

**Executive Master in Crisis and Emergency Management
Exercise Design and Response Planning
ECEM 724**

Professor: James P. O'Brien, Ph.D.

Contact Information:

Office: (702) 455-5710

Home: (702) 391-5766

Fax: (702) 380-9696

Email: WebCampus email ECEM 724 course – First Choice
jpo@co.clark.nv.us – Second Choice

Mail: 500 South Grand Central Parkway P O Box 551713
Las Vegas, Nevada 89155-1713

Disability Resource Center (DRC) is the official office to provide Disability Services. If you have a documented disability that may require assistance, you will need to contact DRC for coordination in your academic accommodations. DRC is located in the Reynolds Student Services Complex, suite 137. The phone number is 702-895-0866, or TTD 702-895-0652. You may also visit our website at www.unlv.edu/studentinf/les

Course Description:

This course introduces students to the process and practice of emergency planning. The work has an all-hazards application to complement the traditional practice of comprehensive emergency management. Emergency planning is a critical avenue to community emergency preparedness. Therefore, emergency planning is presented in its many contexts: the practice of emergency management, the community for which the planning is done—including the political, private business and nonprofit sectors—and the network of intergovernmental relationships in which planning must operate.

An important emphasis is the characterization of emergency planning as a process. This process view forms the framework from which specific strategies and techniques are drawn. The planner must identify and classify known patterns of human disaster behavior to create a vision of actions on the ground where plan implementation takes place. Similarly, time is given to sharing emergency plan information with the public, including the goals for sharing and the social psychology of the communication process. Building from this base, the student receives a picture of what the planning process must address: preparedness, vulnerability, the notion of resources inside and outside the community and a view of outcomes for individuals and organizations.

The course addresses a range of strategies and skills that required of planners to achieve a successful planning process. The student learns the basics of generic protective actions and the planning concepts supporting effective protective action recommendations. The accepted formats appear for the two principal types of written plans—an emergency operations plan and a continuity of operations plan. Then in short format, the course covers the milestones a planner must address for dealing with

disasters in future time and those that one should consider when planning for implementing the emergency plan at the time of disaster impact. The emergency-planning segment of the course closes with a discussion of credentialing for emergency planners and admonitions regarding preservation of the planning process.

As an outcome of the community's or organization's emergency planning process, plans should be in place that specify how they prepare for emergencies, how they will respond if an emergency occurs, how they will mitigate the potential effects of emergencies, and how they will recover. Practice is an important aspect of the preparation process. Experience and data show that exercises are a practical, efficient, and cost-effective way for organizations in the government, nonprofit, and private sectors to prepare for emergency response and recovery.

The exercise segment of the course is based on one important premise: Emergency exercises are worth the effort. Exercises identify areas that are proficient and those that need improvement. Lessons learned from exercises can serve to revise operational plans and provide a basis for training to improve proficiency in executing those plans. This course introduces students to the fundamentals of exercise design and prepares them to design and conduct a small functional exercise for their organization. It addresses:

- The value of conducting exercises.
- The components of a comprehensive exercise program.
- The exercise development process:
 - Development tasks
 - Organization of the design team
 - Exercise documentation
 - The steps in designing an exercise.

This segment of the course will cover the purpose, characteristics, and requirements of three main types of exercises: Tabletop, Functional, and Full-scale. In addition, this segment of the course will cover: Exercise evaluation; exercise enhancements; designing a functional exercise. This part of the course serves as the blueprint and roadmap for students to complete the capstone course ECEM 734.

Objectives:

- Describe methods for conducting a hazard analysis and developing a risk index;
- Discuss procedures for developing the basic plan;
- Describe the purpose and contents of annexes and appendices to the basic plan;
- Discuss characteristics of effective implementing instructions; use job aids for evaluating and revising existing implementing instructions;
- Discuss a process for operational planning; use job aids and scenarios for practicing operational planning.
- Describe basic concepts and a recommended process for long-range community planning;
- List tasks typically assigned to individuals and agencies during an emergency event.

