EDMG565

Course Summary

Course : EDMG565 **Title :** Consequence Management: Terrorism Preparation & Response
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course addresses the potential results from nuclear, biological, and chemical incidents or uses. Topics include public health consequences of such incidents, emergency planning and response measures in place among U.S. agencies, and emerging detection and management technologies. Existing vulnerabilities to these types of incidents and attacks will also be discussed.

Course Scope:

The course topics include the potential results from nuclear, biological, and chemical incidents or uses. Topics include public health consequences of such incidents, emergency planning and response measures in place among U.S. agencies, and emerging detection and management technologies. Existing vulnerabilities to these types of incidents and attacks will also be discussed.

Objectives

This course is designed to support the American Public University's Graduate Level Learning Outcomes:

1. Research Skill - The graduate can carry out an independent research project. The graduate can identify, pursue, and acquire specific and new knowledge.
2. Writing Skill - The graduate can capably communicate ideas among experts in his or her respective field at a level equivalent to that required for professional publication.
3. A Foundation of Knowledge - The graduate is fully knowledgeable and versant in a graduate discipline. He or she possesses a core of factual, theoretical, and conceptual knowledge; this level of knowledge is clearly and convincingly advanced from the undergraduate level.
4. Synthesis of Knowledge - The graduate possesses the ability to logically synthesize and discern knowledge from a variety of sources into a cohesive idea or set of ideas.
5. Application of Knowledge - The graduate applies knowledge to contemporary issues in the respective field of study or associated profession.

The successful student will fulfill the following learning objectives:

- Analyze terrorism and its historical roots.

- Define and asses the types of nuclear, biological, and chemical (NBC) agents and their impacts.

- Evaluate strategies considered in the detection of NBC agents and the response to NBC incidents.

- Examine the importance, and role of the Department of Homeland Security (DHS), Department of Transportation (DOT), Federal Emergency Management Agency (FEMA), and other State and Local organizations in relation to disaster responses involving explosives and other hazardous materials.

- Analyze, evaluate and synthesize the strategic and operational role of first responders with respect to suspected or actual explosive threats.

- Determine the proper course of action given the response context and incident impact.

Outline

Week 1:

Topic(s)

Technological and political barriers that an individual must overcome to use NBC weapons

Meaning of the term Consequence Management

Instances of NBC use by countries in the twentieth century

Mass-casualty attacks

by terrorists in the twentieth century

Case studies involving state and non-state acts of terrorism.

Meet fellow classmates through student introductions.

Learning Objective(s)

- Analyze the definition of terrorism among different groups and what constitutes terrorism;
- Assess cases of NBC use by countries in the twentieth century.
- Analyze and compare mass-casualty attacks by terrorists in the twentieth century
- Analyze case studies involving state and non-state acts of terrorism

Reading(s)

- **Reading Assignment**

Textbook

Nacos, B. L. (2016). Terrorism and Counterterrorism. 5th ed.

- Chapters 1 and 2

Websites and Government Data

CNN, T. L., Ray Sanchez, Mark Bixler, Sean O'Key, Michael Hogenmiller and Mohammed Tawfeeq. (n.d.). ISIS: 143 attacks in 29 countries have killed 2,043.

Foreign Terrorist Organizations. (n.d.).

National Counterterrorism Center. (n.d.). Methods & Tactics

[Potential Terrorist Attack Methods.](#) (n.d.).

National Counterterrorism Center. (n.d.). [Terrorist Groups](#)

Academic, Peer-Reviewed Resources (Available in APUS Library Databases)

Collins, S. D. (2014). State-Sponsored Terrorism: In Decline, Yet Still a Potent Threat: State-sponsored Terrorism. *Politics & Policy*, *42*(1), 131–159. https://doi.org/10.1111/polp.12061

Schmid, A. P. (2004). Frameworks for Conceptualising Terrorism. *Terrorism and Political Violence*, *16*(2), 197–221. https://doi.org/10.1080/09546550490483134

Zanchetta, B. (2016). Between Cold War Imperatives and State-Sponsored Terrorism: The United States and "Operation Condor." *Studies in Conflict & Terrorism*, *39*(12), 1084–1102. https://doi.org/10.1080/1057610X.2016.1159069

Assignment(s)

- **Written Assignment** (submit under *Assignments*)
    - Prepare a 1,000 word document analyzing the history and the current state of terrorist groups around the world. Be sure to discuss motivation and politics related to terrorism. The assignment should cover key issues identified in the week's readings and incorporate current research on the topic. The assignment should focus on your community or a community of choice if you reside outside of the United States.
    - Remember to support your work with APA-formatted references and ensure the document complies with all APA formatting. I encourage you to also use academic, peer-reviewed resources within your assignment.
    - Upload your Word file named with your name, assignment number, and course number as Doe_John_1_EDMG565.docx (or .doc).
    - This assignment is due at the end of Week 2

- **Week 1 Forum** (post under *Forums*)
    - **Topic 1 of 1**
        - Introduce yourself (**minimum 250 words**)
            - **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)**

Instructions: Your initial post should be at least 250 words. Please respond to at least 2 other students. Responses should be a minimum of 100 words. Participation in this forum serves as your official entry into the course and this is why we have drawn special attention to this assignment. You will be reminded of this Forum again in the Week 1 Lesson, but please keep in mind that you must submit this Introduction Forum by 11:55 pm ET on Sunday of Week 1 to maintain your registration in the course.

