



GEORGETOWN UNIVERSITY
School of Continuing Studies
Emergency and Disaster Management

MPDM-610: Project Management and Budgeting for Emergencies and Disasters

Wednesdays, 5:20 pm to 7:50 pm

Spring 2017

Instructor: David B. Kang

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You can expect a response from me within 48 hours.

Office Hours available upon request

Course Description

Disaster management professionals must learn how to develop plans addressing multiple types of emergencies and disasters (including natural disasters, terrorist attacks, public health emergencies, and technological disasters). This course equips students with the knowledge and tools they need to successfully execute project management techniques and thereby perform efficient planning and response activities. Students will practice strategies based on scenario and assumption based planning methods and processes with ethical project management strategies. This course also teaches students how emergency management and homeland security programs fit into the strategic/fiscal plans and priorities of governments and organizations. Furthermore, students learn how to develop and manage a budget and how to create a realistic fiscal plan for high consequence/low probability events. By the end of the course, students will be able to advocate for the importance of prevention, mitigation, and preparedness in emergency and disaster management.

Learning Objectives

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

- Apply team leadership skills to plan a response to a disaster scenario
- Describe the scope and fundamental concepts of disaster planning and project management
- Describe common challenges and opportunities in planning for high consequence- low probability events
- Assess the alignment of a project with strategic and fiscal priorities of governments and organizations
- Analyze the impact of changes in hazards, response, and setting on a budget
- Apply a conceptual model of community assessment/readiness, including identifying stakeholders, measuring baseline conditions, prioritizing hazard response, and identifying community resources and needs
- Apply techniques of project management, budgeting, risk assessment, and community assessment to a disaster scenario

- Evaluate response, recovery and mitigation to a disaster scenario, applying knowledge of project management, planning, and professional codes of ethics
- Understand the hazard mitigation planning and vulnerability assessment processes and how they relate to grant writing.
- Advocate for the importance of prevention, protection, mitigation, and preparedness in emergency and disaster management

Course Instructions

This course is delivered in-class utilizing the Canvas learning platform. The course will be conducted in four phases, listed below, of varying lengths. Each phase will have modules as learning units for the week. Materials to include readings, homework, discussion topics, and additional research will be posted through Canvas.

Phase I: Why Plan, Project Management, and Budgeting

- Planning and project management environment
- Linking strategy and execution
- Developing and maturing planning platforms

Phase II: Methods of Planning, Project Management and Budgeting

- Strategic planning
- Design and problem framing
- Operational planning
- Parallel planning
- Project Management and Principles

Phase III: What to Plan, Project Management and Budget

- Scenario based planning
- Use of hazard, threat, and risk analysis
- Use of data, modeling, analytics and systems approach, part I (data visualization)

Phase IV: Assessing Effectiveness of Planning, Project Management, and Budget

- Measures of performance and evaluation
- Use of data, modeling, analytics, and systems approach, part II (decision making)

In the case of inclement weather or emergency leave, instruction will be done through online synchronous sessions. Additional synchronous sessions may be added to accommodate guest speakers to enhance the module material. Synchronous sessions will be recorded and students who are unable to attend may view the recording. Dates and time of synchronous sessions will be announced through Canvas.

Required Texts

Assumption-Based Planning: A Tool for Reducing Avoidable Surprises (RAND Studies in Policy Analysis) by James A. Dewar.

Publisher: Cambridge University Press (November 4, 2002)

ISBN-10: 0415484901

ISBN-13: 978-0521001267

ASIN: 0521001269

Scenario Planning in Organizations: How to Create, Use, and Assess Scenarios by Thomas Chermack.

Publisher: Berrett-Koehler Publishers; First Edition (February 14, 2011)

ISBN-10: 1605094137

ISBN-13: 978-1605094137

Attendance Policy

This class relies heavily on attendance and active participation. Punctual attendance is critical. As outlined by the university, missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to a A-). Absences for classes beyond the initial two will result in further reduction of the final grade. If you are absent for more than four classes, you will be in danger of failing this course.

Excused absences will be permissible if coordination is done one week prior to absence. A written request via email will need to be submitted to dk945@georgetown.edu explaining the reason for absence and any mitigation methods. Re-occurring requests for excused absences will result in a grade reduction of one level.

Late Assignment Policy

Assignments turned in late will result in a grade reduction of one level (for example, an A will be converted to an A-) for each day that it is late. If you have extenuating circumstances, speak with me as far in advance of the due date as possible.

