**DEMS 3702**

**Comprehensive Emergency Management 1:**

**Integrating Critical Knowledge with Practice**

Tuesdays, 4:15-7:00pm

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# Introductory Note

Please be sure to read the whole document in detail and reach out if you have any questions.

Running this course during the COVID-19 pandemic will be a new experience for us all, and as such, minor changes to the course delivery can be expected, with any updates communicated via moodle and in class.

**Course Purpose**

This course prepares you to apply emergency management principles into practice. In this class, we’re here to learn about emergency management that are practiced in Canada and around the world; to understand why the “comprehensive” part of the title is so important; and, ultimately, to be prepared to serve in real-life emergency management roles going forward. Assignments are designed to enable you to practice the tasks that many emergency managers in Canada perform on a regular basis.

This course in Comprehensive Emergency Management is part of the backbone of the BDEM program. You started with DEMS 1701 (“Case Studies in Disaster Management”), which provides an introduction to emergencies and disasters with real world examples. Then, you moved on to DEMS 2700 (“Fundamentals of Emergency Management”), which introduced you to keys like mitigation, preparedness, response, and recovery. This class builds on everything you learned in those prior two – our job is to help you be *actually ready* to be involved in an emergency management team or organization. Finally, there’s DEMS 4705 (“Comprehensive Emergency Management 2: The Canadian Context”), which is an elective course that builds on what we learn here with even more real-world experiences, focused studies, and emphasis on critical thinking.

*What will the class look like from my perspective as a student?*

The class meets weekly, starting at 4:15 pm for a 2.75-hour virtual session (this includes at least one 15 minute break). The session will be conducted by zoom in lecture style, including break out discussions, and sometimes group work. This is a big class- I expect approximately 60 students. Given these numbers, I will be using the break-out zoom option quite frequently, and will encourage feedback from groups in a wider plenary session. Recorded lectures will be available following class sessions on moodle.

Each week we’ll examine a different issue in emergency management, with a focus on its practical application in the emergency management field.

We’ll also have several weeks where emergency management experts come to visit us in class.

# Weekly Schedule

In each week of the class we’ll cover a different theme related to emergency management.

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| **Week**  | **Topic**  |
| 1: January 12 | * Emergency Management Institutions in Canada
* Essential elements of Emergency Management Programs
* Emergency Declarations
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| 2: January 19 | * Recovery and the concept of ‘Build Back Better’
 |
| 3: January 26 | * Emergency Response (1)
* Emergency Responders
* Incident Management Systems
 |
| 4: February 2 | * Emergency Response (2)
* The Emergency Operations Centre
* Emergency Response Priorities
* Incident Action Plans
 |
| 5: February 9 | * Emergency Plans
 |
| 6: February 23 | * Emergency Exercises
 |
| 7: March 2 | * After Action Reviews
* Lessons Learned and Audits
* Emergency Management Standards and Assessments
 |
| 8: March 9 | * Emergency Preparedness Act
* Jurisdictional Divides in Emergency Management;
* Mutual Aid
* The Role of the Emergency and Disaster Manager
 |
| 9: March 16 | * Forecasting and Prediction
* Critical Infrastructure
* Insurance
 |
| 10: March 23  | * Coordination Mechanisms in Emergency Management
 |
| 11: March 30  | * Public Engagement
* Public-Private Partnerships
 |
| 12: April 6  | * Course Review
 |

*Do I have to do any readings?*

There’s no textbook for this class. You will, however, have important reading each week. Sometimes this will be an ‘after action report’ from a real disaster, which you’ll be connecting up to lessons we talk about in class. Other times, it will be a piece of law or policy that you should be familiar with. It’s crucial that you do the readings so that you can perform effectively!

*What will I need to know to do well in this class?*

In the schedule outlined below, you’ll see the weekly topic we’ll be covering. Readings will be posted to Moodle, which is the definitive guide for what you need to complete before class.

Each week I’ll provide you with a more detailed list of learning outcomes for that topic.