- Given the results of exercises on improving response and recovery capability for specific disaster events, determine the benefits of an exercise program.
- Identify the advantages and disadvantages of the three major exercise types: tabletop, functional, and full-scale.
- Define the purpose, objectives, and components of an exercise program.
- Use an exercise program management matrix to identify the critical tasks required for developing, implementing, reviewing, and revising an exercise program.
- Conduct an exercise program needs assessment.
- Develop the purpose, goals, objectives, and implementing strategies for a Comprehensive Exercise Program.
- Develop a program advocacy support system for the comprehensive exercise program to include:
 - Maintain effective inter-governmental relationships, both horizontally and vertically, that are necessary to achieve exercise program goals and objectives.
 - Maintain effective relationships with legislative bodies regarding authorities and appropriations necessary for a successful exercise program.
 - Maintain an effective public relations program that emphasizes the value of exercises and arranging for media coverage of individual exercises.
 - Demonstrate the ability to present the key components of an exercise program to elected officials and Chief Executives and convince these officials of the importance of the exercise program in saving lives and property in the event of a disaster.
 - Develop a long-range exercise program plan that is risk-based and all-hazards, including the financial, personnel, equipment, and facilities requirements.
 - Develop a briefing to present the multi-year exercise program implementation plan to program participants and advocacy groups.
 - Identify resources to implement the multi-year plan and policy.
 - Identify financial and creative methods of acquiring resources.
 - Identify five key elements of a corrective action program.

Books:

- Perry, R. and Lindell, M. 2006. *Emergency Planning*. Wiley. ISBN-10: 0471920770; ISBN-13: 978-0471920779.
- Green, Walter G. *Exercise Alternatives for Training Emergency Management Command Center Staffs*. Universal Publishers. ISBN: 1-58112-748-0.
- <http://training.fema.gov/EMIWeb/IS/is139.asp>

Case studies:

- *Disaster Research (DR)* is a moderated e-mail newsletter for creators and users of information regarding hazards and disasters. Subscriptions are free, and there are over 3,500 subscribers. University of Colorado at Boulder.
<http://www.colorado.edu/hazards/dr/>
- Lessons-learned Information System: www.llis.gov

Federal Program Guidance Documents:

- State and Local Guide (SLG 101): Guide for All-Hazards Planning:
<http://www.fema.gov/plan/gaheop.shtm>
- Homeland Security Exercise and Evaluation Program (HSEEP) Volumes 1-4:
<https://www.hseep.dhs.gov/>

Objectives Measurement:

You Try It Questions	100 points possible
Average of Chapter Tests	100 points possible
Midterm Exam	100 points possible
Final Exam	100 points possible
Exercise Design IS-139	100 points possible
Research Paper	100 points possible
Table Top Exercise	100 points possible

Maximum score:

700 pts.

Grading Scale:

Total Points: 700 points:

540-600:	A
480-539:	B
420-479:	C
489-Below:	Not Passing

Performance Assessments:

You Try It Questions – At the end of each chapter, students must select a You Try It situation, describe how, if they were an emergency planner facing the selected You Try It situation, would address it.

Chapter Tests – By the end of each two-week period covering emergency planning, students must complete the WebCampus-based test for each chapter that will consist of true/false, matching, multiple choice, fill-in-the-blank and short-essay questions.

Midterm Exam – This will consist of true/false, matching, multiple choice, fill-in-the-blank and short-essay questions.

Final Exam – This will consist of true/false, matching, multiple choice, fill-in-the-blank and short-essay questions.

Exercise Design IS-139 – Students take this self-study program at their own pace in approximately 10 hours. This program includes a written final examination, which students must complete and return to FEMA’s Independent Study Office for scoring, then forward a copy of the electronic completion certificate to the instructor.

Research Paper – After completion of IS-139, students read “Exercise Alternatives for Training Emergency Management Command Center Staffs” (Green, 2000) and

compose a research paper. This research-based paper, not less than 25 double-spaced pages for text, must assess FEMA's conventional and Green's alternative exercise approaches within the context of the U.S. Department of Homeland Security's Exercise and Evaluation Program (HSEEP) doctrine.

