

CENTRAL TEXAS COLLEGE
HMSY 1339
Homeland Security Emergency Contingency Planning
Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. This course teaches the procedures for developing, implementing, and updating an Emergency Contingency Plan that outlines public agencies and private industry responses, recovery, and mitigation. Includes types of aid available to individuals and communities after a disaster. Also covers interagency and intergovernmental emergency preparedness, planning, training, and exercises are included.
- B. This course is a required course in the Homeland Security – Emergency Management Associate of Applied Science Degree.
- C. This course is occupationally related and serves as preparation for careers in: Homeland Security and Emergency Planning
- D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Introduction to Homeland Security the student will:

- A. Understand how emergency planning fits within the field of emergency management.
- B. Examine the components of an emergency plan, principles that guide the planning process and resources that can be used in the planning process.
- C. Learn about the impacts of disasters on people’s mental and physical health.
- D. Assemble an emergency planning team, motivate the team members, and train the team.
- E. Learn how people can protect themselves from the impact of different types of disasters.
- F. Estimate hazard exposure.
- G. Write a professional emergency plan.

- H. Implement continuity plans for both the government and businesses.
- I. Explore the relationship between emergency planning and mitigation planning.
- J. Detect disasters and warn the population of the disaster.
- K. Learn the best ways to communicate hazard adjustments to the public.
- L. Understand the role of the Emergency Operations Center and the Incident Management System.
- M. Balance local needs with federal laws and requirements.
- N. Explore opportunities and trends in the profession of emergency planning.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS:

A. Class preparation:

Students are required to prepare for class in advance according to the schedule presented in the syllabus. Students should read about the next lesson and come to class ready to enhance that knowledge. In-class time should be spent with the instructor to get as much help and to ask as many questions as possible pertaining to the lesson that was already prepared for at home. Students should ask the instructor questions in class, before or after class, during office hours, or by making an appointment. Students are also strongly encouraged to E-mail the instructor if time is of the essence.

Reading Assignments:

Students are required to read the assigned lessons from the text book. There will be a written quiz on each lesson. Vocabulary from each lesson will be used in oral conversation during the class following the assignment.

Homework:

Will be assigned on a regular basis and students are expected to complete it in a timely fashion. The instructor is under no obligation to accept overdue homework assignments.

B. Project:

Students may be required to submit one individual and one collaborative project. Everything submitted to your instructor is graded accordingly and therefore contributes in the outcome of your final grade.

- C. Class Performance:
If a class is missed, it is students' responsibility to obtain the information missed during the class. The teacher will not repeat instructions or lessons for the classes the student misses. It is the student's responsibility to make arrangements to take an exam early if he or she will not be able to attend class on one of those days. Failure to notify the instructor will result in a grade of zero on that test/quiz. There are no make-up quizzes.
- D. Class Participation:
The percentage of students grades are based on attendance and participation. The student will practice conversation with a partner during part of each class and will be graded on the effort put into these exercises.

V. EXAMINATIONS

- A. There will be at least two exams.
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination if allowed by the instructor. Unexpected absences due to illness or extenuating circumstances require the student to see the instructor about individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made due to valid reasons.
- C. Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.

VI. SEMESTER GRADE COMPUTATIONS

- A. Your course grade is determined by your performance on assignments, projects, and exams.
- B. The possible grades for this course are A, B, C, D, or F. In order to receive transferable for this course, a grade of C or above must be earned. As a rule, D's will not transfer to other colleges. Grading criteria will be based on the <http://www.ctcd.tx.us/grades.htm>:

Grade	A	B	C	D	F
Percent	90-100%	80-89%	70-79%	60-69%	0-59%
Points	900-1000	800-899	700-799	600-699	below

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. Course Withdrawal: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student. Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows: 11-week session Friday of the 8th week; 8-week session Friday of the 6th week; 5½-week session Friday of the 4th week. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.
- B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.
- C. Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- D. Cellular Phones and Beepers: Students who receive cellular calls and pages during class disrupt the normal classroom learning environment. To avoid this disruption, students must turn off all cellular phones, pagers, and beepers when entering the classroom.
- E. Students are expected to initiate outside help if needed. It is the student's responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.