*How does this course fit into the DEM degree? And, what if I’m not a DEM student?*

The backbone of York’s Disaster and Emergency Management (DEM) program is made up of four courses: DEMS 1701 (Case Studies), DEMS 2700 (Fundamentals of Emergency Management), DEMS 3702 (this course), and the more advanced – and elective – DEMS 4705 (Comprehensive Emergency Management 2). As such, this course isn’t intended as a casual introduction to disasters. Rather, it’s an intense course heavy in both knowledge and application.

You don’t need to be a DEM student to take this class – but you need to know (or learn quickly) the material from DEMS 2700 to be successful! The class builds on what you learn in DEMS 2700 and prepares those DEM students with a commitment to the ‘emergency management’ portion of the field for the advanced, career-oriented DEMS 4705.

This course and DEMS 4705 are designed to work in close conjunction. 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. When you walk into that class, however, the instructor will assume that you have mastery of all of the material from DEMS 3702! So, staying on top of the 3702 material is the best way to be successful going forward!

*I care about raising my average this semester. Is this an easy course?*

There is a very content heavy class. This course will move very quickly and there are very high expectations for your ability to learn the material, keep up with concepts, apply skills you are learning, and retain the information long-term. You’ll be tested on your progress in a variety of ways (group assignments, postings, exams and papers). My goal as your instructor, and as a possible future colleague in the field of disaster and emergency management, is to make sure that you learn what you need to know to make you as effective as possible.

**Textbooks**

To reduce the costs you face – and because no single book is a perfect resource – there is no required textbook in this course. Each week you will have readings and/or research to complete in advance of the class, ranging from after action reports to policy documents to laws to textbook chapters. In some cases, I will suggest that you visit a website to learn more about a specific organization and/or practice. These readings will be posted on Moodle, which is the definitive guide to what you should read on a weekly basis (it may change from what’s listed in this syllabus).

# Weekly Learning Goals

Each week, there are a specific set of things I want you to learn. Sometimes this is content and knowledge (stuff you need to know). Sometimes this is a skill, like the ability to analyze something or evaluate its effectiveness. Sometimes this is application, like taking materials we’ve learned in class and applying it to a specific case study. Weekly learning goals are available on the moodle site.

**Teaching Methods**

Given the restrictions in place during the COVID-19 pandemic, this course will taught entirely online through lectures, guest speakers, and interactive forums. Students will be expected to participate in open discussion during class time through small group breakout sessions, both in their assigned small groups, and by posting in the online forum.

Please be advised that lecture and course materials, including lecture notes, assignment, and quizzes, are solely for the use of course participants. They are not to be recorded for any other use nor are they to be reproduced or distributed by any means, including online. Strict measures will be implemented for those who breach this class policy.

**How you will be assessed**

Your understanding of concepts and your ability to apply them will be assessed through the following: individual paper (30%), group assignments (30%), online posts (10%), and a final exam (30%).

Students will be placed in small groups of 5. There will be three group assignments, each worth 10%, with all group members receiving the same mark. Each student will have the opportunity to anonymously bring any concerns regarding equity of work done by group members to the instructor. The instructor may choose to deduct marks from group members who are not contributing equally to assignments.

Students will be expected to write an individual paper worth 30% of their grade. The paper will be no longer than 12 pages in length, and will address a community’s ability to recover from a major disaster (details to be provided). Students will be asked to select one of 5 disasters chosen by the instructor to illustrate the ‘Build Back Better’ concept. The paper must be submitted online via Moodle/Turnitin on Friday, February 25 by 5:00 pm.

Online participation is an important component of the course, and is worth 10% of the final grade. Students should make at least five substantial contributions to discussion forums, either by directly replying to a forum question, or by replying to a student contribution. At least 2 posts are due by February 23; and at least 3 posts are due between Feb. 24 and March 30. Posts should not exceed more than 150-200 words, and should include references in a recognized bibliographic format where necessary. Posts should demonstrate reflection on material. Marks are provided for completion and quality.

A cumulative final exam, where “cumulative” means that it can test material from all the way through the course, worth 30% of the final grade is intended to ensure that you have effectively learned the core content. Exam questions will be drawn from the learning goals document discussed earlier. The exam will be open-book, comprised primarily of short and essay style questions.

