

Comprehensive Emergency Management: Integrating Critical Knowledge with Practice

AP/DEMS3702 A

(Winter 2024)

Course Information

Course Instructor: Sophia Craig

E-mail: sophiamcraig@gmail.com

Phone: 289 716 4821

Office Hours & Location: By appointment

Course Time & Days: Tuesdays, 2:30-5:30 pm

The course will be taught both in class and online. See the course schedule (page 9) for details.

Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

Course Description

Provides an in-depth theoretical examination and practical analysis of a number of themes within the four pillars of emergency management: mitigation, preparedness, response and recovery, within a comprehensive emergency management framework.

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!

Course Learning Objectives

By the end of this course, students will be able to more effectively translate disaster and emergency management theory into practice. In particular,

1. You will develop a deep knowledge of core concepts, standards, and practices in emergency management (EM). This means being able to have a conversation with experts in the field (e.g., talking intelligently about the models they're using); to operate effectively in an incident management setting (e.g., slip into any role on an Incident Management Team); and produce key EM products (e.g., emergency management plans or after-action reviews).
2. You will develop rigorous critical thinking skills about the practices within the world of EM. This includes things like critically assessing data or models you're given; scrutinizing the strengths and weakness of an emergency management plan; and figuring out how to work within (and improve!) policies and procedures.
3. You will be better able to write in several professional genres, including EM programs & plans, after action reviews, and incident action plans.
4. You will be able to work more effectively with teams to collaboratively manage these stressful situations.

Course Format and Organization

The class meets weekly, starting at 2:30 pm for a 3 hour session (this includes at least one 30 minute break). The session will be conducted in lecture style (in person), and will often involve small group discussion. Please note that some weeks the class is scheduled to meet online. Each week we'll examine a different issue in emergency management, with a focus on its practical application in the emergency management

field. I expect active discussion and participation from the class and hope that you take this opportunity to really explore how emergency management works in real life.

Do I have to do any readings?

On the eclass site, you will find all reading materials, learning objectives and resources topics for each week.

There's no textbook for this class. You will, however, have important reading each week. On the eclass site, you will find the required reading/s and other resources, which can help you gain a more thorough understanding of the topic we are covering. Many of the resources included in the site can help you in posts or assignments.

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.

Technical Requirements

Although this is an in person, lecture course, you will require eClass to access readings, and submit assignments. There are two group projects which will require that all students to collaborate to some extent online. Assignment groups may choose to meet virtually to work on projects using Zoom, or any other secure platform which works best for team members.

Using Zoom

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022 are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Course Communication Plan and Office Hours

There are no Teaching Assistants for this course, but a professional emergency manager will be supporting and assessing the exercise. I will be marking all your assignments. Please feel free to make use of office hours to get help on assignments, discuss readings 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'. My official office hours will take place immediately following class, each Tuesday. If you would prefer to speak another time, feel free to reach out.

Course Expectations

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, posts, quizzes and the final exam). 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.

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 eclass site.

You should make heavy use of the eclass site where you will find required readings, other resources, weekly post questions, and course updates. Plan on checking the site regularly. Any scheduling and/or topic changes will be posted to the site.

Course Evaluation

Assessment	Due Date	Weight %	Course Learning Outcome
Hazard presentation (group project)	January 30	20%	Each group will be assigned a specific hazard and will present to the class on preparedness, mitigation, response and recovery.
Midterm Exam	February 13	20%	Exam testing course content from the first half of the course
Emergency Exercise Planner (individual)	February 27	5%	Each student will prepare a brief plan for an emergency exercise
Emergency Exercise (in class-mandatory attendance)	March 5	10%	Each student will be expected to play an active role in the emergency exercise and will be assigned an IMS role and graded
After Action Report and Remediation Plan (group work)	March 22	5%	Each group will develop an AAR and Remediation Plan based on the findings of the Emergency Exercise (approximately 8 pages)
Assignment on Core Capabilities (individual)	April 2	10%	Each student will review and compare Canadian Core Capabilities and describe in-depth how one can be achieved

			and measured (approximately 8 pages)
Final Exam	The final exam will be scheduled during the weeks of April 10-25	30%	Exam covering all course content
TOTAL		100%	

Assessment Descriptions

One of my goals as your instructor is to expose you to real life tasks of an emergency management professional.

Your understanding of concepts and your ability to apply them will be assessed through the following: group assignments (25%), individual assignments (15%), participation in an emergency exercise (10%), a mid-term exam (20%) and a final exam (30%).

The class will be divided into groups of no more than 4 for group assignments. For the first assignment, I will assign groups based on the Incident Management System (more details to follow). Each group member will be expected to participate equally in the completion of the assignment. If for some reason an individual chooses not to participate in the group work and would prefer to complete the assignment alone, there will be an automatic 20% reduction in the grade.

