

PADM 590
EMERGENCY MANAGEMENT IN THE UNITED STATES: POLICY AND PRACTICE
FOR PUBLIC MANAGEMENT AND PUBLIC HEALTH
Summer, 2021

■ **Instructor**

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■ **Introduction**

Both naturally occurring and human-caused disasters and how to prevent, respond to and recover from them, are by definition large-scale, population-based topics that require attention from multiple jurisdictions, whether they be states or the federal government. An unfortunate occurrence in one jurisdiction (e.g., a town or city) that can be handled by the jurisdiction without outside assistance is not by law an “emergency” (despite the sometimes awful consequences for the people involved).

For a variety of reasons, the United States is experiencing both natural and human-caused disasters more frequently than ever before. Being prepared for and responding to large-scale disasters is not just the responsibility of emergency managers; everyone who works in the public sector will have a role in the process of planning and preparing for, responding to and recovering from disasters when they occur. This course is designed for non-emergency managers who work in (or who will work in) the public sector.

■ **Course Objectives**

By the end of the course, you will be able to:

- Understand scenarios for likely types of disasters we will or might face in the near future in the United States;
- Understand the structure of the emergency management system in the United States;
- Understand barriers to successful emergency management policy and practice;
- Understand the critical role that planning and preparation play in effective response and recovery; and
- Be able to use tools that will enable you to play an effective role in emergency management on the personal and professional levels.

■ **Resources**

The text for the course is *Introduction to Emergency Management by George Haddow, Jane Bullock and Damon Coppola (seventh edition)*; ISBN: 978-0-12-817139-4.

Other resources are identified in the class schedule below and will be sent electronically to participants. Finally, for some classes, class notes in Power Point will be sent to you as e-mail attachments before class. You may print them out, or bring them to class on a laptop. You are not expected to read the Power Point class notes before class; they are distributed as a convenience only. However, please have them handy either electronically or in hard-copy at each class session.

■ Evaluation

This is an intensive summer seminar. It's especially important that you attend all sessions. Life emergencies occur, but if these should prevent you from attending a session, please contact me before class so we can discuss how the material will be made up.

Each participant will complete three written assignments. Two are mandatory: Assignment One, *Assessing Personal Preparedness and Developing a Personal Preparedness Plan*, and Assignment Five, Critique of a Case Study: *The Impact of the 2018 Houston Floods* will be completed by everyone. Each participant will then choose one assignment from the following three choices:

- Planning (and perhaps Implementing) a Registry
- Assessing the Status of an Organization's Continuity of Operations Capability and Risk
- Interviewing an Emergency Manager

Complete instructions for these assignments, including due dates, will be distributed at the first session.

<i>Assignment</i>	<i>Weight</i>
One: Personal Planning Assessment and Plan:	25%
“Your Choice” Assignment”:	25%
Five: Case Study Critique:	30%
Discretionary Grade: (includes participation, demonstration that you have read the text and other materials, and timeliness of assignments)	20%
Total:	100%

■ Class Schedule

Class #	Date	Topic(s)	Readings	Assignment
1	Tues 6/8	Welcome to the Semester!	--	<i>Assignments distributed</i>
2	Th 6/10	A Basic Orientation to Emergency Management and Preparedness	Text, chapter 1, The Historical Context of Emergency Management	
3	Tues 6/15	So, What are we Preparing For? (I) The “All Hazards” Approach	Text, chapter 2, Natural and Technological Hazards and Risk Assessment Text, chapter 9, Emergency Management and the Terrorist Threat, pp. 425 (start with “Statutory Basis of Terror Threat Management” – 434 (end with :USA Freedom Act”	You may turn in assignment four any time between now and July 28 th .
4	Th 6/17	So, What are We Preparing For? (II) – Novel Pandemics I	Class Notes	
5	Tues 6/22	Lessons From the Front: SARS-COV 2	Class Notes	
6	Th 6/24	Tools You Can Use: <ul style="list-style-type: none"> ▪ Personal Planning ▪ Registries ▪ Continuity of Operations Planning (COOP) 	Watch this brief video before class https://www.youtube.com/watch?v=w_omgt3MEBs <u>For Personal Planning:</u> Visit https://emergency.cdc.gov/preparedness/plan/ Click on the picture for each of the following categories: Personal Needs, Prescriptions, Practical Skills, Power Sources and Paperwork. <u>For Registries:</u> <ul style="list-style-type: none"> ▪ Read Class Notes on Registries ▪ Read “Registries: An 	

Class #	Date	Topic(s)	Readings	Assignment
9	Th 7/8	The Phases of The Emergency Management Cycle II: Preparedness	Text, chapter 44, Preparedness	
10	Tues 7/13	The Phases of The Emergency Management Cycle III: Response	Text, chapters 6, Response	
11	Th 7/15	The Phases of the Management Cycle IV: Recovery	Text, chapter 7, Recovery	
12	Tues 7/20	International Disaster Management	Text, chapter 8, International Disaster Management COVID-19: Make it the Last Pandemic, World Health Organization, The Independent Panel for Pandemic Preparedness and Response	You may turn in assignment 5 any time between now and July 28 th .
13	Th 7/22	Using My Crystal Ball: Divining the Future of Emergencies and Emergency Management	Text, chapter 10, The Future of Emergency Management	
14	Tues 7/28	"Fudge Class"		<i>Final date for turn-in of all assignments</i>

■ Accommodations

"In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she are not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information."

■ Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg. 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus

policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

■ Academic Integrity

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.