

## Comprehensive Emergency Management 2: The Canadian Context

**AP/ADMS 4705**  
**Winter**

### Course Information

Course Instructor: James Kilgour  
E-mail: [jamesjkilgour@gmail.com](mailto:jamesjkilgour@gmail.com)  
Phone: n/a  
Office Hours & Location: n/a

Course Time & Days: Tuesday 19:00 –  
22:00  
Class Location: ACW 008  
Course eClass site: n/a

### 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 Overview

#### Course Description

Applies the theory and practice of comprehensive emergency management within the Canadian context. Examines Canadian case studies, policy, practice, and legislation. Special topics will be addressed in greater depth

## Course Learning Objectives

By the end of this course, students will be able to:

- Describe the principles that structure emergency management
- Identify types of legislation that structure emergency management at the local, regional, provincial, territorial, and federal levels
- Explain the different impacts of human, social, infrastructure, environmental, economic, and reputational disasters
- Compare and contrast the terms disaster mitigation and disaster risk reduction
- Discuss how communities can use a hazard profile to information disaster mitigation
- Describe the key preparedness activities for emergency management professionals
- Discuss the importance of critical infrastructure preparedness
- Explain the concept of organizational resilience and how it supports business continuity
- Describe the continuum improvement in emergency management
- Discuss whole of community approach
- Explain the complexities of providing public information in an emergency response setting
- Define the term terrorism in the Canadian context
- Understand the distinction between international terrorism and domestic terrorism
- Define Incident Command System and Incident Management System
- Compare emergency operations centre organizational structure, functions, and responsibilities
- Understand some of the challenges that emergency managers face in the years to come
- Describe how innovation in technology could help emergency managers in the future

## Course Format and Organization

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.

## Technical Requirements

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another.

## Using Zoom

If for some reason, we need to revert to 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](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. 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](mailto:askit@yorku.ca).

## Course Communication Plan and Office Hours

I will communicate with students e.g., course announcements via eClass, emails, important announcements at the beginning of your in-person class and will follow up with a group email. I encourage students to post questions regarding course material to a dedicated Q&A forum on eClass.

## Course Evaluation

Assessment	Due Date	Weight %	Course Learning Outcome
Assignment 1	January 31, 2024	25%	Identify types of legislation that structure emergency management at the local, regional, provincial, territorial, and federal levels
Assignment 2	March 5, 2024	25%	Discuss how communities can use a hazard profile to inform disaster mitigation
Final Essay	April 8, 2024	50%	Discuss whole of community approach
		<b>100%</b>	

## Assessment Descriptions

Assignments 1 and 2. There will be two written assignments. Each assignment will be between 750-1000 words and will be worth 25% 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 750-1000 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.

You will be required to submit a final essay which will be worth 50% 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.

### Submitting Assignments

I will accept digital submission to eClass, or hard-copy submission during in-person lectures.

### Late Work Policy

Late assignments will be penalized at 5% per day.

### 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

### How to Use Citations

Citation practices are important as they support academic integrity by linking information back to an identifiable source. You may use any of the following citation formats:

- [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

### Required Course Materials

Required textbook can be acquired [via on-line](#) or [York Bookstore](#).

Introduction to Emergency Management in Canada

Chris J. Collins, Darren Blackburn

ISBN 978-1-77255-678-0

[Emond Publishing](#)

October 2022

## Course Schedule

Week/Module Dates	Readings and Activities	Assessment Due Dates	Module/Unit Learning Outcomes
Section 1	Introduction to Emergency Management in Canada Chapter 1: Introduction to Emergency Management		Describe the principles that structure emergency management  Identify types of legislation that structure emergency management at the local, regional, provincial, territorial, and federal levels
Section 2	Introduction to Emergency Management in Canada Chapter 2: Risk and Hazards		Explain the different impacts of human, social, infrastructure, environmental, economic, and reputational disasters

<p><b>Section 3</b></p>	<p>Introduction to Emergency Management in Canada Chapter 3: Prevention and Mitigation</p>		<p>Compare and contrast the terms disaster mitigation and disaster risk reduction</p> <p>Discuss how communities can use a hazard profile to information disaster mitigation</p>
<p><b>Section 4</b></p>	<p>Introduction to Emergency Management in Canada Chapter 4: Preparedness</p>	<p>Assignment 1</p>	<p>Describe the key preparedness activities for emergency management professionals</p> <p>Discuss the importance of critical infrastructure preparedness</p>
<p><b>Section 5</b></p>	<p>Introduction to Emergency Management in Canada Chapter 5: Business Continuity Planning</p>		<p>Explain the concept of organizational resilience and how it supports business continuity</p>



<p><b>Section 6</b></p>	<p>Introduction to Emergency Management in Canada Chapter 7: The R3 of Emergency Management</p>		<p>Describe the continuum improvement in emergency management</p> <p>Discuss whole of community approach</p>
<p><b>Section 7</b></p>	<p>Winter Reading Week</p>		
<p><b>Section 8</b></p>	<p>Introduction to Emergency Management in Canada Chapter 8: Communications</p>		<p>Explain the complexities of providing public information in an emergency response setting</p>
<p><b>Section 9</b></p>	<p>Introduction to Emergency Management in Canada Chapter 9: Terrorism and National Security</p>	<p>Assignment 2</p>	<p>Define the term terrorism in the Canadian context</p> <p>Understand the distinction between international terrorism and domestic terrorism</p>

<p><b>Section 10</b></p>	<p>Introduction to Emergency Management in Canada Chapter 10: Incident Command and Management System</p>		<p>Define Incident Command System and Incident Management System</p> <p>Compare emergency operations centre organizational structure, functions, and responsibilities</p>
<p><b>Section 11</b></p>	<p>Introduction to Emergency Management in Canada Chapter 11: Future of Emergency Management</p>		<p>Understand some of the challenges that emergency managers face in the years to come</p> <p>Describe how innovation in technology could help emergency managers in the future</p>
<p><b>Section 12</b></p>	<p>No Readings</p>	<p>Final Essay</p>	
<p><b>Section 13</b></p>	<p>No Readings</p>	<p>Participation</p>	

## 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

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

### 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.

### 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.

### **Hyflex Course Policy**

Hyflex sessions are digitally transmitted and may be recorded to support teaching and learning in the classroom. As a result, York University may collect your image, voice, name, personal views and opinions, and coursework under the authority of The York University Act, 1965, and for use in related educational purposes.

**Note:** Students who participate in a Hyflex session are consenting to have their video or image transmitted and/or recorded. If you have concerns with such transmission or recording, sit in the designated seating area which is outside of the camera range. In addition, students who participate orally are consenting to have their voices, personal views, and opinions transmitted and/or recorded. If you do not consent to the transmission or recording of your voice, please use the text-based chat function to communicate during class.

Students are not permitted to use any third-party software or application to record a transmitted Hyflex session. Additionally, instructors, TA(s), and students may not post, share, or otherwise publish recorded materials outside of the Hyflex course. To do so may result in disclosure of the personal information and intellectual property of students and instructors to others. If you have any questions about the collection or use of your personal information, please contact your instructor or the Privacy Office at [info.privacy@yorku.ca](mailto:info.privacy@yorku.ca).

Recordings of Hyflex course sessions will be retained along with other posted courses materials in accordance with York's Common Record Schedule. Student access will be removed following the end of each term. Recordings that include student images or audio will not be used for a subsequent offering of the course.

## 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](#).