Week 2:

Topic(s)

Terrorist Threats in Historical Perspective

Learning Objective(s)

- Analyze Global Terrorist groups and threats
- Analyze the United States Terrorist organizations and threats presented by the groups
- Compare and contrast the global and United States terrorist threats

Reading(s)

Week 2 Reading Assignment

Textbook

Nacos, B. L. (2016). Terrorism and Counterterrorism. 5th ed.

- Chapter 3 and 4

Websites and Government Documents

03-Doomsday_Weapon_for_Doomsday_Ideology_Al-Qaeda_and_Nuclear_Weapons.pdf. (n.d.).

Al Qaeda Weapons of Mass Destruction Threat: Hype or Reality? - Harvard - Belfer Center for Science and International Affairs. (n.d.).

Cottee, S. (2015, June 9). What Motivates Terrorists? *The Atlantic*.

Despite WMD Fears, Terrorists Still Focused on Conventional Attacks | Analysis | NTI. (n.d.).

Weapons of Mass Destruction: The Terrorist Threat (n.d.).

Terrorist Motivation and Factors. (n.d.).

The Psychology Of Radicalization: How Terrorist Groups Attract Young Followers. (n.d.).

Weapons of Mass Destruction. (n.d.).

Academic, Peer-Reviewed Resources (Available in APUS Library Databases)

Forest, J. J. F. (2012). Framework for Analyzing the Future Threat of WMD Terrorism. *Journal of Strategic Security*, *5*(4), 51–68.

Janeczko, M. (2014). "Faced with death, even a mouse bites": Social and religious motivations behind terrorism in Chechnya. *Small Wars & Insurgencies*, *25*(2), 428–456.

Kruglanski, A. W., Chen, X., Dechesne, M., Fishman, S., & Orehek, E. (2009). Fully Committed: Suicide Bombers' Motivation and the Quest for Personal Significance: Significance Quest and Suicide Terrorism. *Political Psychology*, *30*(3), 331–357.

Assignment(s)

- **Week 1-2 Written Assignment (submit under Assignments)**
  - Prepare a 1,000 word document analyzing the history and the current state of terrorist groups around the world. Be sure to discuss motivation and politics related to terrorism. The assignment should cover key issues identified in the week's readings and incorporate current research on the topic. The assignment should focus on your community or a community of choice if you reside outside of the United States.

- Remember to support your work with APA-formatted references and ensure the document complies with all APA formatting. I encourage you to also use academic, peer-reviewed resources within your assignment.

- Upload your Word file named with your name, assignment number, and course number as Doe_John_1_EDMG565.docx (or .doc).

- This assignment is due at the end of Week 2

- **Week 2 Forum**
  - **Topic 1 of 1**
    - **Terrorist Group**

- Provide a 500 word response on a particular terrorist group, either domestic or international. Discuss origins, beliefs, and tactics. Be sure to include information from the week's readings.

Advance the conversation of a minimum of two classmates through critical analysis and literature review.

Week 3:

Topic(s)

Compare and contrast terrorism motivators, as well organizational structure of terrorist organizations

Learning Objective(s)

- Identify terrorist group's motivating factors.
- Analyze the relationship between terrorism and religious doctrine.
- Investigate the rise of "amateur" terrorism and "copycat" effects.
- Examine and evaluate the interaction between federal and state response systems
- Compare state actors and their methods of acquiring and using NBC weapons.
- Discuss and identify organization structures of different terrorist organizations
- Explain the common goals, targets and tactics of terrorist organizations.

Reading(s)

Reading Assignments

Textbook

Nacos, B. L. (2016). Terrorism and Counterterrorism. 5th ed.

- Chapters 1 and 2

Websites and Government Data

CNN, T. L., Ray Sanchez, Mark Bixler, Sean O'Key, Michael Hogenmiller and Mohammed Tawfeeq. (n.d.). ISIS: 143 attacks in 29 countries have killed 2,043.

Foreign Terrorist Organizations. (n.d.).

National Counterterrorism Center. (n.d.). Methods & Tactics

Potential Terrorist Attack Methods. (n.d.).

