

## Session No. 42

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**Course Title: Social Dimensions of Disaster, 2<sup>nd</sup> edition**

**Session 42: Future Trends in Emergency Management**

**1 hr.**

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### **Objectives:**

- 42.1 Describe three emerging issues in the future practice of emergency management
- 42.2 Discuss three opportunities and needs in future disaster research
- 42.3 Describe two barriers to the implementation and utilization of sociological research conclusions in the practice of emergency management
- 42.4 Describe at least six values subscribed to by emergency managers
- 42.5 Describe the final examination procedures and expectations (take home essay).

### **Scope:**

This is the first of three integrative course summary sessions. Specific content will vary with professor discretion and field trip experiences. Topics to be integrated include, emerging practice issues, research needs, implementation barriers, and emergency management values.

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### **Readings:**

#### *Student Reading:*

Simpson, David M. and Gregory A. Howard. 2001. "Issues in the Profession: The Evolving Role of the Emergency Manager." *Journal of the American Society of Professional Emergency Planners* 8:63-70.

#### *Professor Readings:*

McEntire, David A. and Melissa Marshall. 2003. "Epistemological Problems in Emergency Management: Theoretical Dilemmas and Implications." *Journal of the American Society of Professional Emergency Planners* 10:119-129.

Wright, Walter (Ned). 2002. "How Emergency Management Programs Support Local Economic Development." *Journal of the American Society of Professional Emergency Planners* 9:82-84.

*Background References:*

Kory, Delores N. 1998. "Coordinating Intergovernmental Policies on Emergency Management in a Multi-Centered Metropolis." *International Journal of Mass Emergencies and Disasters* 16:45-54.

Anderson, William A. and Shirley Mattingly. 1991. "Future Directions." Pp. 311-335 in *Emergency Management: Principles and Practice for Local Government*, edited by Thomas E. Drabek and Gerard J. Hoetmer. Washington, D.C.: International City Management Association.

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**General Requirements:**

Use Overheads (42-1 through 42-7 appended).

Use Student Handouts (42-1 and 42-2).

Field Trip Reaction Reports (student papers should be collected; it is recommended that the professor announce that these will be evaluated and returned at the conclusion of Session No. 43).

See individual requirements for each objective.

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**Objective 42.1 Describe three emerging issues in the future practice of emergency management.**

**Requirements:**

Use Overheads 42-1 and 42-2.

**Remarks:**

I. Introduction.

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I. Introduction.

A. **Exercise.**

1. **Remind** students of exercise procedures.
2. **Divide** class into four groups and assign roles.
  - a. Chair.
  - b. Reporter.
  - c. Timer.
3. **Announce** time limit: 5 minutes.

B. **Display** Overhead 42-1; “Workshop Tasks.”

1. Group 1 – What are the two most important issues confronting the emergency management profession today? What are the three most important research needs pertaining to disaster **preparedness**?
2. Group 2 – What are the two most important issues confronting the emergency management profession today? What are the three most important research needs pertaining to disaster **response**?
3. Group 3 – What are the two most important issues confronting the emergency management profession today? What are the three most important research needs pertaining to disaster **recovery**?
4. Group 4 – What are the two most important issues confronting the emergency management profession today? What are the three most important research needs pertaining to disaster **mitigation**?

C. **Start** discussion.

D. **Stop** discussion.

II. Emerging issues.

A. Group 1 report: 1 minute (practice issues only).

B. Group 2 report: 1 minute (practice issues only).

C. Group 3 report: 1 minute (practice issues only).

D. Group 4 report: 1 minute (practice issues only).

E. **Supplement** group reports as required (adapted from Simpson and Howard 2001, pp. 63-69).

1. **Display** Overhead 42-2.
2. **Review** and integrate with group reports.
  - a. **What comprises the field of emergency management?**
    - 1) Scope.
    - 2) Location within government.
    - 3) Job functions.
  - b. **What skills and knowledge are required?**
    - 1) Core skill set.
    - 2) Positional differences, e.g., rural vs. metropolitan areas.
  - c. **What certification and accreditation requirements and programs are needed?**
    - 1) University programs.
    - 2) Association programs.
    - 3) Specializations.
- F. **Ask students:** “Recall that Simpson and Howard (2001) prepared their analysis prior to the 9-11 attacks, changed priorities regarding terrorism, and the creation of the Department of Homeland Security. How might these developments alter their analysis of emerging issues?” “Should the name of the field be changed from ‘emergency management’ to ‘homeland security’? Why or why not?”
- G. **Additional issues** for the profession (adapted from Anderson and Mattingly 1991, pp. 312-313).
  - 1) Local opposition to hazard mitigation efforts.
  - 2) Post-disaster recovery planning.
  - 3) Diversity among emergency managers, e.g., gender, ethnicity, social class.
  - 4) International disasters (see Suiter and Durham 1991, pp. 124-126).

