

DEMS 4705**Comprehensive Emergency Management 2: The Canadian Context**

Tuesdays, 7:00-10:00 pm,
Accolade Building West 003
James Kilgour

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Course Purpose

DEMS 4705 is a more advanced version of 3702, which focuses on refining the critical thinking, leadership, and strategic skills needed of an emergency manager. Comprehensive Emergency Management 2: The Canadian Context builds on Comprehensive Emergency Management 1: 3702 by focusing on comprehensive emergency management within the Canadian context.

International and Canadian case studies in legislation, policy and practice will be examined. Special topics will be addressed in greater depth by presentations from guest speakers. The lecture will focus on taking what we have learned, what the readings and videos were and then looking at it through the Canadian context.

Textbooks

Each week you will have readings to complete in advance of the class.

Assessment

Deliverable	Weight	Due Date
Assignment #1: Wicked Problem	25%	January 28
Assignment #2: Emergency Plans	25%	February 25
Essay	50%	April 7

Assignment #1 and 2

There will be two written assignments. Each assignment will be between 500-750 words in length and will centre on Wicked Problems and Emergency Plans. Each assignment will be worth 20% of your mark. For an answer to meet the minimum requirements it must:

- Be written in full sentences in clear, grammatically correct, English.
- Be between 500 - 750 words in length.
- Clearly, address and answer the question.
- Demonstrate an understanding of the readings and module materials.
- Be substantially your own work and writing, properly citing any outside sources that you have drawn on, with page numbers for summaries and direct quotations.

Assignment 1: Are natural hazards a wicked problem for Canada – Defend Your Answer?

Assignment 2: Compare and contrast the provided emergency plans, evaluate and provide 4 areas of improvement?

Essay

You will be required to submit a final essay which will be worth 40% of your final mark. For an answer to meet the minimum requirements it must:

- Be written in full sentences in clear, grammatically correct, English.
- Be at least 1500 words in length. Maximum 2000 words
- Clearly, address and answer the question.
- Demonstrate an understanding of the readings and module materials.
- Be substantially your own work and writing, properly citing any outside sources that you have drawn on, with page numbers for summaries and direct quotations.

Late Assignments & Grading

Late assignments will be penalized at 5% per day.

Office Hours

I do not hold office hours but am readily available via email. I can arrange to meet with you either before or after the class.

Weekly Schedule

Week	Topic / Readings / Case Study
<p>1 January 7</p>	<p>Topic Orientation – Overview</p> <p>Readings</p> <ul style="list-style-type: none"> • Tackling Wicked Problems: A Public Policy Perspective <ul style="list-style-type: none"> ○ https://www.apsc.gov.au/tackling-wicked-problems-public-policy-perspective • Declaring a state of emergency? <ul style="list-style-type: none"> ○ https://www.toronto.ca/legdocs/mmis/2019/cc/bgrd/backgroundfile-124111.pdf <p>Assignment # 1: Discussion</p>
<p>2 January 14</p>	<p>Topic Emergency Management Structure in Canada</p> <p>Readings</p> <ul style="list-style-type: none"> • An Emergency Management Framework for Canada - Third Edition <ul style="list-style-type: none"> ○ https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/2017-mrgnc-mngmnt-frmwrk/2017-mrgnc-mngmnt-frmwrk-en.pdf • Emergency Management Strategy for Canada Toward a Resilient 2030 <ul style="list-style-type: none"> ○ https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/mrgncy-mngmnt-strtg/mrgncy-mngmnt-strtg-en.pdf <p>Case Study</p> <ul style="list-style-type: none"> • Ontario’s Special Advisor on Flooding Report to Government: An Independent Review of the 2019 Flood Events in Ontario <ul style="list-style-type: none"> ○ https://files.ontario.ca/mnrf-english-ontario-special-advisor-on-flooding-report-2019-11-25.pdf

Week	Topic / Readings / Case Study
<p>3 January 21</p>	<p>Topic Risk Assessments</p> <p>Readings</p> <ul style="list-style-type: none"> • All Hazards Risk Assessment Methodology Guidelines <ul style="list-style-type: none"> ○ https://www.publicsafety.gc.ca/cnt/rsracs/pblctns/ll-hzrds-sssmnt/ll-hzrds-sssmnt-eng.pdf • Sendai Framework for Disaster Risk Reduction 2015-2030 <ul style="list-style-type: none"> ○ https://www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf <p>Case Study</p> <ul style="list-style-type: none"> • Review and Analysis of the Government of Alberta’s Response to and Recovery from 2013 Floods (Section 2.4 – 3.4.8) https://open.alberta.ca/dataset/48bd39ee-2a5a-4846-944d-6004e0a8a498/resource/8404f003-1bde-49d9-a953-d37e0d671dac/download/2013-flood-response-report.pdf
<p>4 January 28</p>	<p>Topic Private Sector Emergency Management and Business Continuity</p> <p>Guest Speaker</p> <p>Material to be Distributed</p>
<p>5 February 4</p>	<p>Topic Emergency Management Plans</p> <p>Readings</p> <ul style="list-style-type: none"> • Disaster and Emergency Planning for Preparedness, Response, and Recovery <ul style="list-style-type: none"> ○ http://oxfordre.com/naturalhazardscience/view/10.1093/acrefore/9780199389407.001.0001/acrefore-9780199389407-e-12?print=pdf

