EDMG541

Course Summary

Course : EDMG541 **Title :** Mass Casualty Incident Management
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course deals with the casualty consequences of large scale emergency, disaster, and/or destruction. Public health, emergency casualty services, mortuary, and other issues are addressed using case examples, theory, and principles that have been researched, studied, and documented in international, national, and local settings. The course covers the background and philosophy, parameters, clinical issues, special circumstances (CBRN/WMD), clinical and non-clinical issues, and recovery strategies in Mass Casualty Incident Management. In conjunction with the outlined topics, the course examines a number of Mass Casualty Incident Management Case Studies (New York City, Jerusalem, Toronto, New Orleans, Tokyo and Madrid).

Course Scope:

The course covers background and philosophy, parameters, clinical issues, special circumstances (CBRN/WMD), clinical and non-clinical issues, and recovery strategies in Mass Casualty Incident Management. In conjunction with the outlined topics, the course examines a number of Mass Casualty Incident Management Case Studies (New York City, Jerusalem, Toronto, New Orleans, Tokyo and Madrid).

Objectives

After successfully completing this course, you will be able to:

Evaluate the NIMS and ICS in conjunction with mass casualty incidents; Assess the incident overview from sustained operations perspective, with focus on the morgue operation; Evaluate responses to a mass fatality incident; Analyze and assess recovery operations; Evaluate morgue operations; Evaluate and design family assistance operations and the Joint Family Assistance Center; Analyze, and assess interaction with the media; Assess the logistical support operations; Evaluate the federal response resources; Analyze, evaluate and design Mass Casualty Emergency Operations Plans; Assess the necessary operations involving crime scene considerations; Analyze and assess the handling of explosive and incendiary incidents; Evaluate the handling of the chemical emergency preparedness; Evaluate operations involving radiological incidents; Evaluate operation in response to biological incidents; Evaluate operation in response to natural disasters; Evaluate operations in response to man-made disasters; Compare and contrast the operations short-term and extended mass-casualty incidents.

Outline

Week 1:

Topic

Mass Casualty Incident Management: Background & Philosophy

Introduction to Mass Casualty Incidents and Incident Management; Worse Case Scenarios; Mass Casualty Incident Identification; Types of Mass Casualty Incidents; Progression of Mass Casualty Incident Care; Cascade Effect; Emergency Professionals; Profile of Terrorism; Thinking Outside the Box

Case Studies of Mass Casualty Incident Management in the City of New York

Learning Objectives

LO-1: Analyze the nature and key dimensions of Mass Casualty Incidents Management

LO-2: Evaluate the background and philosophy of Mass Casualty Incident Management

LO-3: Synthesize and apply the knowledge gained by assessing three case studies of Mass Casualty Incident Management

Readings

- **Textbook**

    1. Koenig, K.L. & Schultz, C.H. (2009). Koenig and Schultz's Disaster Medicine : Comprehensive Principles and Practices Chapters 1,2 and 4.

    Optional Websites and Government Documents

    1. FEMA (2012). Operational templates and guidance for EMS Mass Incident Deployment.
    2. World Health Organization (2007). Mass casualty management systems: Strategies and guidelines for building health sector capacity.
    3. Putnam County Department of Emergency Services (2010). Mass casualty incident response plan.

    Optional Academic Resources (Located in the APUS Library)

    1. Ben-Ishay, O., Mitaritonno, M., Catena, F., Sartelli, M., Ansaloni, L., & Kluger, Y. (2016). Mass casualty incidents - time to engage.*World Journal of Emergency Surgery : WJES, 11*, 8.