## H. Regional responses.

- 1) Kory (1998) surveyed elected officials in four Florida counties; n = 97 municipalities (Florida Gold Coast).
- 2) **Regional cooperation concept** – 100% of local coordinators favored.
- 3) **Conclusion:** “. . . if a unified county council concept were to be adopted, the training should stress the organizational levels and functions and the general need for executives to support the state requirements and the basic operating requirements for emergency centers.” (p. 53).
- 4) **Implication:** to what extent have plans been created and exercised that reflect a regional response? (examples: large scale terrorist attack, extensive earthquake, etc.).

### Supplemental Considerations:

Depending on the **quality** of the student reports and discussion, the professor may have little or **no need** to supplement the range of issues reviewed. It is **recommended**, however, that prior to the class the professor **review** the **course syllabus** and highlight several topics, readings, etc. so as to **assist** students in the **integrative** process. Also, the **field trips** should be reviewed and relevant **practice issues** should be highlighted. Finally, increased emphasis on **terrorism preparedness** and other issues of **homeland security** should be introduced as important **emerging issues**. As aspects of the “new normal,” **terrorist** actions may **increase** in future years, both in **frequency** and **scope**, including use of weapons of mass destruction (WMD). If that occurs, the **directional shifts** within the emergency management **profession** will follow.

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### Objective 42.2 Discuss three opportunities and needs in future disaster research.

#### Requirements:

Overhead 42-3 through 42-5.

#### Remarks:

- I. Research needs: student views.
  - A. Group 1 report: 1 minute (preparedness).
  - B. Group 2 report: 1 minute (response).

- C. Group 3 report: 1 minute (recovery).
  - D. Group 4 report: 1 minute (mitigation).
  - E. **Analysis and integration.**
    - 1. **Ask students:** given a scarcity of research dollars, which two research topics most merit funding?
    - 2. **Explore criteria.**
      - a. Range of impact.
      - b. Probability of utilization.
      - c. Promotion of basic research.
      - d. New theory development.
- II. Simpson and Howard (2001).
- A. **Display** Overhead 42-3; “Future Research Needs.”
  - B. **Review** topics listed and integrate with student generated topics (adapted from Simpson and Howard, pp. 63-70).
    - 1. **Model of emergency management.**
    - 2. **Core implementation strategies.**
    - 3. **Consequences of certification and accreditation programs.**
    - 4. **Standardization vs. educational diversity.**
- III. Additional research needs and opportunities.
- A. **Display** Overhead 42-4; “Additional Research Needs and Opportunities.”
  - B. **Review** topics listed and integrate with student generated topics. **Remind** students of the various **course sessions** wherein topics of these types were discussed.
    - 1. **Future risk communication and disaster predictions**, e.g., terrorism alerts (preparedness) (Sessions 36 and 41; “Disaster Denial and Disaster Preparedness Behavior” and “What Works in Risk Communication”).

2. **Evacuation and sheltering strategies for special populations** (response) (Sessions 9, 10, 11 and 28; “Understanding Disaster Warnings,” “Public Warning Responses,” “Community Evacuation Behavior,” and “Tourism and Disaster: Preparedness, Responses, and Impacts”).
3. **Psychological stress: impacts and impacts and interventions** (recovery) (Session 29; “Disaster Stress”).
4. **Implementation of Information Technologies** (mitigation) (Session 33; “Implementing Emergency Management Information Technology”).

IV. Epistemological issues.

A. **Display** Overhead 42-5; “Epistemological Issues.”

B. **Review** topics listed and integrate with student generated topics (adapted from McEntire and Marshall 2003).

1. **What is a disaster?**
2. **What is emergency management?**
3. **What hazards should we focus on?**
4. **Should we continue to give preference to the concept of hazards?**
5. **What variables should be explored in academic research?**
6. **What actors should be incorporated into academic studies?**
7. **What phases should we give priority to?**
8. **What disciplines should contribute to emergency management?**
9. **What paradigms should guide our field?**
10. **What is the proper balance for knowledge generation?**