Week	Topic / Readings / Case Study
	<ul style="list-style-type: none"> • Guide for All-Hazard Emergency Operations Planning – Chapters 1 -4 <ul style="list-style-type: none"> ○ https://www.fema.gov/pdf/plan/slg101.pdf <p>Case Study</p> <ul style="list-style-type: none"> • Strathcona County 2018 Parkade Incident After Action Review: Final Report December 10, 2019 <ul style="list-style-type: none"> ○ https://pub-strathcona.escribemeetings.com/filestream.ashx?DocumentId=28207 <p>Assignment # 2: Discussion</p>
<p>6</p> <p>February 11</p>	<p>Topic Incident Management Systems & Emergency Operations Centres</p> <p>Readings</p> <ul style="list-style-type: none"> • Incident Management System (IMS) for Ontario <ul style="list-style-type: none"> ○ https://www.emergencymanagementontario.ca/sites/default/files/content/emo/docs/IMS%20Doctrine%20for%20Ontario_EN_PDFUA.pdf • British Columbia Emergency Management System 2016 <ul style="list-style-type: none"> ○ https://www2.gov.bc.ca/mwg-internal/de5fs23hu73ds/progress?id=_qVyLqDhoSMt2pKv5HcutnTH0Bj13JkFXtuMeOEbRtg.&dl • Emergency Operations Centre Operational Guidelines 2nd Edition <ul style="list-style-type: none"> ○ https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/emergency-preparedness-response-recovery/local-government/eoc_operational_guidelines.pdf <p>Case Study</p> <ul style="list-style-type: none"> • Report of the Elliot Lake Commission of Inquiry. Part Two: Chapter 2 and Chapter 9 <ul style="list-style-type: none"> ○ http://www.attorneygeneral.jus.gov.on.ca/inquiries/elliottlake/report/Vol2_E/ELI_Vol2_E.pdf
<p>7</p> <p>February 18</p>	<p style="text-align: center;">READING WEEK</p>

Week	Topic / Readings / Case Study
<p>8</p> <p>February 25</p>	<p>Topic Leadership in an Emergency</p> <p>Guest Speaker</p> <p>Material to be Distributed</p>
<p>9</p> <p>March 3</p>	<p>Topic Emergency Exercises and Simulation</p> <p>Readings</p> <ul style="list-style-type: none"> • Emergency Exercise and Training Techniques <ul style="list-style-type: none"> ○ https://ajem.infoservices.com.au/items/AJEM-16-02-07 • Managing Exercises <ul style="list-style-type: none"> ○ https://knowledge.aidr.org.au/media/3547/handbook-3-managing-exercises.pdf
<p>10</p> <p>March 10</p>	<p>Topic After Action Reviews</p> <p>Readings/Case Studies</p> <ul style="list-style-type: none"> • Lesser Slave Lake Regional Urban Interface Wildfire – Lessons Learned <ul style="list-style-type: none"> ○ http://www.aema.alberta.ca/documents/0426-Lessons-Learned-Final-Report.pdf • Review and Analysis of the Government of Alberta’s Response to and Recovery from 2013 Floods <ul style="list-style-type: none"> ○ http://www.aema.alberta.ca/documents/2013-flood-response-report.pdf • Wood Buffalo Wildfire Post-Incident Assessment Report 2016 <ul style="list-style-type: none"> ○ https://www.alberta.ca/assets/documents/Wildfire-KPMG-Report.pdf • The Lac-Mégantic Disaster Where Does the Buck Stop? <ul style="list-style-type: none"> ○ https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2013/10/Lac-Megantic_Disaster.pdf

Week	Topic / Readings / Case Study
<p>11</p> <p>March 17</p>	<p>Topic Program Evaluations</p> <p>Guest Speaker</p> <p>Material to be Distribute</p>
<p>12</p> <p>March 24</p>	<p>Topic Program Evaluations, and Standards</p> <p>Reading</p> <ul style="list-style-type: none"> • Emergency Management Program Standards <ul style="list-style-type: none"> ○ https://files-em.em.vic.gov.au/public/EMV-web/EM-Performance%20Standards-V2.-December-2016.pdf • Monitoring and Assurance Framework for Emergency Management <ul style="list-style-type: none"> ○ https://www.igem.vic.gov.au/sites/default/files/embridge_cache/emshare/original/public/2017/07/18/de730d6ae/Publication%20-%20Monitoring%20and%20Assurance%20Framework%20for%20Emergency%20Management.PDF
<p>13</p> <p>March 31</p>	<p>Topic Upstream Planning (Urban, Building Codes, etc)</p> <p>Reading/Case Study</p> <ul style="list-style-type: none"> • 650 Parliament Street Fire – August 2018 • Emergency Management and Vital Service Disruption Response in Apartment Buildings <ul style="list-style-type: none"> ○ https://www.toronto.ca/legdocs/mmis/2019/ph/bgrd/backgroundfile-135451.pdf • https://toronto.ctvnews.ca/mobile/650-parliament-fire-caused-by-catastrophic-failure-of-building-s-electrical-system-report-1.4584865?cache=yesclipId104062?clipId=89925
<p>14</p> <p>April 7</p>	<p>Last Class – Course Overview and Recap</p> <p>Final Paper Is Due</p>

RELEVANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS

Applicable to all ADMS and DEMS courses

Deferred Final Exams: Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

DSA Form: http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf

Attending Physician's Statement form: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

In order to apply for deferred standing, students must register at

<http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

Followed by handing in a completed original Deferred Standing Agreement (DSA) form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. **Deferred exams might take place during the regular exams period or in subsequent weeks depending on the course**; precise dates are known when the Office of the Registrar publishes the final exam schedule of the term. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be

serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Grading Scheme and Feedback Policy: The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

In-Class Tests and Exams - the 20% Rule: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

Reappraisals: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition

to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Accommodation Procedures: LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities (Senate Policy)

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Student Accessibility Services (formerly known as Counselling and Disability Services) website at <https://accessibility.students.yorku.ca>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.