National Counterterrorism Center. (n.d.). Terrorist Groups

Academic, Peer-Reviewed Resources (Available in APUS Library Databases)

Collins, S. D. (2014). State-Sponsored Terrorism: In Decline, Yet Still a Potent Threat: State-sponsored Terrorism. *Politics & Policy*, *42*(1), 131–159. https://doi.org/10.1111/polp.12061

Schmid, A. P. (2004). Frameworks for Conceptualising Terrorism. *Terrorism and Political Violence*, *16*(2), 197–221. https://doi.org/10.1080/09546550490483134

Zanchetta, B. (2016). Between Cold War Imperatives and State-Sponsored Terrorism: The United States and "Operation Condor." *Studies in Conflict & Terrorism*, *39*(12), 1084–1102. https://doi.org/10.1080/1057610X.2016.1159069

Assignment(s)

- **Written Assignment (submit under Assignments)**
  - Prepare a 1,000 word document analyzing different organizational structures of terrorist organizations and compare this analysis to the legislation and programs related to terrorism preparedness and response. The assignment should cover key issues identified in the week's readings and incorporate current research on the topic. The assignment should focus on your community or a community of choice if you reside outside of the United States.

  - Remember to support your work with APA-formatted references and ensure the document complies with all APA formatting. I encourage you to also use academic, peer-reviewed resources within your assignment.

  - Upload your Word file named with your name, assignment number, and course number as Doe_John_1_EDMG515.docx (or .doc).

  - This assignment is due at the end of week 4

- **Week 3 Forum**
  - **Topic 1 of 1 : Religion and Terrorism**
    - Provide a 500 word response addressing the connection of religion and terrorism. Pick a particular group and/or religion and assess the particulars of the group or religion and its connection to terrorism. Be sure to include information from the week's readings.

Advance the conversation of a minimum of two classmates through critical analysis and literature review.

Week 4:

Topic(s)

Examine the interaction that occurs between the State and Federal Government related to terrorism planning and response.

Examine State and Federal Government Emergency Operations Plans related to CBRNE response.

Review the different organizations tasked with Terrorism planning and response activities.

Learning Objective(s)

- Understand and examine the interaction of the State and Federal Governments related to terrorism planning and response
- Identify and understand the contents of the National Response Framework and the State Emergency Operations Plans related to CBRNE planning and response
- List and understand the responsibilities of different government organizations related to CBRNE planning and response.

Reading(s)

Reading Assignments

Textbook

 Nacos, B. L. (2016). Terrorism and Counterterrorism. 5th ed.

- Chapter 13

Websites and Government Documents

Butler County Emergency Operations Plan (n.d.).

California Terrorism Response Plan. (n.d.).

Catastrophic Incident Annex_2008. (n.d.).

Education World: Preparing For The Worst: Why Schools Need Terrorism Plans. (n.d.).

Managing Consequences of Terrorism. (n.d.).

NATO. (n.d.). The Partnership Action Plan against Terrorism (PAP-T).

Preparing Hospitals for Disasters-Terrorism. (n.d.).

Red Cross Terrorism Preparedness. (n.d.).

TerrorismRRPlan. (n.d.). Retrieved from

Academic and Peer-Reviewed Resources (Available in APUS Library Databases)

Andress, K., & Downey, E. (2011). (A130) Disaster Patient Tracking ??? Local, State and Federal Interoperability during a Multi-Hospital Evacuation Exercise. *Prehospital and Disaster Medicine*, *26*(S1), s45–s45.

Bradley, M. J., Stephens, S., & Shaw, M. (2007). The Posse Comitatus Act: Does It Impact the Department of Defense during Consequence Management Operations? *The Army Lawyer*, 68–75.

Carter, J. G., & Rip, M. (2013). Homeland Security and Public Health: A Critical Integration. *Criminal Justice Policy Review*, *24*(5), 573–600.

Gereski, J. T., & Brown, C. R. (2010). Two Hats Are Better Than One: The Dual-Status Commander in Domestic Operations. *The Army Lawyer*, 72–83.

Heirston, B. (2010). Firefighters and Information Sharing: Smart Practice or Bad Idea? *Homeland Security Affairs*, *6*(2).

Park, A. J., Tsang, H. H., Sun, M., & Glässer, U. (2012). An agent-based model and computational framework for counter-terrorism and public safety based on swarm intelligence^sup a^. *Security Informatics*, *1*(1), 1–9.

Wormuth, C. (2009). The Next Catastrophe: Ready or Not? *The Washington Quarterly*, *32*(1), 93–106.

Assignment(s)

Week 4 Written Assignments

- Prepare a 1,000 word document analyzing different organizational structures of terrorist organizations and compare this analysis to the legislation and programs related to terrorism preparedness and response. The assignment should cover key issues identified in the week's readings and incorporate current research on the topic. The assignment should focus on your community or a community of choice if you reside outside of the United States.

- Remember to support your work with APA-formatted references and ensure the document complies with all APA formatting. I encourage you to also use academic, peer-reviewed resources within your assignment.

- Upload your Word file named with your name, assignment number, and course number as Doe_John_1_EDMG515.docx (or .doc).