    2. Elster, E. A., Butler, F. K., & Rasmussen, T. E. (2013). Implications of combat casualty care for mass casualty events. *Jama, 310*(5), 475-476. doi:10.1001/jama.2013.167481

    3. Scheulen, J. J., Thanner, M. H., Hsu, E. B., Latimer, C. K., Brown, J., & Kelen, G. D. (2009). Electronic mass casualty assessment and planning scenarios (EMCAPS): Development and application of computer modeling to selected national planning scenarios for high-consequence events. *Annals of Emergency Medicine, 53*(2), 226-232.e2. doi:10.1016/j.annemergmed.2008.09.014

    4. Stănescu, A., Boeriu, C., & Copotoiu, S. (2016). Mass casualty incidents and disaster participation in real versus simulated events in romania. *Acta Medica Marisiensis, 62*(1), 15-20. doi:10.1515/amma-2015-0092

- *Required resources for your course are provided in a course eReserve. Please click here (https://apus.libguides.com/er.php), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (https://apus.libanswers.com/) provides download and print options for offline reading of Library ebooks.*

Assignment

- **Week 1 Forum** (post under Forums)
  - **Topic 1 of 2**
    - **Introductions**
      - Introduce yourself. Identify your agency or organization.
      - Identify your job title and duties.
      - State your expectations for this course.
      - Provide a statement briefly outlining any planning, crisis management, or protective services experiences.
      - Give an interesting fact about yourself (e.g., hobby, sport or interest).
    - Respond to at least two fellow classmates introductions.
    - **IMPORTANT NOTE**
      - Per APUS academic policy and U.S. Department of Education requirements, your introduction must be at least 250 words. Otherwise, you will be dropped from the course
      - **In Weekly Forums you will not be able to**
        - **Remove your posts once you posts them**
        - **Modify your post**
        - **Start new Topics**
      - Plan accordingly.
        - Have your postings in the weekly Forums reviewed and checked for content and spelling before you post them.
      - The rationale behind the rule is posting consistency, and discussion coherence and integrity.
        - Once students respond to fellow classmates' original posting, and the original posting is subsequently altered, responses to the original posting can be out of context.
        - Students who had commented the original post would have to modify their comments (sub-threads) depending on the nature and the extent of the revision of the original post.
        - This creates inconsistency, and more or less discrepancy between the original post and the sub-threaded comments, and unnecessarily clutters the discussion.
        - Make sure you think your Weekly Forums postings through. When you determine it is ready for posting, post it.
        - If you need to re-post the same Forum Topic, send me an e-mail, explain what you want to do.
        - Based on your explanation and possible impact on the existing discussion in the thread, I will delete your original post so you can submit a new one.
        - Regarding grammar and spelling in the weekly Forums, undergraduate and graduate level education assumes the use of correct grammar and spelling.
        - In general, I look for the quality of your research, analysis and posting throughout the course.
        - I do not grade Forum discussions based on few spelling or grammatical errors. However, if a student consistently posts misspelled words or incorrect grammar in Forums, he or she will receive a notice from me.
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Week 2:

Topic

Parameters of Mass Casualty Incident Management

Philosophy of Incident Command and its structure; Hazard Vulnerability; Target Risk Score; Mass Casualty Incident Management Framework; Chemical, Biological, Radiological and Concussive capacity in response to Mass Casualty Incidents; Syndromic Surveillance; and Affiliation Agreements.

Learning Objectives

LO-1: Examine Incident Command System

LO-2: Evaluate its utility for Mass Casualty Incident Management

LO-3: Access CBRN-related incident capacity in response to Mass Casualty Incident Management

LO-4: Evaluate Syndromic Surveillance

LO-5: Synthesize, hypothesize and apply these concepts in a case study.

Readings

- **Textbook**

  1. Koenig, K.L. & Schultz, C.H. (2009). Koenig and Schultz's Disaster Medicine : Comprehensive Principles and Practices. Chapters 9,11, 17, 20, 21, and 24
  2. Donald P. Moynihan, Combining Structural Forms in the Search for Policy Tools: Incident Command Systems in US
  3. Nutbeam, T & Boylan, M (2013). ABC Series: ABC of Prehospital Emergency Medicine. BMJ Books. Chapter 33. Available from the Library e-books

  Optional Websites and Government Documents

  1. EMS University (2014). Incident Command & Mass Casualty Incidents for EMS Providers Lecture.
  2. Freid, D. (2010). Incident Command for EMS.
  3. National Fire Protection Association (2018) Standard for an Active Shooter/Hostile Event Response (ASHER) Program.