- F. American's with Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- G. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- H. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. Lesson One: Introduction to Emergency Planning

- 1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Distinguish emergency planning from operations.
 - b. Evaluate the role of vulnerability as the driver of emergency planning.
 - c. Argue that hazards issues should be on the local policy agenda.
 - d. Assess critical tasks for implementing hazard policy.
 - e. Build local resources into an emergency planning system.
- 2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
- 3. Lesson Outline:
 - a. The relationship of emergency planning to emergency management
 - b. The public policy context of emergency planning
 - c. The mission and organization of the local emergency management agency
 - d. The complementary role of government and business in emergency planning

B. Lesson Two: The Emergency Planning Process

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Assemble and motivate a planning team.
 - b. Organize private and nonprofit agencies into the planning process.
 - c. Formulate specific government and professional mandates in the planning process.
 - d. Manage the planning process and ensure it is comprehensive.
 - e. Analyze the connection of planning to operations through the IMS, EOC, and consultation.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. The process used to develop a government emergency plan
 - b. The elements of the private sector emergency planning process
 - c. The professional standards and rules governing emergency planning
 - d. The steps to conduct hazard/vulnerability analyses
 - e. The principles that guide the process of emergency planning

C. Lesson Three: Patterned Human Behavior in Disasters

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Appraise the disaster syndrome and its prognosis.
 - b. Examine the conditions under which panic flight will occur.
 - c. Examine protocols that support disaster responders and eliminate role abandonment.
 - d. Examine known behavioral response patterns with planning objectives.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. The basis for myths about human disaster response
 - b. The kinds of psychological reactions to expect in the short and long run
 - c. The impact of disasters on physical health
 - d. The nature of positive behaviors that arise in the disaster aftermath
 - e. The special effects of exposure to terrorist threats and incidents

D. Lesson Four: Fostering Successful Emergency Planning

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Assemble a planning team.
 - b. Organize a planning team around a successful meeting strategy.
 - c. Examine the five components of organizational climate.
 - d. Prepare and motivate a planning team with positive leadership and team climates.
 - e. Use training and exercises to link planning to action.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. Factors that contribute to successful emergency planning
 - b. Tactics available to obtain extra community-planning resources
 - c. A framework for organizing the planning process for optimal outcomes
 - d. Team leader qualities that increase productivity
 - e. The critical relationship among planning, training, and exercising

E. Lesson Five: Classes of Protective Action Recommendations

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Assess the protective dimensions of structures for wind, earth shaking, and water.
 - b. Compare exposure mechanisms for inhalation hazards.
 - c. Assess the protective value of structures for inhalation hazards.
 - d. Choose effective materials for expedient respiratory protection.
 - e. Evaluate the components of an effective evacuation plan.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. The three principal types of protective action recommendation
 - b. The principal mechanisms of harm for disaster agents
 - c. The correlation of hazard exposure mechanisms with appropriate protections
 - d. The safety risks associated with generic protective actions
 - e. The measures for protecting against radiation and toxic gases

F. Lesson Six: Analyzing and Selecting Protective Actions

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Write a plan that documents threat exposures.
 - b. Appraise the vulnerability for multiple community sectors.
 - c. Examine and plot social vulnerabilities.
 - d. Examine secondary hazards and their consequences.
 - e. Examine and use computer software and manual mapping protocols.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. The techniques for estimating hazard exposure
 - b. The principal components of vulnerability
 - c. The sources of technical assistance for hazard/vulnerability analysis
 - d. The technical requirements and analyses for using in place protection
 - e. The technical requirements and analyses that support evacuations

G. Lesson Seven: The Content and Format of Emergency Plans

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Distinguish plans from standard operating procedures.
 - b. Examine all plan sections to define planning team assignments.
 - c. Analyze generic emergency functions for writing functional annexes.
 - d. Examine on-line sources of assistance for writing plans.
 - e. Appraise supporting analyses for a written plan.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. The relationship between the planning process and the written plan
 - b. The appropriate use of model plans or templates
 - c. The right expectations regarding what a plan can and cannot accomplish
 - d. The process and milestones for assembling a written plan
 - e. The importance of integrating all jurisdictional plans under the emergency operations plan (EOP)

H. Lesson Eight: Continuity of Operations Plans

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Examine standards and guidelines for operational continuity plans.
 - b. Choose appropriate content for an effective operational continuity plan.
 - c. Prepare the supporting analyses required for continuity planning.
 - d. Develop a concept of operations statement.
 - e. Provide support for local businesses making business continuity plans.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. The goals and benefits of operational continuity planning
 - b. The difference between continuity of operations and continuity of government
 - c. The history of continuity planning in the United States
 - d. The relationship between emergency plans and operational continuity plans
 - e. The relationship of continuity of operations plans to business continuity plans