- This assignment is due at the end of week 4

- **Week 4 Forum**
    - **Topic 1 of 1 : Religion and Terrorism**

- - Provide a 500 word response addressing two government organizations that have responsibility for CBRNE planning and response. The organizations can be at the local, state, or federal level. Explain the legislation that tasks these organizations with CBRNE planning and response. Discuss how the interact and collaborate with the multiple organizations tasked with CBRNE planning and response. Be sure to include information from the week's readings.
- Advance the conversation of a minimum of two classmates through critical analysis and literature review.

Week 5:

Topic(s)

Managing Crisis and Response to NBC Incidents

Learning Objective(s)

- Analyze strategic and tactical issues related to Chemical and Biological Threats.
- Assess the requirements for personal protective equipment available to operational responders.
- Identify detection devices that are available to monitor for hazardous materials.

Reading(s)

Reading Assignment

Textbook

Nacos, B. L. (2016). Terrorism and Counterterrorism. 5th ed.

- Chapters 10, 11, 12, and 13

Websites and Government Documents

Bombings: Injury Patterns and Care // ACEP. (n.d.).

CDC - Personal Protective Equipment - NIOSH Workplace Safety and Health Topic. (n.d.).

Detector Selector | Biological Detectors | Radiological Detectors | Chemical Detectors | Search Engine. (n.d.).

DHS_102-06-PPE Guide Final Report-3-20-07.(n.d.).

Emergency Preparedness and Response | OSHA/NIOSH Interim Guidance (April 2005) - Chemical - Biological - Radiological - Nuclear (CBRN) Personal Protective Equipment Selection Matrix for Emergency Responders | Occupational Safety and Health Administration. (n.d.).

GAO Report_First Responders' Ability to Detect and Model Hazardous Releases in Urban Areas Is Significantly Limited. (n.d.).

NATO PA - 167 CDS 05 E - CHEMICAL, BIOLOGICAL, RADIOLOGICAL, OR NUCLEAR (CBRN) DETECTION: A TECHNOLOGICAL OVERVIEW. (n.d.).

NFPA Journal - Mr. PPE, January February 2015. (n.d.).

NIOSH PPE_Interim_Guidance_6-10-08 (n.d.).

Research, R. M. (n.d.). CBRNE Market (Detection Devices) Worth $9.8 Billion by 2022.

TCL_CBRNE_Detection_May_2008 (n.d.).

[The Boston Marathon bombing: From emergency care to Twitter insights, what research has found.](#) (2015, April 19).

[U.S. Department of Health and Human Services Personal Protective Equipment (PPE) - CHEMM.](#) (n.d.).

Academic, Peer-Reviewed Resources (Available in APUS Library Databases)

Anonymous. (2006). Understanding PPE Selection & Use During Disasters. *Professional Safety*, *51*(3), 18–19,49.

Domínguez-Gadea, L., & Cerezo, L. (2011). Decontamination of radioisotopes. *Reports of Practical Oncology & Radiotherapy*, *16*(4), 147–152.

Heffelfinger, D. G., Tuckett, C. M., & Ryan, J. R. (2013). The Military's Response to Domestic CBRNE Incidents. *Journal of Homeland Security and Emergency Management*, *10*(1).

Jederberg, W. W., Still, K. R., & Briggs, G. B. (2002). The utilization of risk assessments in tactical command decisions. *Science of The Total Environment*, *288*(1–2), 119–129.

Landahl, M. (2007). Identity Crisis: Defining the Problem and Framing a Solution for Terrorism Incident Response. *Homeland Security Affairs*, *3*(3).

Ludovici, G. M., Gabbarini, V., Cenciarelli, O., Malizia, A., Tamburrini, A., Pietropaoli, S., … Gaudio, P. (2015). A Review of Techniques for the Detection of Biological Warfare Agents. In *Defence S&T Technical Bulletin* (Vol. 8, pp. 17–26). Kajang, Malaysia: Science & Technology Research Institute for Defence (STRIDE).

Mitchell, C. J., Kernohan, W. G., & Higginson, R. (2012). Are emergency care nurses prepared for chemical, biological, radiological, nuclear or explosive incidents? *International Emergency Nursing*, *20*(3), 151–161.

Nyberg, A. G., Stricklin, D., & Sellström, Å. (2011). Mass Casualties and Health Care Following the Release of Toxic Chemicals or Radioactive Material-Contribution of Modern Biotechnology. *International Journal of Environmental Research and Public Health*, *8*(12), 4521–49.

Tam, M., Pilon, P., & Zaknoun, H. (2013). Quantified Explosives Transfer on Surfaces for the Evaluation of Trace Detection Equipment. *Journal of Forensic Sciences*, *58*(5), 1336–1340.

The Influence of subway climatology on gas dispersion and the effectiveness of guided evacuations in a complex subway station. (2016). *Meteorologische Zeitschrift*, *25*(4), 489–499.

Wilkinson, D., Waruszynski, B., Mazurik, L., Szymczak, A.-M., Redmond, E., & Lichacz, F. (2010). Medical preparedness for chemical, biological, radiological, nuclear, and explosives (CBRNE) events: gaps and recommendations. *Radiation Protection Dosimetry*, *142*(1), 8–11.

