Theory & Legal Framework (MPDM 600)

Dates:Wednesday, January 11 - Monday, May 8, 2017

Location: Online

Faculty: Jeff Stern

Faculty Contact Information: Jeff.Stern@georgetown.edu

Virtual Office Hours: By appointment. Contact me by email to set up an appointment.

COURSE DESCRIPTION

This course will provide the disaster risk management student with an advanced All-Hazards preparedness view of the complexities of emergency management and disaster response, from local, state, and international/ global perspectives. It grounds students in the historical context and rapidly changing factors impacting Global and U.S. emergency management practices, including theoretical concepts (such as risk, hazard, sustainability, resilience, disaster risk reduction, and climate change adaptation), legal structures, the risk assessment community and their skill sets and core competencies. Students understand the evolution of the emergency management system, environmental public health systems (and opportunity for integration), and public expectations, perceptions, and engagement. By the end of this course, students will demonstrate how to respond to historical and hypothetical scenarios by applying knowledge of hazards, public health considerations, community readiness, and regulations.

REQUIRED TEXTS

All required readings are included as links or files within the Canvas course

LEARNING GOALS

By the end of this course, you will be able to do the following:

- Differentiate crises by type, modality, all-hazards and CBRNE (chemical, biological, radiological, nuclear, explosive) preparedness considerations, and contributing factors
- Identify risks and hazards related to a particular situation, and brainstorm concrete risk reduction strategies
- Describe how various theoretical approaches relate to and impact disaster management
- Identify potential Applicable, or Relevant, and Appropriate Regulations (ARAR) for a given scenario and describe their relevance/impact
- Extrapolate legal complexities of emergency management crises in light of regulations and government structure
- Anticipate the range of public perceptions, expectations, and reactions in an emergency management crisis
- Contrast the roles, responsibilities, and approach of the modern and historical disaster manager
- Apply knowledge of hazards, public health considerations, community readiness, community reaction, and regulations to draft a response to a disaster scenario
- Analyze a crisis from an all-hazards perspective, including addressing public health considerations, community readiness, community reaction, and appropriate regulations

COURSE INSTRUCTIONS

This course is made available through the Canvas learning platform. The course consists of 7 modules of varying lengths, listed below. Modules open on Tuesdays at

11:59 ET, two weeks before the new module starts. Unless otherwise indicated, modules begin on Wednesdays and end on Tuesdays.

- Module 1: Crises: from Natural Disasters to Public Health Emergencies (2 weeks)
- Module 2: Authority, Jurisdiction, and Scope of Practice (3 weeks)
- Module 3: The Disaster Risk Manager, Consequence Management, and the Health of the Nation (3 weeks)
- Module 4: Modern All-Hazards/ CBRNE Readiness Planning Considerations (3 weeks)
- Module 5: The Modern Manager: From Theory to Practice (2 weeks)
- Module 6: Mini-Tabletop Simulations: From Theory to Practice (1 week)
- Module 7: Wrap-Up/ Review (1 week)

Each module includes readings and other materials, discussion boards for engaging with your peers around the course content, and assignments that provide an opportunity to apply your newly acquired knowledge and practice important skills.

There will be at least three synchronous sessions in this course: an orientation session near the beginning of the course, a mid-semester check in, and an emergency simulation activity near the end of the semester. Additional synchronous sessions may be added to accommodate guest speakers. The orientation and mid-semester check-in sessions will be recorded, and students who are unable to attend the live session are required to view the recording. The simulation is a required activity. Any absence must be excused in advance, and students who are unable to attend will be required to complete a comparable individual, timed written assignment. Dates and time of synchronous sessions will be announced through Canvas.

STUDENT EXPECTATIONS

At the beginning of each module, preview the module so that you can plan your time accordingly. Take note of the various readings and assignments with their due dates. Notice whether assignments are individual or group assignments so that you allocate time for communication and collaboration. Be aware that many modules end with a substantive assignment.

Participation is essential to your success in this class. You are expected to engage actively in discussion boards, complete all module activities, and collaborate on group and class assignments. The quality of your participation does contribute to your grade in this course.

Present yourself as the professional you are or aspire to be. Do good work, proofread what you write, and communicate respectfully. Remember, your classmates are your future colleagues.

TIME EXPECTATIONS

Our online classes are designed to meet the same time requirements as our face-to-face courses. For a 3-credit, 15-week course, students should expect to spend approximately 9-12 hours per week participating in the course and completing all course assignments.

COURSE ACTIVITIES AND ASSIGNMENTS

There are a variety of different assignments in this course, including discussion boards, shorter writing assignments, and a large final paper that you will be building throughout the course. All of these are explained in detail within the Canvas platform. For assignments, you will see the corresponding rubric under the assignment instructions; for discussion boards, click on the gear icon to see the rubric.

Discussions: (30% of your grade)

As you can see by their weighting, discussions, which are included in every module, are an integral part of your learning in this course, and your contributions will be assessed carefully. Your participation will be judged by the way in which you contribute to positive, thoughtful class discussion. We will together create a supportive forum for intellectual deliberation with discussions that are respectful and considerate of others' opinions.

Writing & Other Assignments (40% of your grade)

There are numerous writing and other assignments throughout the course, ranging from short reflections to case study analysis to reading reactions. Some of these assignments are individual and some are group assignments, so again, be sure to preview the module in advance to plan your time accordingly. Key assignments are listed below:

- Module 1 – Reading reaction
- Module 2 – Reading reaction
- Module 2 – Coordination paper
- Module 3 – Reading reaction

- Module 3 – Disaster analysis (group assignment)
- Module 4 – Reading reaction
- Module 5 – Disaster analysis via VoiceThread
- Module 6 – Emergency simulation
- Module 7 – Reflection paper

The reading reaction papers in modules 1 through 4 should be detailed and thoughtful. They will include a brief summary of the major topics/themes in the readings (especially theoretical concepts), a reflection on the relationship between the current and prior learning, and a personal reaction. You are required to include specific details and examples from the readings to support your statements.