  Optional Academic Resources (Available from APUS Library)

  1. Rimstad, R., & Braut, G. S. (2015). Literature review on medical incident command.*Prehospital and Disaster Medicine, 30*(2), 205-215.
  2. Russo, R. M., Galante, J. M., Jacoby, R. C., & Shatz, D. V. (2015). Mass casualty disasters: Who should run the show? *The Journal of Emergency Medicine, 48*(6), 685-692. doi:10.1016/j.jemermed.2014.12.069
  3. Stiles, K., Neal, D., Neglia, S., Cumberledge, G., Kiger, M., & Rice, J. (2016). Hostile Act Responses: Effective Command of the Warm Zone. *Fire Engineering, 169*(6), 24. Retrieved from http://search.proquest.com/docview/1798987319/

- *Required resources for your course are provided in a course eReserve. Please click here (https://apus.libguides.com/er.php), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears belowthe search box. Information included in LibAnswers (https://apus.libanswers.com/) provides download and print options for offline reading of Library ebooks.*

Assignment

- **Week 2 Forum** (post and discuss under Forums)
  - **Topic 1 of 1**
    - Mass Casualty Incident Management

Week 3:

Topic

Clinical Issues in Mass Casualty Incident Management

Command Post; Triage and Triage Transportation Team Management; Language Issues; Care Zone Levels; Hospital Facilities and Capabilities; Social Services; Patient Advocacy; Psychiatry; Nursing; Physician Affiliation Agreements; HIPAA Regulations; Victim Lists; Chaplaincy; the Media; Staffing Parameter and Issues; Documentation; Syndromic Surveillance; Information Management Issues; Training; EMS and PPE; Chain of Command; Safety Issues; EMS in Other Countries

Learning Objectives

LO-1: Analyze and evaluate critical clinical issues in Mass Casualty Incident Management; including Patient Flow; Physical Plant; Staffing; Documentation and Victim Lists Management; Emergency Medical Services (EMS) and Personal Protective Equipment (PPE).

Readings

- **Textbook**

  1. Koenig, K.L. & Schultz, C.H. (2009). Koenig and Schultz's Disaster Medicine : Comprehensive Principles and Practices. Chapters 3, 12, 13, 19, 23, 25, and 27

  Optional Websites and Government Documents

  1. United States Department of Health and Human Services (2014). Personal Protective Equipment.
  2. United States Department of Health and Human Services (2016). Personal Protective Equipment Classification Systems.
  3. Augastine, J. (2007). Patient tracking at an MCI.
  4. Augastine, J. (2011). Managing an MCI with limited resources.

  Optional Academic Resources

  1. Barbisch, D. F., & Koenig, K. L. (2006). Understanding surge capacity: Essential elements. *Academic Emergency Medicine,13*(11), 1098-1102. doi:10.1197/j.aem.2006.06.041
  2. Cotter, S (2009). Mass Casualty Response: The vital first few minutes.
  3. Gage, L.S. & Burch, C. (2007). Hospital staffing and surge capacity during disasters.
  4. Badiali, S., Giugni, A., Marcis, L., & Badiali, S. (2017). Testing the START Triage Protocol: Can It Improve the Ability of Nonmedical Personnel to Better Triage Patients During Disasters and Mass Casualties Incidents ? Disaster Medicine and Public Health Preparedness, 11(3), 305–309. https://doi.org/10.1017/dmp.2016.151
  5. Gai Cole Thomas D. Kirsch Matthew Toerper Gabor Kelen (2013). Critical resources for hospital surge capacity: An expert consensus standard.