Assignment(s)

- **Written Assignment** (submit under Assignments)
  - Prepare a 1,000 word document analyzing the policy, plans, and tactics related to CBRNE response. How do the different documents/actions interact and what misalignment can you identify. The assignment should cover key issues identified in the week's readings and incorporate current research on the topic. The assignment should focus on your community or a community of choice if you reside outside of the United States.

  - Remember to support your work with APA-formatted references and ensure the document complies with all APA formatting. I encourage you to also use academic, peer-reviewed resources within your assignment.

- Upload your Word file named with your name, assignment number, and course number as Doe_John_1_EDMG515.docx (or .doc).

- This assignment is due at the end of Week 6

- **Week Five Forum** (post under Forums)
  - **Topic 1 of 1**
    - Provide a 500 word response addressing CBRNE Personal Protective Equipment and Detection Equipment. Discuss realities and fallacies related to PPE and detection equipment. Be sure to include information from the week's readings.

Advance the conversation of a minimum of two classmates through critical analysis and literature review.

Week 6:

Topic(s)

Structuring, synthesizing and evaluating policy issues related to managing CBRNE Incidents, analyzing and evaluating drills and case studies.

Learning Objective(s)

- Analyze policy issues related to managing CBRNE Incidents,
- Analyze and evaluate drills and case studies.

Reading(s)

Reading Assignment

Textbook

 Nacos, B. L. (2016). Terrorism and Counterterrorism. 5th ed.

- Chapters 14, 15, and 16

Websites and Government Documents

07-11-16-Donovan-Open. (n.d.).

911 Report (n.d.).

A-National-Strategy-to-Win-the-War (n.d.).

Country Reports on Terrorism 2015. (n.d.).

Department of State & USAID Joint Strategy on Countering Violent Extremism. (n.d.).

EXERCISE TOPOFF 2000 AND NATIONAL CAPITAL REGION (NCR) AFTER-ACTION REPORT. (n.d.).

GAO_DEPARTMENT OF HOMELAND SECURITY Continued Actions Needed to Strengthen Oversight and Coordination of Research and Development. (n.d.).

GAO_DEPARTMENT OF HOMELAND SECURITY Progress Made and Work Remaining in Implementing Homeland Security Missions 10 Years after 9/11. (n.d.).

Hurricane Irene and Tropical Storm Lee after action report critique. (n.d.).

National Exercise Program | FEMA(n.d.).

[National Exercise Program Capstone Exercise 2016](#) | FEMA.gov. (n.d.).

[NPEC - Matthew Bunn: Beyond Crises: The Unending Challenge of Controlling Nuclear Weapons and Materials - Matthew Bunn: Beyond Crises: The Unending Challenge of Controlling Nuclear Weapons and Materials.](#) (n.d.).

[Simulations and Tabletop Exercises | Center for Strategic and International Studies.](#) (n.d.).

[Exploring Police Active Shooter Preparedness in Michigan: A Grounded Study of Police Preparedness to Active Shooter Incidents, Developing a Normative Model](#) (n.d.).

Academic, Peer-Reviewed Resources (Available in APUS Library Databases)

Adini, B., & Peleg, K. (2013). On Constant Alert: Lessons To Be Learned From Israel's Emergency Response To Mass-Casualty Terrorism Incidents. *Health Affairs*, *32*(12), 2179–85. (Link Via Library)

Corn, G. P. (2006). After Action Review (AAR) of Attendance at the Brazilian Army Command and General Staff College. *The Army Lawyer*, 53–60. (Link Via Library)

Haimes, Y. Y. (2011). On the Complex Quantification of Risk: Systems-Based Perspective on Terrorism: Systems-Based Perspective on Terrorism. *Risk Analysis*, *31*(8), 1175–1186.

Landahl, M. (2007). Identity Crisis: Defining the Problem and Framing a Solution for Terrorism Incident Response. *Homeland Security Affairs*, *3*(3).

Mauroni, A. (2010). Homeland Insecurity: Thinking About CBRN Terrorism. *Homeland Security Affairs*, *6*(3).

Morag, N. (2006). The National Military Strategic Plan for the War on Terrorism: An Assessment. *Homeland Security Affairs*, *2*(2).

Walsh, L., Craddock, H., Gulley, K., Strauss-Riggs, K., & Schor, K. W. (2015). Building Health Care System Capacity: Training Health Care Professionals in Disaster Preparedness Health Care Coalitions. *Prehospital and Disaster Medicine*, *30*(2), 123–130.

Waugh, W. L. (2003). Terrorism, Homeland Security and the National Emergency Management Network. *Public Organization Review*, *3*(4), 373–385. (Link via Library)

Assignment(s)

- **Written Assignment**
  - Prepare a 1,000 word document analyzing the policy, plans, and tactics related to CBRNE response. How do the different documents/actions interact and what misalignment can you identify. The assignment should cover key issues identified in the week's readings and incorporate current research on the topic. The assignment should focus on your community or a community of choice if you reside outside of the United States.