On March 5 we will have an emergency exercise. I cannot stress enough the importance of the emergency exercise. Attendance is mandatory. You will be evaluated on both your understanding and implementation of your IMS role. If you are unable to attend the exercise due to illness, you will be given an additional assignment to make back the marks.

A midterm exam, worth 20% 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 comprised primarily of true and false, short and essay style questions. Students will be allowed to bring in a one-page, single sided, handwritten cheat sheet. A final exam worth 30% will be given at the end of term and will be cumulative, covering all course content. The exam will include true

and false, short answer, and essay style questions. Students can also be expected to apply course learning on real world emergency management issues. Students will be allowed a one page, handwritten, double sided, cheat sheet.

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

On we will be conducting an emergency exercise. Active participation in the exercise will be expected. Each student will be assigned a role in the incident management system (IMS). Assessment details will be posted on the eclass site and discussed in class.

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.

Submitting Assignments

All assignments should be submitted through the eclass TURN IT IN function (exceptions are the midterm, which will be in person, and the emergency exercise).

Late Work Policy

I want to ensure that you are both challenged by the material and able to learn, grow, and perform to the best of your abilities. • On all five major assignments, an automatic 24hr extension is available if you need extra time. To take advantage of this, email me before the deadline: you do not need to disclose a reason, nor wait for confirmation. If you need longer than 24hrs, communicate early so we can make a plan.

Beyond the 24 hour 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.

Group Work

Group assignments must be handed in on time. Groups handing in assignments late will have their grade reduced by 5% per 24 hour 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 responsible.

It is essential that disaster and emergency management professionals know how to collaborate effectively, often under stressful situations. As important as it is to be a good team member, sometimes, groups just don't work well together. If you choose

not to complete an assignment with your group, you will receive a 20% deduction on your final mark for the assignment.

Missed Tests and Exams

If you miss the mid-term exam due to illness or emergency, please speak with me directly to make alternate arrangements.

Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

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.

How to Use Citations

I expect most written assignments (unless otherwise noted in the assignment details) to use either the APA style or the MLA style references to support research and citation. If you need any support, please use the following resources:

- [SPARK Student Papers & Academic Research Kit](#)
- [Chicago Style Overview, YorkU Libraries](#)
- [MLA Style Overview, YorkU Libraries](#)
- [APA Style Overview, YorkU Libraries](#)
- [Drop-in Research Support, YorkU Libraries](#)
- [Writing Centre\]](#)

Course Schedule: Weekly Readings and Activities

Course Schedule

Week/Date	Topic
1: January 9 (in person)	Emergency Management Institutions, Priorities and Strategies
2: January 16 (in person)	Essential Elements of Emergency Management Programs Core Capabilities
3: January 23 (in person)	Emergency Plans Jurisdictions and Mutual Aid
4: January 30 (In Person)	Hazard Presentations (all groups will present)
5: February 6 (in person)	Midterm
6: February 13 (online)	Emergency Exercises After Action Reports Remediation Plans
READING WEEK	
7: February 27 (online)	Emergency Response Emergency Response Priorities (Guest Lecture)
8: March 5 (in person)	Emergency Exercise (MANDATORY ATTENDENCE)
9: March 12 (in person)	Assessments, Audits and Lessons Learned
10: March 19 (in person)	Critical Infrastructure and Insurance Trends in Emergency Management
11: March 26 (in person)	Knowledge Management, Predictions, Modelling, and Public Engagement

Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Please also review the following course policies:

Academic Integrity

As a student at York University, you have a responsibility to both understand and uphold the integrity of the academic experience. The Faculty of Liberal Arts & Professional Studies supports the International Center for Academic Integrity's [definition of academic integrity](#). That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility. Here is how you can demonstrate academic integrity in the completion of this course:

- **Respect the ideas of others:** Your course work should represent your own knowledge and ideas. [You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours](#). If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit](#) (SPARK). You can improve your writing, research, and personal learning abilities through the [Learning Commons](#), or by visiting the [Writing Centre](#) or [ESL Open Learning Centre](#).
- **Respect your peers:** [Know when you are allowed to collaborate](#). Ask your instructor about what group work entails when it comes to the [sharing of work](#). In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on [third-party content-sharing websites](#), such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- **Respect your course instructor(s):** Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do

not submit the same piece of work for more than one course without your instructor's permission. That can be considered an act of cheating.

- **Respect yourself:** When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. [You do not buy or otherwise obtain term papers or assignments](#). You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.
- **Take responsibility:** If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the [Senate Policy on Academic Honesty](#). Your lack of familiarity with the Senate Policy does not constitute a defense against its application. Some academic offences can also constitute offences under the [Criminal Code of Canada](#), which means that you may also be subject to criminal charges.

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created through the use of generative AI tools will be considered a violation of York University's [Senate Policy on Academic Honesty](#). If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student](#)

[Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a

professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University’s Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University’s [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University’s [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University’s control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University’s knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner

and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

name, personal views and opinions, and coursework under the authority of The York University Act, 1965, and for use in related educational purposes.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.

- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).