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Assignment

- **Week 3 Forum** (post under Forums)
  - **Surge Capacity**
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Week 4:

Topic

Special Circumstances – Decontamination, Isolation and Radiation Protection

Routes of Exposure; Types of Agents; Hospital Personnel Decontamination; Decontamination Areas; Alternative Methods; Communication; Privacy: Creation of Decontamination Unit; The Decontamination Process; Drainage of Toxic Waste Water; Water Supply and Pressure; Principles and Protocols of Isolation; Mass Isolation Unit; Positive Pressure Unit; Inpatient Mass Isolation Area; Radiation Exposure; Dirty Bombs; True Nuclear.

Learning Objectives

LO-1: Analyze and evaluate Decontamination, Isolation and Radiation Protection in Mass Casualty Incident Management.

Readings

Week *4* Reading

- **Textbook**

  1. Koenig, K.L. & Schultz, C.H. (2009). Koenig and Schultz's Disaster Medicine : Comprehensive Principles and Practices. Chapters 14, 15, 26, 28, 29, 30, and 31.
  2. Nutbeam, T & Boylan, M (2013). ABC Series: ABC of Prehospital Emergency Medicine. BMJ Books. Chapter 34. Available from the Library e-books

Optional Websites and Government Documents

  1. Department of Homeland Security (2014). [Patient Decontamination in a Mass Chemical Exposure Incident: National Planning Guidance for Communities](#)
  2. Seattle Fire Department (1999). GROSS DECONTAMINATION GUIDE FOR DEALING WITH WEAPONS OF MASS DESTRUCTION
  3. United States Department of Health and Human Services (2014). Decontamination procedures.

Optional Academic Resources (Located in the APUS Library)

  1. Egan, J. R., & Amlôt, R. (2012). Modelling mass casualty decontamination systems informed by field exercise data. *International Journal of Environmental Research and Public Health, 9*(10), 3685-3710. doi:10.3390/ijerph9103685
  2. Holgersson, A., Björnstig, U., Medicinska fakulteten, Institutionen för kirurgisk och perioperativ vetenskap, Kirurgi, & Umeå universitet. (2014). Mass-casualty attacks on public transportation. *Journal of Transportation Security, 7*(1), 1-16. doi:10.1007/s12198-013-0125-z
  3. Monteith, R. G., & Pearce, L. D. R. (2015). Self-care decontamination within a chemical exposure mass-casualty incident.*Prehospital and Disaster Medicine, 30*(3), 288-296. doi:10.1017/S1049023X15004677
  4. Postma, I. L. E., Weel, H., Heetveld, M. J., van der Zande, I., Bijlsma, T. S., Bloemers, F. W., & Goslings, J. C. (2013). Mass casualty triage after an airplane crash near amsterdam. *Injury, 44*(8), 1061-1067. doi:10.1016/j.injury.2013.03.038

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Assignment

Week 3 - 4 Assignment

Week 4 Forum

- **Hazardous Materials**

Week 5:

Topic

Non-Clinical Issues in Mass Casualty Incident Management

Controlling Access; Boundaries and Borders; Barricades and Checkpoints, Buffer Zones and Staging Areas; Funnel Corridors; Entrances and Exists, Patient Tracking, Routes of Access; Security Planning Strategies; WMDs; Communications, Access Control; Physical Barriers, Barriers in Flow; Method to Combat Terrorism; Government Financial Support/Pre-Disaster/Concurrent/Post-Disaster; Hazard Vulnerability Analysis; Power Sources; Portability, Durability Expense; Communication Systems (Telecommunications; Internet, Radio Transmitters, Television, Messengers, Standardization of Communications); Social Services Resource Requirements; Network Model Features; Resource Evaluation Selection; Implementation and Marketing; Community Resource Model; Volunteer Training.

Learning Objectives

LO-1: Examine Crowd Control, Security and Surveillance;

LO-2: Evaluate Government Support, Communications, Social Services, Public Awareness and Community Support.