I. Lesson Nine: Milestones that Structure Emergency Planning

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Apply principles for communicating risk to the public.
 - b. Interrelate changes in vulnerability with changes in protective strategy.
 - c. Prepare assessments of an emergency agency and plan.
 - d. Prepare resources for mitigation projects and planning.
 - e. Examine issues the LEMA must address for recovery planning.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. The structure and execution of strategic and analysis in the planning process
 - b. The structure and execution of operational analysis in the planning process
 - c. The complementary roles of operational analysis, strategic analysis, and resource mobilization

- d. The close relationship between mitigation planning and recovery planning
- e. Applications of communication to achieve planning objectives

J. Lesson Ten: Population Warning

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Examine the elements and operation of a community-warning system.
 - b. Examine conditions that cause spontaneous protective response.
 - c. Prepare warning message content for special populations.
 - d. Interpret for the effect of environmental cues on warnings.
 - e. Examine the role of research in effective warning plans.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. The theory behind citizen decision making in emergencies
 - b. The research results underlying warning systems design and response
 - c. The behavioral research supporting spontaneous compliance
 - d. The impact of environmental cues, credibility, social context, and personal characteristics on compliance

K. Lesson Eleven: Planning for Hazard Adjustment

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Distinguish hazard awareness from hazard adjustment.
 - b. Use channel accessibility and source credibility to target audience segments.
 - c. Examine ways to break down people's barriers to hazard adjustment.
 - d. Examine the steps required in a hazard adjustment process.
 - e. Change message content in hazard awareness to achieve multiple objectives.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. Understand the role of hazard awareness in the adjustment adoption process

- b. Learn the elements of hazard adjustment processes
- c. Understand how risk communication fits into the constellation of tools to create hazard adjustment
- d. Appreciate the research bases of awareness campaigns and adjustment behavior

L. Lesson Twelve: Structures for Managing Emergency Response

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Evaluate the functioning of any EOC.
 - b. Use sound principles to design an EOC.
 - c. Define components of the EOC organization and their roles.
 - d. Differentiate traditional IMS from NIMS ICS.
 - e. Define components of an IMS and their functions.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. The way that the jurisdictional emergency operations center (EOC) connects to emergency operations
 - b. The way that EOCs are structured and the functions they serve
 - c. The way that incident management systems (IMS) guide scene operations
 - d. The Principles of area command and unified command
 - e. The complementary nature of the IMS with the EOC

M. Lesson Thirteen: Selected Federal Emergency Planning Mandates

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Define the aims and components of the National Response Plan (NRP).
 - b. Specify the requirements for Local Emergency Planning Agency (LEMA) compliance with NIMS.
 - c. Ensure the local incident management system (IMS) is capable of interface with NRP resources.
 - d. Describe goals and concept of operations for Metropolitan Medical Response System (MMRS).
 - e. Delineate the policy objectives and organization of the Urban Areas Security Initiative (UASI).
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)

3. Lesson Outline:
 - a. The nature and enforcement mechanisms for federal emergency planning mandates
 - b. The importance of disaster impacts as focusing events in the genesis of policy initiatives
 - c. The importance of inter-governmental relations for large-scale emergency management policy success
 - d. The history and success of hazardous chemical policy in the United States
 - e. The emergence and goals of the National Incident Management System (NIMS)

N. Lesson Fourteen: Emergency Planning Professionalism and the Future

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Examine sources for practitioner certification and education.
 - b. Distinguish emergency managers from first responders.
 - c. Place the emergency planning function in the profession of emergency management.
 - d. Examine the importance of continued professional development in emergency management.
 - e. Analyze the role of technology in the 21st century practice of emergency management.
2. Learning Activities:
 - a. Classroom lecture/discussion (C5, C9, F15)
 - b. Reading assignments. (F1, C1)
3. Lesson Outline:
 - a. The evolution of emergency planning into emergency management
 - b. The criteria used to measure emergency management as a profession
 - c. The avenues available to practitioners for professional growth
 - d. The legal liabilities of and protections for emergency managers
 - e. Trends in emergency planning and management

Other time blocks not specifically allocated above are spent with introductory topics, administrative matters, exams, and review classes (both before and after exams).