Further details of all assignments including instructions and assessment criteria will be posted on Moodle.

Remember, don’t be afraid to contact me if you’re concerned that factors like illness, personal or family needs, or other constraints might be affecting your ability to complete this class effectively. You do not need to initiate these formal proceedings with me to have a conversation about possible accommodations.

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| **Deliverable** | **Weight** | **Due Date** | **Description** |
| Final Exam (open book) | 30% | TBC | A cumulative, open book exam  |
| Team Assignment 1: Emergency Management Program Workplan | 10% | January 29 | Using the template provided, create a 12 month workplan which includes all the mandatory elements of an emergency management program |
| Individual PaperDue | 30% | February 26 | Individual paper examining how communities recover from a major disaster.  |
| Team Assignment 2: Emergency Exercise Brief (Objectives, MSEL etc.) | 10% | March 5 |  2 page document outlining: learning objectives, format, other information for participants, evaluation methodology; 1 page MSEL |
| Team Assignment 3: Emergency Plan Review | 10% | March 23 |  4 page assessment of a real emergency plan, identifying positive components, areas for improvement and 5 high level recommendations for improvement |
| Online participation | 10% | 2 posts due by February 9; 3 posts due between Feb. 3 and March 30  |  |
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# Late Assignments & Grading

The COVID-19 pandemic has been hard on everyone, and I recognize that sometimes things just get in the way of getting individual assignments completed. For the individual assignment (paper), I offer the option of a 24-hour extension, no questions asked. Take care of the stuff that matters – you don’t need to justify it to me. All you need to do to take advantage of this extension is to *notify me by email before the deadline* that you’ll be requesting this extension. It’s automatic, so no need for confirmation back from me – simply turn in the materials within 24 hours of the original deadline.

If you need additional accommodation beyond this 24-hour period, please reach out to me by email. I’m happy to work with you to figure out a plan that allows you to perform well on the deliverable. The earlier you can reach out to me, the more flexible I can be (both in terms of *what* kinds of issues we can accommodate and *how* we can accommodate them). Don’t be afraid: reach out early.

Beyond the 24-hr window, or if you fail to notify me by email, late assignments will have their grade reduced by 5% per 24-hr period beginning at the due date.

If you need additional accommodations beyond those listed above, please contact me as soon as possible. I’m happy to work with you to help you succeed at this course. The earlier you reach out, the more flexible I can be in working with you.

**Group assignments** must be handed in on time. Groups handing in assignments late will have their grade reduced by 5% per 24-hr period beginning at the due date. As a good practice, group members should always have access to each other’s work so that if something happens to one individual, the group can still submit on time. I am sure that I can count on all students to be diligent, conscientious, and compassionate during these difficult times.

I commit to providing you with very clear guidelines on how you will be graded. However, if you have any questions regarding a grade you receive for any assignment, please contact me via email or office hours. I’m happy to take time to explain the grade, consider concerns you might have with how it was graded, and offer feedback about how you can do better on future assignments.

Both the Faculty of Liberal Arts and Professional Studies and the School of Administrative Studies require that grades follow a pre-determined distribution. As such, please note that final grades may be adjusted to comply with these requirements.

# Office Hours

Please feel free to make use of ‘office hours’ to get help on assignments, discuss reading in more detail, or work through things you may be struggling with. You can also arrange a chat with me anytime if you just want to talk about disaster and emergency management ‘in real life’. Because you all have different schedules, I run my ‘office hours’ by appointment. To schedule a virtual meeting, send me an email with 2-4 suggested times that could work well for you. The best times for me tend to be after 5:00 pm on weekdays, or during the weekend.

The following is the standard text about university regulations. Please read through it and let me know if you have any questions or concerns.

 **RELEVANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS**

**Applicable to all ADMS and DEMS courses**

In some cases, you might encounter a situation (e.g., illness, family emergencies, religious observances, etc.) that prevents you from being able to complete all outstanding coursework by the last day of classes. To be able to turn in this coursework – rather than receive a zero – you can formally apply for something called “deferred standing.” As the university regulations states:

**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.