Readings

Week 5 Reading

- **Textbook**

  1. Koenig, K.L. & Schultz, C.H. (2009). Koenig and Schultz's Disaster Medicine : Comprehensive Principles and Practices. Chapters 5, 6, 7, and 16.
  2. Moynihan, D. P. (2007). From forest fires to Hurricane Katrina: Case studies of incident command systems. IBM Center for Business and Government.
  3. Nutbeam, T & Boylan, M (2013). ABC Series: ABC of Prehospital Emergency Medicine. BMJ Books. Chapter 35. Available from the Library e-books

  ### Optional Websites and Government Documents

  1. FEMA (2011). A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action
  2. OSHA (2002). Job Hazard Analysis.
  3. Nelson, S. B. (2008). Information management during mass casualty events.
  4. Youngs, A. (n.d.). The role of media in mass casualty events.

  ### Optional Academic Resources (Available in APUS Library)

1. Carter, H., Drury, J., Rubin, G. J., Williams, R., & Amlôt, R. (2013). Communication during mass casualty decontamination: Highlighting the gaps. *International Journal of Emergency Services, 2*(1), 29. doi:10.1108/IJES-06-2012-0026
2. Elster, E. A., Butler, F. K., & Rasmussen, T. E. (2013). Implications of combat casualty care for mass casualty events. *Jama, 310*(5), 475-476. doi:10.1001/jama.2013.167481
3. Nelson, S. B. (2008). Information management during mass casualty events. *Respiratory Care, 53*(2), 232.
4. Kim, A., & Duffy, M. (2012). *Potential benefits of social media in a weapons of mass destruction (WMD) event* (ProQuest Dissertations Publishing). Retrieved from http://search.proquest.com/docview/1024278671/

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Assignment

- **Week 5 Forum**
  - **Case Study - New Orleans: The Storm Was Called Katrina**

Week 6:

Topic

Recovery Strategies

Unified Authority; Adaptability; Leadership; Committees (Medical Section, Logistics Section, Administrative Section, Special Consideration); Corporate Fundraising; Incentives; Employee Protection; Naming Rights; Public Philanthropy; Private Philanthropy; Tiers of Fundraising Strategies; Government Funding; Consultants; Press Relations; Special Projects; Political Agendas; Local Government Support; State Government Support; Federal Government Support; International Policy Ramifications.

Learning Objectives

LO-1: Analyze and evaluate Government Oversight, Corporate Fundraising, Public and Private Philanthropy, Government Funding, Policy Making and International Ramifications, and Marketing.

Readings

- **Textbook**

  1. Koenig, K.L. & Schultz, C.H. (2009). [Koenig and Schultz's Disaster Medicine](): Comprehensive Principles and Practices. Chapters 8, 10, and 22

Websites and Government Documents

  1. American Hospital Association (2016). [Fast facts on US hospitals.]()
  2. Tax Policy Center (2016) [How much does the federal government spend on health care?]()
  3. American Hospital Association (2017). [Federal Agencies with Regulatory or Oversight Authority Impacting Hospitals]()
  4. Khaklin, C & Uttley, L (2016). [State oversight of hospital consolidation: Inadequate to protect patient's rights and community access to care.]()

Academic Resources

1. Scheulen, J. J., Thanner, M. H., Hsu, E. B., Latimer, C. K., Brown, J., & Kelen, G. D. (2009). Electronic mass casualty assessment and planning scenarios (EMCAPS): Development and application of computer modeling to selected national planning scenarios for high-consequence events. *Annals of Emergency Medicine, 53*(2), 226-232.e2.

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Assignment

- **Week 5 - 6 Assignment**
- **Week 6 Forum**
  - **MCI Legislation**

Week 7:

Topic

Synthesis

Review and synthesis of the key concepts learned in Weeks 1-6.

Background and Philosophy of Mass Casualty Incident Management; Parameters of Mass Casualty Incident Management; Mass Casualty Management Clinical and Non-Clinical Issues; Special Circumstances in Mass Casualty Incident Management involving CBRN/WMDs; Case Studies of Mass Casualty Incident Management.

