

Ready *Campus* *Manual*



— 2005-2006 —

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The Ready Campus initiative and this manual are the product of the hard work and collaboration of College Misericordia, Pennsylvania Campus Compact, the Pennsylvania Emergency Management Agency, Association of Independent Colleges & Universities of Pennsylvania, Pennsylvania Association of Colleges and Universities, the American Red Cross and the Pennsylvania Office of Homeland Security.

Unless otherwise stated in the manual, all photos are from the Federal Emergency Management Agency photo library (www.photolibrary.fema.gov). Cover photos and the top photo on page 22 are copyrighted and property of College Misericordia.

The Ready Campus co-developers would also like to acknowledge the efforts of the many individuals who provided valuable feedback during the manual's preparation. We appreciate comments from those who use this manual and participate in the Ready Campus initiative so we can continue to enhance the manual's usefulness.

Ready Campus

A MODEL FOR CAMPUS-COMMUNITY COLLABORATION

In 1972, in the wake of Hurricane Agnes thousands of people were evacuated from the city of Wilkes-Barre, Pennsylvania. The ensuing flood devastated the city and the Wyoming Valley region. College Misericordia, high above the flood plain in Dallas, Pennsylvania, became a temporary home for 1,000 flood victims. One of its residence halls was transformed into a makeshift hospital where 52 babies were born.

There are many similar stories of hard work and heroic efforts of faculty, staff, students, and colleges and universities around the Commonwealth and the nation. In times of natural or human-made emergencies, college and university campuses can and have offered shelter, medical assistance, communications support, counseling, and solace to disasters victims.

“Ready Campus” is designed to provide all colleges and universities a flexible, adaptable planning guide to prepare their own campuses for emergencies and, just as importantly, to become valuable resources to serve the communities which have given so much to them. “Ready Campus” will enhance relationships with community and state emergency management coordinators by using three natural facets of colleges and universities:

1. Campus facilities have unique advantages over public facilities during emergencies. Dining facilities, residence halls, communications services, transportation equipment, large meeting rooms, and recreational facilities are a few examples of the many attributes that can be invaluable to a community in a time of disaster.
2. Faculty and staff, many of whom are experts in the exact areas that are so important during emergencies, can give unselfishly of themselves so that others will survive and recover quickly from disasters. Nurses, biologists, counselors, communications staff and

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professors, and safety/security officers are some of the members of the campus who can contribute their talents in a crisis event.

3. Students themselves can be excellent volunteers, even more so if their courses of study have included service-learning components to help them learn how to best serve others in the local community during emergencies.

This Ready Campus manual is the product of a team effort among the Pennsylvania Office of Homeland Security, Pennsylvania Emergency Management Agency, Association of Independent Colleges and Universities of Pennsylvania, Pennsylvania Association of Colleges and Universities, Pennsylvania Campus Compact, and the American Red Cross. It is designed to help each college and university in the Commonwealth prepare themselves and their neighboring communities for those events which can shape our lives. Perhaps at no time in this country's history have we seen a greater need to be prepared to serve others. Fortunately, the faculty, administrators, staff, and students at our colleges and universities are all looking for ways that they can be of assistance in a crisis event. "Ready Campus" addresses both of those needs. We hope you will be a part of this essential Commonwealth-wide effort. It has been the intention of the U.S. Department of Homeland Security to make this effort a national model for others to follow.



Michael MacDowell,
President of College Misericordia



Keith Martin, former Director of the
Pennsylvania Office of Homeland Security



Manual Introduction

This manual is a resource for faculty, staff and students at colleges and universities, who are interested in bringing Ready Campus to their academic institution. This initiative draws together campuses and their community partners to improve regional response to disasters by working together on a common goal of emergency preparedness. The manual covers topics such as emergency management, community partnerships, and service-learning -- each is integral to developing a successful Ready Campus program at your college or university.

The following section of the manual provides a brief overview of emergency management. It outlines how agencies and organizations at the federal level, in the Commonwealth of Pennsylvania and in local communities are working together to keep citizens safe and secure.

The section on [Getting Started: Building Ready Campus Partnerships](#), which begins on page 12, describes how to gather support for the initiative on your campus. It tells about ways to reach out to the community and form partnerships that will help handle crisis events. The section also provides suggestions for sustaining the campus and community's commitment to the partnership.