- Remember to support your work with APA-formatted references and ensure the document complies with all APA formatting. I encourage you to also use academic, peer-reviewed resources within your assignment.

- Upload your Word file named with your name, assignment number, and course number as Doe_John_1_EDMG515.docx (or .doc).

- This assignment is due at the end of Week 6

- **Week 6 Forum**
  - **Topic 1 of 1**
    - Provide a 500 word response analyzing a past terrorist attack. Analysis should include the

method and tactics of the attack. Be sure to include information from the week's readings.

Advance the conversation of a minimum of two classmates through critical analysis and literature review.

Week 7:

Topic(s)

National Response Framework,

National Incident Management System

Whole Community Approach to Emergency Management.

Learning Objective(s)

Understanding the fundamentals of the National Incident Management System and its application in the National Response Framework.

Defining Crisis Management and Consequence Management.

Recognize the distinction between the two terms.

Recognizing the benefits of ICS as a planner's tool.

Defining national strategy, planning, and coordination efforts.

Reading(s)

Reading Assignment

Textbook

Nacos, B. L. (2016). Terrorism and Counterterrorism. 5th ed.

- Chapter 17

Websites and Government Documents

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

Communicating_in_the_immediate_aftermath__final_june_2013_508_ok. (n.d.).

EMAC-private-sector-and-volunteer-resources-analysis. (n.d.).

National Response Framework (n.d.).

FY2009_NIMS_Implementation_Chart (n.d.).

National Disaster Recovery Framework. (n.d.).

NIMS_core (n.d.).

NIMS_Intel_Invest_Function_Guidance_FINAL (n.d.).

NRF_support_annex_introduction (n.d.).

Overview_ESF_support_annexes_2008 (n.d.).

[Resource Management Documents - RTLT.](#) (n.d.).

[Terrorism_incident_law_enforcement___investigation_annex_2004](#) (n.d.)

[The Emergency Management Assistance Compact.](#) (n.d.).

Academic, Peer-Reviewed Resources (Available in APUS Library Databases)

Anderson, A. I., Compton, D., & Mason, T. (2004). Managing in a Dangerous World-The National Incident Management System. *Engineering Management Journal*, *16*(4), 3–9. (Link Via APUS Library)

Berg, B. M., Musigdilok, V. V., Haro, T. M., & Myers, P. (2014). Public-Private Partnerships: A Whole Community Approach to Addressing Children's Needs in Disasters. *Clinical Pediatric Emergency Medicine*, *15*(4), 281–288.

Buck, D. A., Trainor, J. E., & Aguirre, B. E. (2006). A Critical Evaluation of the Incident Command System and NIMS. *Journal of Homeland Security and Emergency Management*, *3*(3).

Jensen, J., & Waugh, W. L. (2014). The United States' Experience with the Incident Command System: What We Think We Know and What We Need to Know More About. *Journal of Contingencies & Crisis Management*, *22*(1), 5–17. (Link through APUS Library)

Kellams, C. L. (2007). NIMS and Homeland Security Field Guides. *Journal of Homeland Security and Emergency Management*, *4*(1).

Lombardo, J. S., & Ryan, J. R. (2013). Building Public Health Preparedness and Food and Agriculture Defense Capabilities Using Whole Community and One Health Concepts. *Journal of Homeland Security & Emergency Management*, *10*(1), 1–17. (Link through APUS Library)

Rademacher, Y. (2013). Community disaster management assets: A case study of the farm community in Sussex County, Delaware. *International Journal of Disaster Risk Science*, *4*(1), 33–47.

Renaud, C. (2012). The Missing Piece of NIMS: Teaching Incident Commanders How to Function in the Edge of Chaos. *Homeland Security Affairs*, *8*(1).

Rimstad, R., & Braut, G. S. (2015). Literature Review on Medical Incident Command. *Prehospital and Disaster Medicine*, *30*(2), 205–215.

Assignment(s)

- **Week 7-8 Final Project**
- The final project will synthesize the information from the course and focus on a problem you have identified in your community (or community of your choice) through your preceding assignments. This is your opportunity to develop a problem statement, perform a literature review, and devise a methodology of researching the topic of your choice related to the course. For specific paper instructions in form and content, please note:

  - Final Project should be at least 15 APA-formatted and referenced pages-long, including title page and references.
  - You must submit your Final Project as any other Written Assignment in the course to Turn It through Week 7-8 Assignments.
  - You can use the EDMG540 (Research Methods) Template
  - Final Project without a satisfactory Turn It In Similarity Index (in the blue or green, or around 23 percent of lower) will not be accepted for grading.
  - DO NOT SUBMIT YOUR FINAL PROJECT TO YOUR PERSONAL TURN IT IN account or through someone else's account before you submit it under Week 8 Assignments.
  - Submitting YOUR FINAL PROJECT TO YOUR PERSONAL TURN IT IN ACCOUNT or using someone else's Turn It In account, will render your actual Week 8 submission ineligible for grading because it will

generate 100 percent similarity (plagiarism) once it is (re)submitted under Week 8 Assignments.
- ○ Submit as Microsoft Word document.
- ○ Name the file "EDMG565FinalProject_YourLastName.doc/x" (i.e., Hanifen_EDMG565FinalProject.doc/x).
- ○ You must use APA style.