Learning Objectives

LO-1: Synthesize and apply knowledge of and tools for Mass Casualty Incident Management

Readings

- **Reading Assignment**

  1. **Textbook**

     1. Koenig, K.L. & Schultz, C.H. (2009). Koenig and Schultz's Disaster Medicine : Comprehensive Principles and Practices. Chapters 18 and 32-39.
     2. Marcus, L.J., Dorn, B.C. & Henderson, J. M. (2005). Meta-leadership and national emergency preparedness - Strategies to build government connectivity. Working Papers. Center for Public Leadership, Harvard School of Public Health and the John F. Kennedy School of Government, Boston, Massachusetts.

     Websites and Government Documents

     1. Federal Bureau of Investigations (2013). A study of active shooter events in the United States from 2000 to 2013.

     2. Hill, C (2008). EMS RESPONSE TO MASS CASUALTY INCIDENTS: THE CRITICAL IMPORTANCE OF AUTOMATIC STATEWIDE MUTUAL AID AND MCI TRAINING.

     Academic Resources

     1. Biddinger, P. D., Baggish, A., Harrington, L., d'Hemecourt, P., Hooley, J., Jones, J., . . .

Dyer, K. S. (2013). Be prepared--the boston marathon and mass-casualty events. *The New England Journal of Medicine, 368*(21), 1958.

2. Harris, C., Bell, W., Rollor, E., Waltz, T., Blackwell, P., & Dallas, C. (2015). Medical surge capacity in atlanta-area hospitals in response to tanker truck chemical releases. *Disaster Medicine and Public Health Preparedness, 9*(6), 681-689. doi:10.1017/dmp.2015.130

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Assignment

- **Week 7 Forum**
    - After reading **Meta-leadership and national emergency preparedness - Strategies to build government connectivity**, do you agree with authors' grounds, reasoning, claims and recommendations?
        - Why? Why not?
    - Respond to at least two fellow classmates' postings.

Week 8:

Topic

Course Wrap-up

Learning Objectives

Course Reflections

Readings

No Reading Assignment

Assignment

- **Week 7- 8 Assignment**
- **Week 8 Forum (post under Forums)**
    - **Topic 1 of 1**
        - Reflect on the most difficult part of course; your favorite part of the course; something you would change about the course.
        - Respond to at least two of your classmates' posts.

Evaluation

Through weekly essay Assignment submissions, weekly Forum posts and discussion, Final Project Proposal Forum, and the course Final Project submission students will be evaluated by using the following criteria:

- **Foundation of Knowledge**
    - Beginning (1)
        - Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.

- Developing (2)
  - The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concerning in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.
- Accomplished (3)
  - Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge.
- Exemplary
  - Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.

- **Synthesis of Knowledge (Focus/Thesis)**
  - Beginning (1)
    - Student exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.
  - Developing (2)
    - Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.
  - Accomplished (3)
    - Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.
  - Exemplary (4)
    - Student provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by student contributes significantly to the development of the overall thesis. Student incorporates at least of 7-10 quality references in the development of the overall thesis. Student incorporates a variety of research resources and methodology in the preparation of assignment.
- **Application of Knowledge-Critical Thinking Skills**
  - Beginning (1)
    - Student demonstrates beginning understanding of key concepts, but overlooks critical details. Student is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.
  - Developing (2)
    - Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.
  - Accomplished (3)
    - Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.
  - Exemplary (4)
    - Student demonstrates a higher-level of critical thinking necessary for graduate level work. Student provides a strategic approach in presenting examples of problem solving or critical

thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.

- **Organization of Ideas/Format**
  - Beginning (1)
    - Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms.
  - Developing (2)
    - Student applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing.
  - Accomplished (3)
    - Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with few formatting errors.
  - Exemplary (4)
    - Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence.