Past partnerships have demonstrated that they can strengthen our ability to respond to and recover from disasters. Throughout this manual there are [Case Studies](#) of colleges and universities to illustrate how other academic institutions have reached out to help their communities before, during, and after a disaster. Their stories of success offer us inspiration and ideas for new partnerships.

Before a college or university determines the scope of the partnership and offers its resources to the community, it should meet with its legal counsel and office of risk management, or the individuals with primary responsibility in this area, to discuss potential legal implications. This manual outlines best practices for [minimizing risk and liability](#) issues that may be related to Ready Campus (page 40).

Building partnerships can:

- Provide a collaborative way to address disaster needs in the community and on campus;
- Inspire new activities that bring together the community and the campus; and,
- Strengthen the resilience and sustainability of the community and the campus when a disaster strikes.

Various academic disciplines make unique contributions to disaster response and preparedness. Emergency management requires this sort of creative, interdisciplinary approach. In the [Curriculum](#) section, beginning found on page 46, faculty members from 13 academic disciplines discuss how their colleagues can incorporate emergency management into the classroom experience, and how students can get involved in emergency management through service-learning.

Faculty members in the Curriculum section offer suggestions for hands-on service-learning activities to enhance the students' understanding of the classroom material. For example, students in Communications may help their local health department develop a plan to communicate with local residents in an emergency. Students of Nursing may be able to help facilitate the evacuation of patients in assisted living facilities.

Academic institutions have historically provided students with public service opportunities like these. Ready Campus provides us with a framework for teaching students the skills to become forward-thinking civic leaders. Furthermore, students will carry these experiences with them and make their future communities safer from disasters.

Ready Campus strives to be a model program to enhance overall national preparedness for disasters. Although sections of this manual are specific to Pennsylvania, other campuses, local communities, and state agencies can amend the information in this manual to meet their needs and policies.

Overview of Emergency Management

All Ready Campus participants need a basic understanding of emergency management. This section provides an overview of the cycle of emergency management and how it works in Pennsylvania at the local (municipal, county, and regional), Commonwealth, and federal levels.

The four phases of emergency management are mitigation, preparedness, response, and recovery.

Mitigation Mitigation is the first phase and the foundation of emergency management. It includes ongoing activities that reduce or eliminate the long-term effects of disasters on people and property. Damage from a disaster can be reduced if a community engages in prevention efforts, such as floodplain relocation or the enforcement of building codes. Students can help mitigate disasters through activities like promoting the use of trees that are more resistant to high winds or reinforcing local homes to withstand the impact of hurricanes or earthquakes.

Preparedness Preparedness efforts are key to responding quickly and efficiently in a disaster. Preparedness ensures that emergency management personnel are able to utilize all available resources to provide the best response when a disaster strikes. Preparedness activities can include creating a plan for emergency response, training students and staff according to the emergency response plan, and exercising the plan to help students and staff understand and fulfill their roles.

Response Response is the phase immediately following a disaster. It includes actions such as mobilizing emergency equipment and power; providing urgently needed food, clothing, shelter, and medical services; clearing roads and bridges; and directing people to evacuate or stay where they are. Establishing communication between campus officials and community response teams is also an



important component of response. Campuses and communities must have a clear understanding of their own roles and responsibilities when responding to a disaster, or their response efforts could impede the work of public safety professionals.

Recovery Recovery efforts are aimed at returning the community and its infrastructure to the way it was before the disaster. As will be the case along the Gulf Coast after Hurricane Katrina, it can take a community many, many years to rebuild. Once the initial damage is assessed, roads may need to be repaired or structures may need to be rebuilt.

The recovery phase also involves a community's economic recovery. Disaster recovery centers run by the federal government and Pennsylvania's state and local governments can help citizens apply for loans and grants that will assist in individual financial recovery. State and local governments will go through a similar process to be reimbursed for the damage. Also, communities incorporate mitigation into their recovery efforts to create a sustainable community that is better able to withstand the next disaster. And, so the cycle continues...

Overview of Emergency Management

The Incident Command System and the Emergency Operations Center

When a disaster strikes, officials direct and coordinate emergency response from a centralized location, also known as an emergency operations center (EOC). The EOC is responsible for notifying adjacent counties, providing information to political leaders who must make policy decisions, and coordinating agencies as they work together to respond to the disaster. The EOC may send hazardous materials teams to the disaster site, control traffic, and carry out other activities to maintain order.