Classroom Etiquette, Class Participation, and Other Guidelines

Etiquette

This course will be conducted in an academic, “no fault” environment. Discussions and interaction will focus on topical areas of instruction. Please conduct discussions and conversations in a professional manner. Personal attacks and persistent interruptions will not be tolerated. In other words, please be courteous in our class.

Lastly please be punctual, prepared to receive instruction, and focus on the instruction and your fellow students. Let’s maximize our limited time we have together on a weekly basis.

Participation

You will be expected to participate in the discussions during this class. This course content will require you to think critically on topical areas related to planning. Both the quality and quantity of your contribution will be graded. Your ability to absorb the instructional materials, develop positions based the information, and to be able to articulate it verbally and in writing will be key to your success. I will be monitoring your attendance as well.

Format for work

All written work should be typed and formatted in Word, Excel, OpenOffice, HTML or PDF format. All written assignments should be submitted electronically to the instructor, at the email addresses at the top of the syllabus. Any other format of the work (on CD, flash drive, or paper) will NOT be accepted.

Time Management

Be prepared to read and learn somewhat independently. In this class, a substantial amount of time is allocated for assignments and other activities. As a result, time spent on traditional lecture is limited to discussion on the materials assigned prior to class. It is important that you keep up with the reading assignments, and use the time you have allocated for this class wisely.

A tentative schedule is included under the Addendum Section of this syllabus. This schedule is subject to change at any given time if specific needs of the class demand it. Any changes in the schedule will be announced during class and those changes will take priority over the published schedule. It is the students' responsibility to keep up-to-date on whatever schedule changes the instructor makes.

Assignments and Final Project

Assignments will include a combination of discussion, essays, industry training from FEMA Emergency Management Institute (EMI), and group projects. All assignments will be supported by readings from texts and web content. Each phase will have an assignment based on the materials and discussion from class. All submissions will be done through Canvas. All written assignments should conform to APA style guide.

Phase I: Why Plan, Project Management, and Budgeting

Assignment 1: Why Plan

Assignment 1 will be a 3 to 5-page position paper that describes the requirements for developing a plan. Students will describe and advocate how organizations use planning and project management to develop and publish documents.

Phase II: Methods of Planning, Project Management and Budgeting

Assignment 2: Planning Methods

Assignment 2 will be a 3-5 page position paper focusing on most important level of planning. Students will compare, contrast, and select the most important level of planning and the various mechanisms.

Phase III: What to Plan, Project Management and Budget

Assignment 3: Understand the Situation

Assignment 3 will be focused on the application of industry threat, hazard, and risk process. Students will complete disaster management methods on qualifying or quantifying threat, hazard, and risk. Students will defend their results through a presentation.

Phase IV: Assessing Effectiveness of Planning, Project Management, and Budget

Assignment 4: Ends, Ways, and Means

Assignment 4 is a group project that analyzes the efficacy of plans. Students will examine case studies and determine the value of funding to support planning efforts. Groups will discuss results through presentations.

Final Project will be a group plan review of an existing plan. Students will develop a plan review mechanism that addresses all four phases of instruction. Each group member will present their findings for a final grade.

Grading

Your course grade will be based on the following:

Discussions	30%
Writing and Other Assignments	30%
Final Project and Presentation	40%
Total	100%

A	95-100%	B-	80-82%
A-	90-94%	C	70-79%
B+	87-89%	F	0-69%
B	83-86%		

Withdrawal Policy and Calendar

Should a student voluntarily withdraw from this course, credit for tuition will be calculated by the date of the student's official notice to the Program Manager, according to periods and percentages listed below. **The last day to withdraw from this course is April 27, 2017.**

Dates	Percentage Refunded
Jan 19 – 24	100%
Jan 25 – Feb 7	80%
Feb 8 – 21	70%
Feb 22 – Mar 7	50%
Mar 8 – 14	40%

Academic Resources

Library Services

SCS Librarian: Jessica Vanderhoff
 202-784-7389; jessica.vanderhoff@georgetown.edu
<http://www.library.georgetown.edu/scs>
 Emergency and Disaster Management Research Guide:
<http://guides.library.georgetown.edu/EDM>

Writing Center

202-687-4246; <http://writingcenter.georgetown.edu/>

Academic Resource Center

202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/>

Students with Disabilities

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Students with disabilities should contact the Academic Resource Center (ARC) (202-784-7366; arc@georgetown.edu; <http://academicsupport.georgetown.edu/>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Georgetown Honor System

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown University. 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. The Georgetown Honor Code pledge reads as follows:

In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown 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.

ADDENDUM – COURSE SCHEDULE/CALENDAR