- **Writing Skills**
  - Beginning (1)
    - Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.
  - Developing (2)
    - Assignment reflects basic writing and grammar, but with more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.
  - Accomplished (3)
    - Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and presents an above-average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a good final product that covers the above-minimal requirements.
  - Exemplary (4)
    - Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well- planned research assignment. Assignment is error-free and reflects student's ability to prepare graduate-level writing for possible publication in a peer-reviewed (refereed) journal.

- **Use of Technology/Applications**
  - Beginning (1)
    - Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.
  - Developing (2)
    - Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.
  - Accomplished (3)

- Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.
        - Exemplary (4)
            - Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.
- **Research Skills**
    - Beginning (1)
        - Student fails to provide an adequate synthesis of research collected for assignment. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to review and revise the assignment. The paper is not of acceptable quality for graduate-level work.
    - Developing (2)
        - Assignment provides a basic, but borderline perspective of student's research abilities. Student has incorporated less than 4 sources, which does not attempt to cover key elements of assignment.
    - Accomplished (3)
        - Student achieves an above average synthesis of research, but interpretation is narrow in scope and description within assignment. Assignment contains less than 7 resources, and presents an average overview of key concepts
    - Exemplary (4)
        - Student provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by student contributes significantly to the development of the overall thesis. Student incorporates at least of 7-10 quality references in the development of the overall thesis. Student incorporates a variety of research resources and methodology in the preparation of assignment.

Grading:

Name	Grade %

Materials

Book Title: Koenig and Schultz's Disaster Medicine: Comprehensive Principles and Practices - eBook available in the APUS Online Library

Author: Koenig and Schultz

Publication Info: Cambridge University Press

ISBN: 9780521873673

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit http://apus.libguides.com/er.php to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Materials

Required resources for your course are provided in a course eReserve. Please click here (https://apus.libguides.com/er.php), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (https://apus.libanswers.com/) provides download and print options for offline reading of Library ebooks.

Reading

Koenig, K.L. & Schultz, C.H. (2009). Koenig and Schultz's Disaster Medicine : Comprehensive Principles and Practices Ebook

Nutbeam, T & Boylan, M (2013). ABC Series: ABC of Prehospital Emergency Medicine. BMJ Books. Chapter 33. Available from the Library e-books

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Additional Resources

Articles are available through APUS Library.

Moynihan, D. P. (2008). Combining structural forms in the search for policy tools: Incident command systems in U.S. Governance: An International Journal of Policy, Administration, and Institutions, Vol. 21, No. 2, pp. 205-229.

Moynihan, D. P. (2007). From forest fires to Hurricane Katrina: Case studies of incident command systems. IBM Center for Business and Government.

Marcus, L.J., Dorn, B.C. & Henderson, J. M. (2005). Meta-leadership and national emergency preparedness - Strategies to build government connectivity. Working Papers. Center for Public Leadership, Harvard School of Public Health and the John F. Kennedy School of Government, Boston, Massachusetts.

FEMA (2011). A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action

FEMA's Higher Education Articles and Papers

The International Journal of Mass Emergencies and Disasters (IJMED)

Disciplines, Disasters and Emergency Management Textbook

In addition to the above resources, websites and academic journal articles are listed in each lesson's readings.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Listed in each lesson are additional websites directly related to the week's lesson.

Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name   Web Site URL/Address

FEMA Whole Community Approach to Emergency Management	[A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action](#)

FEMA's Higher Education Articles and Papers	http://training.fema.gov/hiedu/highpapers.aspx

International Journal of Mass Emergencies and Disasters	http:// www.ijmed.org/

Disciplines, Disasters and Emergency Management Textbook	http://training.fema.gov/hiedu/aemrc/booksdownload/ddemtextbook/

Academic Resources

Within each lesson are academic journal articles directly related to the week's lesson

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Course Guidelines

This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an 8-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student.

Students will follow the American Psychological Association Style Guide (APA 6th Edition) as the sole citation and reference style used in written work submitted as part of this course. Specifically, the parenthetical citations-reference list style method, which includes in-text citations with an adjoining reference list, will be utilized. Additional information concerning this writing style can be found within the APUS Library.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. If you find that you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.