**FALL 2020 - AP/DEMS 3704**

**Emergency Management Communications
Presented by Alain Normand

DETAILED COURSE OUTLINE**

**Course**

* AP/DEMS 3704 Emergency Management Communications
* Zoom session, 1hr/wk Monday 7:00 p.m. to 8:00 p.m.
* 1 hr/wk pre-recorded video with content to be reviewed by students prior to zoom session
* 1 hr/wk optional Q&A/discussions to be held at a time most convenient to the students
* Top Hat Textbook Course code 420951
* Other content available on moodle

**Course Director:** Alain Normand

**Course Outline:** Introduces students to the essentials of all stages of emergency management communications. Relying heavily on case studies, this course teaches the theory of effective communications, particularly in a crisis context. Students will also develop their own presentation/media skills.

**Prerequisites:** None.

**Course credit exclusions:** None.

**Learning outcomes:**

Cognitive: Understand and apply knowledge - By the end of this course, the student will be able to complete a comprehensive Emergency Information plan.

Psychomotor: Create and present communication material - By the end of this course, the student will be able to design messages specific to various emergency situations.

Affective: Modify and adapt attitude - By the end of this course, the student will be able to develop a personal approach in order to become an effective crisis communicator:

**Topics covered:** Public awareness and education, media coordination, social media and emergencies, crisis communications strategies, interviews/scrums/press conferences, public alerting, internal communications, public confidence, crisis communications teams, call centres, public inquiries/board of inquiry, debriefing, amateur radio, messenger and audience, perception and persuasion, incident management system.

**Course style:** With the need for remote teaching, this course has been modified to take in consideration the access by students to various learning environment.

1. Pre-recorded lectures will be made accessible weekly to the students for them to follow at their leisure. These lectures will average about an hour each and should be reviewed by the students prior to the Monday evening Zoom sessions.

1. Zoom sessions will be held every Monday evening from 19h00 to about 20h00. These will mostly introduce case studies and breakout into groups to conduct analysis of questions presented by the instructor. The group analysis will then be brought back to a plenary session to review the results of discussions and ensure the whole class has understood the concepts for the week.
2. A weekly one-hour Q&A session will be scheduled at a time most convenient for the majority. Currently, we envision holding this from 20h30 to 21h30 on Monday evening. This will give a break after the main Zoom class discussion while keeping within a time frame that is less likely to conflict with other classes. Students will be encouraged to send in questions in advance of session to help maintain order during this Zoom Q&A.
3. The instructor will be available weekly on Monday evening after the Zoom session for online one-on-one or small group discussions with students requiring additional support. Additional one-one-one remote discussions may be held by appointment at other times during the week if student require it.

**Course evaluation**

* 1 Interview case study, 15%
* 1 Press release 10%
* 1 Essay 25%
* 1 Team press conference15%
* Mid-term quiz 10%
* Participation 5%
* Final exam 20%

**Assignments:**

* Individual assignments
	1. Interview: simulation on a real-life situation that the student selects and studies (Emphasis on the message and sender). The student will play the role of the spokesperson and will be interviewed by the course director posing as a reporter. All interviews will be done through skype of zoom application (Note: interviews may be recorded to create a realistic environment and provide an opportunity for students to evaluate themselves)
	2. Press release: students will write a press release/media release on the situation used for their interview using methodology and principles presented in class
	3. Essay: Written report on a topic selected from a list of questions to be provided during class
* Team assignment
	1. Press Conference to present governmental or corporate crisis response actions and their impact on the citizens of the community or the clients of the corporation, based on a real emergency selected by the group. Teams of four or five students. We aim to present these to the class as a simulated online press conference by each team with an opportunity for the rest of the class to represents the media. (Note: Presentations will be video recorded to create a realistic environment) A question period must be planned as part of this assignment. (Emphasis on organisation, message, and empathy)

**Case studies selection**

* Students will use the list provided as suggestions for case studies
* Other situations and personal experience may be accepted but to be cleared by course director first
* Must be emergency management related, and have a strong communications planning component
* Presentation should be based on accepted principles
* Communications are based on what should have happened, not what actually occurred

**Final exam**

* Scenario provided where the student is the Public Information Officer for the situation
* Students must plan the management of the public information for this emergency including:
	+ Assigning roles and responsibilities
	+ Developing key messages
	+ Planning information strategy with events and deadlines
	+ Prepare briefing notes for the EOC including rationale for the approach and the messages selected

**Hand-outs**

Using moodle and electronic distribution.

**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://sas-app.laps.yorku.ca**](http://sas-app.laps.yorku.ca)

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.  **During this time of remote learning, you will be required to submit the forms via email to** **apsas@yorku.ca****.**  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](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.