- **Week 7 Forum**
  - ○ Provide a 500 word response analyzing your organization's (if not employed in EDMG field, use your local community) compliance with NIMS. Be sure to include adoption, training, and any ongoing requirements. Be sure to include information from the week's readings.

Advance the conversation of a minimum of two classmates through critical analysis and literature review.

Week 8:

Topic(s)

Final Exam.

Final Project

Learning Objective(s)

- Demonstrate knowledge and understanding of the key terms and concepts from the course.
- Develop and utilize hypothesis, terms conceptualizing, literature review, data collection, critical analysis, and communicate findings.
- Demonstrate graduate level critical thinking and writing.

Reading(s)

Reading Assignment

Research and Paper Resources

Fischer, M. (n.d.). LibGuides: APUS ePress: APA. (Requires APUS Library Login)

Graduate Writing. (n.d.). (Requires APUS Library Login)

Public Library of Critical Thinking Resources. (n.d.).

The Research Process. (n.d.). (Requires APUS Library Login)

Assignment(s)

Week 7-8 (Final Project) *submit here*

- The final project will synthesize the information from the course and focus on a problem you have identified in your community (or community of your choice) through your preceding assignments. This is your opportunity to develop a problem statement, perform a literature review, and devise a methodology of researching the topic of your choice related to the course. For specific paper instructions in form and content, please note:

- Final Project should be at least 15 APA-formatted and referenced pages-long, including title page and references.
- You must submit your Final Project as any other Written Assignment in the course to Turn It through Week 7-8 Assignment.
- You can use the EDMG540 (Research Methods) Template
- Final Project without a satisfactory Turn It In Similarity Index (in the blue or green, or around 23 percent of lower) will not be accepted for grading.

- DO NOT SUBMIT YOUR FINAL PROJECT TO YOUR PERSONAL TURN IT IN account or through someone else's account before you submit it under Week 8 Assignments.
- Submitting YOUR FINAL PROJECT TO YOUR PERSONAL TURN IT IN ACCOUNT or using someone else's Turn It In account, will render your actual Week 8 submission ineligible for grading because it will generate 100 percent similarity (plagiarism) once it is (re)submitted under Week 8 Assignments.
- Submit as Microsoft Word document.
- Name the file "EDMG565FinalProject_YourLastName.doc/x" (i.e., Hanfen_EDMG565FinalProject.doc/x).
- You must use APA style.

- **Week Eight Forum**
  - **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. What are three items you can take away from the course and use in your organization or the organization you desire to work for after graduation?

Evaluation

Readings:

The textbook and several additional readings will be covered throughout this eight week (8) course. As a student, you are expected to read each of the assigned readings and complete the corresponding assignment. The assignments vary from writing papers, creating presentations, and conducting field observations. Throughout the course, you should keep one thought in mind. Earning a master's degree requires you to master the research, synthesize, and critically evaluate the literature and as such, this course is intended to familiarize you with the Emergency Management literature. Thus, when completing assignments (posting on discussion board, composing reflection papers) you need to ground your thoughts and summations using the literature so as to demonstrate that you have conducted the necessary review of the literature and to show others where they may find that material. **As this course is about mastering the field's literature, personal opinions not based or supported by the published literature are not acceptable**. All writing assignments to include Forum assignments require researching the academic literature and utilizing citations and a reference page. Your success in this course is based on your command of the field's literature and your ability to communicate that grasp of the literature to diverse audiences. As this course is designed to familiarize you with the field's literature, there are no wrong or right answers; there are just complete and incomplete answers.

Note: You must ALWAYS comply with the course writing standards, as they are outlined in the course announcements.

Forum Participation:

Forum Guidelines

- Initial Post
- Post your initial response to each forum by 11:55 pm ET on Wednesday.

- Your initial post should be at least 250 words.

- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.

- Include at least 3 APA-cited references, preferably from peer-reviewed, academic sources.

Replies to Classmates

- Reply to at least two of your classmates in each forum by 11:55 pm ET on Sunday.

- Replies to classmates should be at least 250 words.

- Responses to classmates are informative and contribute to advancing knowledge of the topic.

- Include at least 2 APA-cited references.

Assignments

Please be aware of due dates for assignments and exams. This class requires diligence to be able to keep up. Assignments must be turned in on time and are due each Sunday at 11:55PM EST.