**Supplemental Considerations:**

Depending on the **course context**, the last portion of this session may be **expanded** by some professors, i.e., **epistemological** issues. Such extended discussions could assist students in many programs to **relate the course** to those taken within **other departments**

ranging from the social sciences to **philosophy**. Other professors may wish to **select** one or two broad **topics** and **explore** specific **research designs** whereby new research could be illustrated. Many professors will use this section to explore the **cultural and perceptual differences** between the research needs that might be listed by **emergency managers** and academic researchers. **Remind** students of the discussion in **Session 1**; “Course Orientation” (see Overhead 1-5; “Two Cultures: Research vs. Practice”). Finally, many professors will **expand** this section by reviewing the **field trips** and **issues** that emerged. Many professors will expand the discussion by **adding homeland security** research issues to the agenda, e.g., terrorist attacks. **Similarities** and **differences** in emergent multi-organizational responses to terrorist attacks versus **other hazards** have not been documented. Hopefully, future research opportunities will be limited to **documentation of exercises**, not large numbers of **actual attacks** within the U.S.A.

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**Objective 42-3 Describe two barriers to the implementation and utilization of sociological research conclusions in the practice of emergency management.**

**Requirements:**

Use Overhead 42-6.

**Remarks:**

- I. Introduction.
  - A. **Ask students:** “Reflecting the four field trips, and your reading in the course, what are some of the major constraints on the utilization of academic research? Why does all this research get done and just sit in the library gathering dust?”
  - B. **Record** student responses on the chalkboard.
  - C. **Ask students:** “Thinking back to our field trips, what types of barriers were noted by the speakers? Based on what they said, or what they didn’t say, what reasons did you detect as to why academic research findings might not be utilized by emergency managers?”
  - D. **Record** student responses on the chalkboard.
- II. Utilization barriers.
  - A. **Display** Overhead 42-6; “Utilization Barriers”.
  - B. **Review** and illustrate the barriers listed.

1. **Lack of awareness**, e.g., some emergency managers do not know of academic research, books, or journals.
2. **Lack of perspective**, e.g., some emergency managers do not view education as a life-long process.
3. **Lack of impact**, e.g., some emergency managers do not know how to use academic research in the policy initiation or change process.
4. **Lack of funding**, e.g., relative little research funding is available within the social sciences for disaster, emergency management or homeland security research needs. Most funding reflects a priority on traditional and natural science topics.

C. **Strategies to increase utilization** (adapted from Anderson and Mattingly 1991, p. 328). Researchers should:

1. **Become active** in practitioner associations.
2. **Keep potential users** in mind when designing the project.
3. **Be sensitive** to potential modifications in the design of the research that reflect user definitions and perceived needs.
4. **Produce** at least one product aimed at potential users, i.e., don't limit publication to academic journals.

### **Supplemental Considerations:**

The **key message** of this section is that **future research** can be conducted that will have greater chances of **utilization**. This requires changes in **perspective** and **action** by both future disaster researchers and emergency managers. Hopefully, **students** in this course will **assist** in this process as they participate in their **future careers**. It is recommended that the professor raise this issue at the end of the discussion, by posing such questions as these. "Why should public monies be used to fund academic research, especially if utilization is minimal?" "Is more known, than is being utilized?" "How can more of the known scientific knowledge be utilized more fully by emergency managers?"

**Objective 42-4 Describe at least six values subscribed to by emergency managers.**

### **Requirements:**

Overhead 42-7.

### **Remarks:**

- I. Introduction.
  - A. **Ask students:** “Based on the field trip presentations, what types of values did you see being expressed, either explicitly or indirectly?”
  - B. **Record** student responses on the chalkboard.
  - C. **Ask students:** “Based on the readings in this course, what types of values do you believe that emergency managers reflect in their professional conduct?”
  - D. **Record** student responses on the chalkboard.
  
- II. Core emergency management values.
  - A. **Remind** students of prior sessions wherein various values have been discussed, e.g., Session 35; “Exercise Analysis” (see Overhead 35-2 entitled “Five Moral Criteria,” based on Beatley 1989); Session 27; “Disaster Inequalities” (see Objectives 27.3 and 27.4; and Session 26; “Disaster Recovery and Community Change (see Overhead 26-11 entitled “Principles of Sustainability”).
  - B. **Display** Overhead 42-7; “Core EM Values”.
  - C. **Review** the eight values listed by asking students for illustrations of each. Supplement as required (adapted from Anderson and Mattingly 1991, p. 321).
    - 1. **Protection of life and property.**
    - 2. **Improvement of the quality of life.**
    - 3. **Protection of the environment.**
    - 4. **Responsiveness to disaster victims, and responders’ inter as well as physical needs.**
    - 5. **Responsiveness to the special needs of society’s diverse populations.**
    - 6. **Promotion of justice and equity.**
    - 7. **Provision of mutual assistance and support.**
    - 8. **Proactiveness in approaching problem solving.**