Tabletop Exercise – Students will apply exercise design and HSEEP principles in a real-world tabletop exercise by facilitating and evaluation the Clark County Local Emergency Planning Committee members' participation.

ECEM 724 BI-WEEKLY SCHEDULE

WEEK 1 & 2 Introduction to Emergency Planning and Its Process

Reading Assignment: Chapter 1 "Introduction to Emergency Planning"

Reading Assignment: Chapter 2 "The Emergency Planning Process"

Choose and Submit a Response to one of the You Try It Questions from each of the 2 chapters

Chapters 1 & 2 Tests

WEEK 3 & 4 Disaster Myths; Emergency Planning Success

Reading Assignment: Chapter 3 "Patterned Behavior in Disasters"

Reading Assignment: Chapter 4 "Fostering Successful Emergency Planning"

Choose and Submit a Response to one of the You Try It Questions from each of the 2 chapters

Chapters 3 & 4 Tests

WEEK 5 & 7 Protecting the Community

Reading Assignment: Chapter 5 "Classes of Protective Action Recommendations"

Reading Assignment: Chapter 6 "Analyzing and Selecting Protective Actions"

Choose and Submit a Response to one of the You Try It Questions from each of the 2 chapters

Chapters 5 & 6 Tests

WEEK 6: First On-Campus Session

Hazard Identification & Vulnerability Analysis using the Community Vulnerability

Assessment Tool; August 13, 1300 hours – August 14, 1700 hours

WEEK 8 & 9 Emergency Plans

Reading Assignment: Chapter 7 "The Content and Format of Emergency Plans"

Choose and Submit a Response to one of the You Try It Questions from either of the 2 chapters

Chapter 7 Test

Mid-Term Exam

WEEK 10 & 11 Continuity of Operations; Milestones and Targets

Reading Assignment: Chapter 8 "Continuity of Operations Plans"

Reading Assignment: Chapter 9 “Milestones that Structure Emergency Planning”
Choose and Submit a Response to one of the You Try It Questions from either of
the 2 chapters
Chapters 8 & 9 Tests

WEEK 12 & 13 Population Warning; Managing Emergency Response

Reading Assignment: Chapter 10 “Population Warning”
Reading Assignment: Chapter 11 “Structures for Managing Emergency Response”
Choose and Submit a Response to one of the You Try It Questions from either of
the 2 chapters
Chapters 10 & 11 Tests

WEEK 14 & 15 Emergency Mandates; Looking to the Future

Reading Assignment: Chapter 13, “Structures for Managing Emergency Response”
Reading Assignment: Chapter 14 “Emergency Planning, Professionalism, and the
Future”
Choose and Submit a Response to one of the You Try It Questions from either of
the 2 chapters
Chapters 13 & 14 Tests

WEEK 16 -- 21 Exercises – IS-139 Independent Study Program; Green (2000); Research Paper.

WEEK 22 Final Exam Due on December 6.

Tabletop Exercise Preparation Materials due.

WEEK 23 Second On-Campus Session

Facilitate and Evaluate a Table Top Exercise; December 10, 1300 hours – December
11, 1700 hours.

COURSE POLICIES

Students who miss tests without giving prior notification and obtaining necessary
approval will lose the opportunity.

Make-ups for the mid-term and final exams will be limited to very special circumstances
only and will require prior notification.

Completion of assigned reading is expected.

Students can turn in assignments early. None will be accepted after their due dates’
and times’ expiration.

The American Psychological Association (APA) style manual is the only writing style
manual allowed. All written assignments must conform to the APA standards.

Handwritten assignment submissions are not acceptable.

There will be no extra credit or make up work.

UNLV policy governs Incompletes.

Plagiarism and other forms of cheating will automatically result in a failing grade.

WRITING CENTER

One-on-one or small group assistance with writing is available free of charge to students at the Writing Center, located in CDC-301. Although some walk-in appointments are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. When you go to your appointment, please take a copy of your assignment and any writing that you may have completed on the assignment.

This syllabus is a guide, not a contract. It may be revised if it seems in the best interest of the class to do so. Students will be notified promptly of any revisions.