Only in rare occasions will late assignments be accepted. Those are only in cases that have been approved prior to the due date. These must be emergency situations such as death in the family, unforeseen serious illness, or similar. Changes in work schedule, and such will not be accepted. After one week of the due date, no assignment or exam will be accepted.

Course extensions are intended for those rare, unexpected events that occur and may only be used as such. Please be aware that course extensions are rarely approved unless due to extenuating circumstances and well documented. At least 50% of the coursework must be completed at the time of the extension request. Falling behind, change in work schedule, and events that could have been foreseen or worked around will not be approved.

Please read carefully weekly course Announcements for upcoming weekly Assignments. They are posted a day ahead for the upcoming week under Course Announcements, and send them to your e-mail boxed as well. Your weekly Assignments have three components:

The assignments are designed to evaluate your mastery, synthetization, and critical analysis of the literature. Please review the assignment rubric located in the resources area to ensure you understand how each category relates to your written assignments. It is important to understand how complete and thorough examination of the literature will affect the overall grading of the assignment.

Reading Assignments, Uploaded Assignments (submit under Assignments) and Forum posts (post under Forums).

The weekly course Announcements, weekly uploaded Assignments and Weekly Forum posts are always in sync with each other.

Your weekly grade points score consists of points earned for each weekly Uploaded Assignment and points earned for all of each week's Forum contributions.

Citation and Reference Style

- [APA](#)-style is required

Research Paper-Final Project

Earning a MS degree requires you to master the literature, this assignment is intended to familiarize you with Emergency Management Theory and its literature. Thus, when completing this assignment you are required to research the literature and complete a traditional term paper. For this course, the overall theme of the term paper will be an area of consequence management that interests you.

This project is due by the end of Week 8.

You must include at least 10 peer-reviewed sources in addition to sources in the assigned reading.

Your term paper must be formatted in conformance to APA Style (Sixth Edition). You can find the APA Style guide in the APUS Online Library. No other formatting and citation style will be accepted.

Detailed Final Project Requirements and Guidelines are posted under Announcements, Assignments, and Lessons.

Grading:

Name	Grade %

Materials

Book Title: Terrorism and Counterterrorism, 5th ed. (Hard copy not available from the APUS Bookstore, please try other sources)

Author: Brigitte L. Nacos

Publication Info: Routledge

ISBN: 9781138190146

Supplemental readings are available through classroom Lessons and Resources and EDMG APUS Library portal.

APUS APA Style Guide

Library Guide

Please click on the Library link in the classroom

Among other resources, bellow is an sample list of peer-reviewed resources available through APUS Library, you should consider in your research. These resources are searched through the library databases:

The Journal of Emergency Management, Disaster Recovery Journal, Journal of Crises and Contingencies, Journal of Applied Security Research, Risk Management, Public Administration Review, CRC Press Homeland Security Library, Journal of Business Continuity & Emergency Planning, European Journal of Operational Research, Cambridge Review of International Affairs, Journal of Contingencies and Crisis Management, Annual Review of Political Science, Public Works Management and Policy, Australian Journal of Emergency Management, Business Continuity and Resiliency Journal, International Journal of Business Continuity and Risk Management, Journal of Business Logistics, International Journal of Management, Prehospital and Disaster Medicine, Journal of Traumatic Stress, Military Medicine, Psychiatric Services, Disaster Medicine and Public Health Preparedness, Journal of American College Health, World Institute For Disaster Risk Management Proceedings, Urban Affairs Review, Environmental Hazard, American Behavioral Scientist, Expert Systems with Applications, Civil Engineering Dimension, Information Management, Journal of Policy History, Communications of the ACM, Journal of Nursing Scholarship, Journal of Chemical Health & Safety.

<u>**Supplemental emergency management resources**</u>

Students are also encouraged to use Internet information sources in addition to peer-reviewed, academic resources through the library databases and a listing of websites will be provided. Students may subscribe to discussion lists for a variety of disaster organizations and related professions and receive email notifications of major earthquakes and other disasters, federal disaster relief announcements, job announcements, research opportunities, and other relevant professional news from the field. The United Nations conducts Internet conferences periodically and information is also available in English on emergency management programs and activities in Canada, Australia, Japan, and other nations. Students should become familiar with the following sites:

www.fema.gov - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and

local emergency management agencies (including a link to the Georgia Emergency Management Agency).

www.colorado.edu/hazards - for information regarding specific hazards, full texts of the Natural Hazards Center's series of working papers and quick response reports for recent disasters, and other information sources.

www.emforum.org - for general information provided by the Emergency Management Infrastructure Partnership, which includes public agencies, private firms, nonprofit organizations, and universities. The partnership sponsors informal chat sessions and online presentations (beginning Wednesdays at noon) and posts papers, documents, and other materials on the web.

www.IAEM.com - International Association of Emergency Managers – students should be familiar with this site, and are required to the IAEM Emergency Management Discussion List.

Software Requirements:

Microsoft Office (MS Word, MS Excel, MS PowerPoint)

Adobe Acrobat Reader (Click here for free download)

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.