When first responders arrive at the scene of an emergency, they follow an organizational structure designed to manage a response to emergencies to multi-jurisdictions. This system of organization, known as the Incident Command System (ICS), ensures that all “first responders” work within a chain of command and understand their specific responsibilities.

In the event of an emergency, members of the campus that are helping with the response will be under the direction of the incident commander. It is important to reach out to the community before an emergency so that potential incident commanders understand the skills and limitations of volunteers or volunteer groups who may come from the campus. On the day of the disaster, the incident commander will be able to place the volunteers where they will be most effective.

The U.S. Department of Homeland Security recently adopted ICS, where it has been expanded and renamed the National Incident Management System (NIMS). The ICS structure can be used for “all-hazards”—whether natural or human-made. It can be adopted for response to any size emergency, from a house fire to a devastating tornado.

The EOC is responsible for coordinating the support and resources to assist the incident commander on-scene. Mutual aid agreements among the county or municipal agencies, universities and colleges, and other organizations help the EOC director understand the resources and support that are available. This coordination between the EOC and ICS officials must be practiced and fine-tuned during emergency plan exercises. Certain community partners, such as utilities or other private sector companies, may have a seat in the EOC. If your campus is a key part of the community’s emergency response plan, you may want to contact your local emergency management coordinator about putting a liaison in the EOC.



Who are First Responders?

In Homeland Security Presidential Directive-8, first responders includes those individuals who in the early stages of an incident are responsible for the protection and preservation of life, property, evidence, and the environment, including emergency response providers as defined in Section 2 of the Homeland Security Act of 2002 (6 U.S.C. 101), as well as emergency management, public health, clinical care, public works, and other skilled support personnel (such as equipment operators) that provide immediate support services during prevention, response, and recovery operations.

For more information, please visit: www.whitehouse.gov/deptofhomeland/analysis and www.gp.usdoj.gov/odp/assessments/hspd8.htm

Overview of Emergency Management

Homeland Security

The U.S. Department of Homeland Security (DHS) is charged with consolidating the nation's defenses against natural disasters and terrorist attack, and coordinating counterterrorism intelligence.

DHS, a cabinet-level department, was approved by Congress in November 2002. It incorporates 22 agencies from eight cabinet departments. The department has absorbed several federal agencies that respond to crises, including the Federal Emergency Management Agency (FEMA), the Coast Guard, the Border Patrol, the Customs Service, the Immigration and Naturalization Service, the Secret Service, and the Transportation Security Administration (which was created after September 11th to oversee airline security).

Goals of the U.S. Department of Homeland Security

- **Awareness** Identify and understand threats, assess vulnerabilities, determine potential impacts and disseminate timely information to its homeland security partners and the American public.
- **Prevention** Detect, deter and mitigate threats to our homeland.
- **Protection** Safeguard our people and their freedoms, critical infrastructure, property and the economy of our Nation from acts of terrorism, natural disasters, or other emergencies.
- **Response** Lead, manage and coordinate the national response to acts of terrorism, natural disasters, or other emergencies.
- **Recovery** Lead national, state, local and private sector efforts to restore services

National Response Plan

In Homeland Security Presidential Directive-5, the President directed the development of a new National Response Plan (NRP) to align federal coordination, capabilities, and resources into a unified, all-hazards and all-discipline approach to emergency management. The NRP incorporates best practices and procedures from various incident management disciplines—homeland security, emergency management, law enforcement, firefighting, hazardous materials response, public works, public health, emergency medical services, and responder and recovery worker health and safety—and integrates them into a unified coordinating structure. The NRP provides the framework for Federal interaction with state, local, and tribal governments, the private sector, and non-governmental organizations for all phases of emergency management.

More information on this document can be found at: <http://www.dhs.gov/interweb/assetlibrary/NRPbaseplan.pdf>

and rebuild communities after acts of terrorism, natural disasters, or other emergencies.



- **Service** Serve the public effectively by facilitating lawful trade, travel and immigration.
- **Organizational Excellence** Value our most important resource, our people. Create a culture that promotes a common identity, innovation, mutual respect, accountability and teamwork to achieve efficiencies, effectiveness, and operational synergies.