**Supplemental Considerations:**

The **key messages** of this section are: 1) emergency managers believe in a **core set of values** that provide basic guidance for professional decision-making and conduct and 2) these values have been **incorporated** into this **course**. Some professors may **expand** this section by extended discussion of the **field trips** and illustrations of specific **values**. Other professors may encourage students to **review** the **course syllabus** in more detail and identify specific topics and studies wherein these **values** were discussed and/or illustrated.

Review of **Wright's** (2002) analysis could be used to **expand** this section. "Proactive emergency management programs support local economic development initiatives by providing a safer environment for the business community as well as the general public. Acts of terrorism are on the forefront of everyone's thoughts, but our communities are vulnerable to many hazards that could cause a catastrophic impact on our economy, not just terrorism." (p. 82). **Ask students**, "What criteria should emergency managers propose to establish the relative funding priorities between homeland security activities and other program components?"

Finally, some professors may wish to focus on a **critical stance**. For example, they may **challenge** students with **questions** like these. "Given the values that emergency managers claim, how can they ignore government **policies** that **perpetuate an unjust distribution of risk** within their community and the world?" "Given these values, how can emergency managers request more **funding** for **homeland security** programs like airport, port and border security, when school funding is so **lacking**?" "How much **disaster and terrorist preparedness funding** will be required in **future years** and what will be the impacts on other **social programs** like health care, crime prevention, and reduction of poverty?" Such class discussions will **enhance** student **understanding** of the issues and assist them in dealing with the future **value conflicts** they will confront as emergency management professionals.

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**Objective 42-5 Describe the final examination procedures and expectations (take home essay).**

**Requirements:**

Student Handouts 42-1 and 42-2.

**Remarks:**

- I. Evaluation criteria.
  - A. **Distribute** Student Handout 42-1; "Evaluation Criteria."
  - B. **Review** the criteria listed; remind students that these criteria were used during the mid-term.

1. **Depth:** Are issues introduced and dropped, or are they developed and analyzed?
2. **Organization:** Is there evidence of logical thought and consistent internal structure, or is a “shotgun” approach used?
3. **Originality:** Are there new ideas and efforts to rearrange old ones, or is the material just regurgitation?
4. **Style:** Are sentences and paragraphs used to present ideas in a straightforward manner, or does excessive verbiage hide the ideas?
5. **Mechanics:** Does the work reflect a sense of pride by being neat, and unmarred by spelling and punctuation errors?

C. **Explain:** essays are evaluated on an overall basis using the above criteria.

II. Final examination.

A. **Distribute** Student Handout 42-2; “Final Examination.”

B. **Request student questions.**

1. **Allow time** for students to read examination.
2. **Answer** questions posed.

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**Course Developer References:**

- I. Anderson, William A. and Shirley Mattingly. 1991. “Future Directions.” Pp. 311-335 in *Emergency Management: Principles and Practice for Local Government*, edited by Thomas E. Drabek and Gerard J. Hoetmer. Washington, D.C.: International City Management Association.
- II. Beatley, Timothy. 1989. “Towards a Moral Philosophy of Natural Disaster Mitigation.” *International Journal of Mass Emergencies and Disasters* 7:5-32.
- III. Kory, Delores N. 1998. “Coordinating Intergovernmental Policies on Emergency Management in a Multi-Centered Metropolis.” *International Journal of Mass Emergencies and Disasters* 16:45-54.

- IV. McEntire, David A. and Melissa Marshall. 2003. "Epistemological Problems in Emergency Management: Theoretical Dilemmas and Implications." *Journal of the American Society of Professional Emergency Planners* 10:119-129.
- V. Simpson, David M. and Gregory A. Howard. 2001. "Issues in the Profession: The Evolving Role of the Emergency Manager." *Journal of the American Society of Professional Emergency Planners* 8:63-70.
- VI. Suiter, Lacy and Tom Durham. 1991. "Pp. 101-127 in *Emergency Management: Principles and Practice for Local Government*, edited by Thomas E. Drabek and Gerard J. Hoetmer. Washington, D.C.: International City Management Association.
- VII. Wright, Walter (Ned). 2002. "How Emergency Management Programs Support Local Economic Development." *Journal of the American Society of Professional Emergency Planners* 9:82-84.