Toward the end of the semester, there will also be an emergency simulation activity, which will be conducted during a lengthy synchronous session. The purpose is to give you an opportunity to practice skills and procedural protocol that will enable you to address a real crisis with confidence and competence. The day and time will be announced through Canvas. The simulation is a required activity. Any absence must be excused in advance, and students who are unable to attend will be required to complete a comparable individual, timed written assignment.

Final Paper: (30% of grade)

Your final project for this course is to write a 15-20 page analysis of a crisis. This will be a research-based paper which should incorporate and reflect your learning in this course. The complete final paper will be submitted in Module 6. Within each module, you will submit evidence of your research and findings, developing the project as you build your knowledge and skills. Submission guidelines are provided in each module. Each component and the final submission will contribute toward your grade.

Due Dates & Late Submission

Work is due by the due dates set in Canvas.

No credit will be given for any assignment that is submitted late without the prior approval of the instructor. Prior approval means the student has communicated with the instructor before the assignment deadline. An assignment that is submitted late with the instructor's approval will have its grade reduced.

GRADING POLICY

Grade Breakdown

Your grade in this course will be calculated based on the following weighting:

Discussions	30%
Writing & Other Assignments	40%
Final Paper	30%
Total:	100%

Grading Scale

Graduate course grades include A, A-, B+, B, B-, C and F. There are no grades of C+, C- or D.

A: 95-100%

A-:   90-94%

B+: 87-89%

B: 83-86%

B-:   80-82%

C: 70-79%

F: 69% and below

COURSE RESOURCES

Library Research Guide

The EDM program has an extensive online Library Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library's Homepage by using their University username (NetID) and password (this is

the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

Citation Resources

As a graduate student, you are both expected and required to cite your sources. Citations provide the reader with insight about the basis for your work as well as a map of resources for learning more. Citations also give credit to those who have contributed to your area of study by acknowledging them and their work. Citing sources is also essential to avoid plagiarizing, or taking someone else's work or ideas as your own.

In the emergency management field, the standard citation style used is from the American Psychological Association (APA). If you have not used APA style before or need to brush up, here are some recommended resources to get you started. See Plagiarism.org's website for an overview of citation practices. See the University of Wisconsin—Madison's Writing Center website for specific guidance on APA citation style.

To help you manage your citations, Georgetown University Library makes Refworks available to the university community. Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

COMMUNICATION STRATEGIES

Canvas

Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the Canvas Guide for Students.

Communication with Peers

You will be expected to communicate with your peers via the discussion board. In addition, you may also use Collaborations, a Canvas tool that allows you to collaborate

with your peers using Google Docs. Collaborative documents are saved in real-time, meaning a change made by any of its users will be immediately visible to everyone. It is a useful tool for students to work on group projects or papers, take shared notes, etc. Instructors or students can set up group collaborations. Detailed instructions for Collaborations are available for download in the course.

Communicating with the Instructor

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class; please post those in the General Question Discussion Board Forum.

Questions

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access from the landing page. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround / Feedback

If you have a concern and send me a message, you can expect a response within 48 hours. Please allow 3 business days for assessment submission feedback.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has

insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

MAKEUP POLICY

In this course, no sort of make-up or missed work is accommodated. Please know that in order to be excused from an exam or from any assignment you must have a doctor's excuse and permission from your Dean, and/or have secured the instructor's permission well in advance.

ACCOMMODATION

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Georgetown Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in

any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. Another recommended resource for learning about plagiarism and how to avoid plagiarism is Plagiarism.org.

COURSE REQUIREMENTS

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to submit assignments in Canvas
5. Communicate with peers using discussion boards and other platforms
6. Upload and download saved files
7. Have easy access to the Internet
8. Navigate Canvas, including using the email component within Canvas
9. Use a microphone to record audio through your computer
10. Use an internal or external camera to record video through your computer

In this course we will use Zoom, TurnItIn, VoiceThread, and Collaborations.

- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Technical support for Zoom is available on an external website.
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Technical support for TurnItIn is available.
- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. Technical support for VoiceThread is available.
- Collaborations allows you to collaborate with your peers using Google Docs. Technical support for Collaborations is available through Canvas Support.

Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by Canvas in the Instructure Guides.

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

TECHNICAL SUPPORT

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the Canvas Student Guide and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use Zoom, VoiceThread, TurnItIn, and Collaborations.

- Technical support for Zoom is available on an external website.
- Technical support for VoiceThread is available at the VoiceThread website.
- Technical support for Turnitin is available at the Turnitin website.
- Technical support for Collaborations is available through Canvas Support.

TOOLS ACCESSIBILITY

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility, please see the following technology pages.

Canvas

- Canvas accessibility page

VoiceThread

- VoiceThread accessibility page for the web app

- VoiceThread accessibility page for the mobile app
- Note: Students who are using screen readers may wish to make VoiceThread Universal their default viewer

Zoom

- Zoom accessibility page
- Zoom is used for live video conferences.

Poll Everywhere

You will be using Poll Everywhere to respond to ungraded survey questions. This application does not have an accessibility statement.

STUDENT SUPPORT SERVICES

Learning Resources

SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Center and Refworks.

- The Writing Center offers professional writing support through its free, online peer tutoring service.
- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- Academic Resource Center
- 202-687-8354 | arc@georgetown.edu
- Counseling and Psychiatric Services
- 202-687-6985
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
- (202) 687-4798