSTRUCTIONAL METHODS: The course is designed for individual and group interactivity. It is important to post and respond to discussion questions in the course within the time frame allotted. Discussions should be completed early in the week that they are due to provide an opportunity for all students to participate. This provides a learning environment by networking with other students in the course. The assignments are

individual base to give you the opportunity to do a variety of activities, in many cases, similar to what you will be doing in role as a leader in the emergency services profession.

COURSE POLICIES:

ATTENDANCE POLICY: The course is designed in module format. You should check the site at a minimum, weekly. You are required to complete the assignments including discussion questions within the time period designated on the module. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

ASSIGNMENTS & DISCUSSIONS: All assignments and discussions have a due date. Please be sure to check the dates and times they are due in each module. All due dates are set in order to provide consistency with the discussions and assignment submission. Each module will be opened early so you have time to read the material, formulate and answer discussions and finish and submit the assignment. Each discussion and assignment will be closed one week after the due date.

FINAL PROJECT: There is a final project for this course. There are no exams or quizzes. The final project will cover all material learned and discussed throughout the course.

MAKE-UP POLICY: You must contact me, prior to the assignment deadline if you are going to be late on any discussion or assignment to receive credit. In the event of an unforeseen inability to complete an assignment, due to technology, notify me as soon as possible.

LATE ASSIGNMENTS & DISCUSSIONS POLICY:

- Assignments 48 hours late will receive a 10% deduction in their grade.
- Assignments more than 48 hours but less than 30 days late will receive a 20% deduction in their grade.
- Assignments more than 30 days late but submitted during the semester will receive a 50% deduction in their grade.
- Discussions more than 48 hours late will receive a 25% deduction in their grade.
- Discussions more than 48 hours later will receive a 50% deduction in their grade.

Please note that any student that have less than 75% of their work complete for the semester cannot earn an "I" contract. If you have 75% of the work complete, you can propose an "I" contract to the instructor.

It is your responsibility to keep your instructor informed at all times. The instructor does have the right under extenuating circumstances with proper notification to assist the student by extending the above time requirements.

COURSE TECHNOLOGY: Class meetings may require a web camera and mic/audio. If you are not able to use a web camera you will need to at least provide audio/mic, you can call in on a phone also. Otherwise, discussions and assignments will be web based and submissions will occur electronically. If technology help is required, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)

- Walk-in: HUB 132

ONLINE COURSE EVALUATION: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: “Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

UNIVERSITY POLICY ON ACADEMIC CONDUCT: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/scr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

CLASS DEMEANOR OR NETIQUETTE: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

When communicating online, you should always:

- Treat everyone with respect, even in email or in any other online communication.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”.
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive.
- Be careful with personal information (both yours and other’s).

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.

- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." Include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

GETTING HELP:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

GRADING POLICIES:

METHODS BY WHICH STUDENTS WILL BE EVALUATED AND THEIR GRADE DETERMINED:

The grade is based on a point system. You divide the total number of earned points into the total amount of points available to determine your grade.

Assignment	Points
Grading Discussion Participation – 10 points each discussion	130 points
Final Project - comprehensive and applied	150 points
Total Grade	280 points

GRADING SCALE

A = 93.0 to 100%	C = 73.0 to 76.9
A- = 90.0 to 92.9	C- = 70.0 to 72.9
B+ = 87.0 to 89.9	D+ = 67.0 to 69.9
B = 83.0 to 86.9	D = 63.0 to 66.9
B- = 80.0 to 82.9	D- = 60.0 to 62.9
C+ = 77.0 to 79.9	F = below 60

INFORMATION ON CURRENT UF GRADING POLICIES FOR ASSIGNING GRADE POINTS:

To convert the final grade to credit hours please refer to by using the link to the web page:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Assignment	Points
Introduction – online post Read Syllabus and review course content Module 1 – Chapter 1: “Knowing What to Expect” Chapter 1 PPT Discussion	10 points
Module 2 – Chapter 2: “Understanding the Actors” Chapter 2 PPT Discussion	10 points
Module 3 – Chapter 3: “Anticipating Human Behavior in Disasters” Chapter 3 PPT Discussion	10 points
Module 4 - Chapter 4: “Recognizing Alternative Response and Recovery” Chapter 4 PPT Discussion	10 points
Module 5 – Chapter 5: “Implementing Initial Response Measures” Chapter 5 PPT Discussion	10 points
Module 6 – Chapter 6: “Caring for the Injured, Dead, and Distraught” Chapter 6 PPT Discussion	10 points
Module 7 – Chapter 7: “Managing Public Information, Donations and Volenteers” Chapter 7 PPT Discussion	10 points

Module 8 – Chapter 8: “Moving Beyond Immediate Needs” Chapter 8 PPT Discussion	10 points
Module 9 – Chapter 9: “Promoting Recovery and Mitigation” Chapter 9 PPT Discussion	10 points
Module 10 – Chapter 10: “Overcoming Typical Challenges” Chapter 10 PPT Discussion	10 points
Discussion Module 11 – “Harness Technology and Organizations” Chapter 11 PPT Discussion	10 points
Discussion Module 12 – “Foreseeing the Future” Chapter 12 PPT Discussion	10 points
Discussion Module 13 – “Enhancing Disaster Resilience” Chapter 13 PPT Discussion	10 points
Module 14 – Final Paper	

COURSE SCHEDULE:

Week	Date	Topic	Reading	Assignment
1	8/20 – 8/25	Introduction to Disaster Response and Recovery	<i>Knowing What to Expect:</i> Chapter 1	Discussion 1 Question
2	8/25 – 9/1	The Actors Involved in Response and Recovery	<i>Understanding the Actors:</i> Chapter 2	Discussion 2 Question
3	9/2 – 9/8	<i>Labor Day Break</i>		
4	9/9 –	Myths,	<i>Anticipating Human</i>	Discussion 3 Question

	9/15	Exaggerations, and Realities	<i>Behavior in Disasters</i> Chapter 3	
5	9/16 – 9/22	Management Approaches	<i>Recognizing Alternative Response and Recovery</i> Chapter 4	Discussion 4 Question
6	9/23 – 9/29	Generic Functions	<i>Implementing Initial Response Measures</i> Chapter 5	Discussion 5 Question
7	9/30 – 10/6	Generic Functions	<i>Caring for the Injured, Dead, and Distraught</i> Chapter 6	Discussion 6 Question
8	10/7 – 10/13	Generic Functions	<i>Managing Public Information, Donations and Volunteers</i> Chapter 7	Discussion 7 Question
9	10/14 – 10/20	Generic Functions	<i>Moving Beyond Immediate Needs</i> Chapter 8	Discussion 8 Question
10	10/21 – 10/27	<i>Fall break</i>		
11	10/28 – 11/3	Generic Functions	<i>Promoting Recovery and Mitigation</i> Chapter 9	Discussion 9 Question
12	11/4 – 11/10	Expected Problems	<i>Overcoming Typical Challenges</i> Chapter 10	Discussion 10 Question
13	11/11 – 11/17	Using Tools and Strategies	<i>Harnessing Technology and Organizations</i> Chapter 11	Discussion 11 Question
14	11/18 – 12/2	Looking to the future	<i>Foreseeing the future</i> Chapter 12	Discussion 12 Question
15	12/3 – 12/7	How to Prepare and React	<i>Enhancing Disaster Resilience</i>	Discussion 13 Question

			Chapter 13	
16	12/3 – 12/10	Final		

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Last update: 6/25/19