Source: Department of Homeland Security Strategic Plan. (February 24, 2004)

Overview of Emergency Management

PEMA Regions by County

Western Region

- Allegheny
- Armstrong
- Beaver
- Butler
- Cambria
- Cameron
- Clarion
- Clearfield
- Crawford
- Elk
- Erie
- Fayette
- Forest
- Greene
- Indiana
- Jefferson
- Lawrence
- McKean
- Mercer
- Somerset
- Venango
- Warren
- Washington
- Westmoreland

Central Region

- Adams
- Bedford
- Blair
- Centre
- Clinton
- Cumberland
- Dauphin
- Franklin
- Fulton
- Huntingdon
- Juniata
- Lancaster
- Lebanon
- Lycoming
- Mifflin
- Montour
- Northumberland
- Perry
- Potter
- Snyder
- Sullivan
- Tioga
- Union
- York

Eastern Region

- Berks
- Bradford
- Bucks
- Carbon
- Chester
- Columbia
- Delaware
- Lackawanna
- Lehigh
- Luzerne
- Monroe
- Montgomery
- Northampton
- Philadelphia
- Pike
- Schuylkill
- Susquehanna
- Wayne
- Wyoming

Pennsylvania Emergency Management Responsibilities

In Pennsylvania, local emergency management is a function, first and foremost, of the municipal and county governments. Local elected officials and the governing body hold the ultimate responsibility for emergency management in their community. According to Pennsylvania law, local officials must appoint a municipal coordinator who is responsible for all phases of emergency management. The local government also must develop an emergency management plan and support an emergency operations center (Pennsylvania Emergency Management Service Code, 35 Pa. C. S. §7101-7707).

Municipal and county officials are almost always the first to respond to a disaster. In fact, it is helpful

to recognize that every disaster is fundamentally “local” in its impact—no matter how widespread. Local officials often coordinate response efforts for the first 24 to 72 hours after an emergency. If and when community resources are overwhelmed, local officials can ask the Commonwealth for assistance.

The Pennsylvania Emergency Management Agency (PEMA), the lead agency that coordinates emergency management activities for the Commonwealth, is an executive agency that reports directly to the Governor. In an emergency, PEMA directs the response of other Pennsylvania agencies, including the Office of the State Fire Commissioner and the Office of Homeland Security, to support county and local governments. PEMA offers resources and support, but the command and control of emergency response are left to the local

Numerous state and local agencies have key responsibilities throughout the emergency management cycle. State and local emergency management officials can provide further information on additional agencies which are not listed in this overview.

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governments unless the event reaches catastrophic proportions. Other PEMA responsibilities include training and exercising public safety personnel, overseeing statewide public safety programs, and developing and implementing a system of warning and communications.

PEMA's headquarters are in Harrisburg with three regional offices in Indiana, Hamburg and Harrisburg. Each office is responsible for coordinating with the counties located in its region. Through this regional operational system, PEMA has developed a close liaison with county and municipal governments.

Approximately 140 PEMA employees work in the bureaus of Recovery and Mitigation, Operations and Training, Plans and Preparedness, Technical Services, and Administration. In addition, the Office of the State Fire Commissioner is located within PEMA and its headquarters are in Harrisburg. The State Fire Academy is located in Lewistown.

Federal Government Emergency Management Responsibilities

In an emergency situation where the Commonwealth's resources are overwhelmed, the Governor asks the President, through DHS and FEMA, for a major disaster declaration to bring in the resources and experience that will allow the area to respond to and recover from the disaster. The Governor makes this request only when the disaster is so severe that the necessary emergency response is beyond the combined capabilities of the Commonwealth and local governments.

FEMA's main role is to work with the local and state emergency management agencies to prepare for, respond to, recover from, and mitigate against disasters. There are 10 FEMA regions. Pennsylvania is part of FEMA Region III, which has its headquarters in Philadelphia.

Homeland Security and Pennsylvania

In February 2002, Pennsylvania established an Office of Homeland Security (OHS). If the threat or emergency is terrorist or criminal in nature, OHS works with first responders, including law enforcement officials, to ensure the safety and security of the victims and the surrounding community. In Pennsylvania, the chief goal of OHS is to prevent terrorism and prepare citizens for a terrorist event.

In response to the growing threat of the use of weapons of mass destruction, Pennsylvania launched a major effort in 1998 to organize the Commonwealth into Regional Counter-Terrorism Task Forces. The objectives of the Regional Counter-Terrorism Task Forces are to:

- Develop county task forces;
- Integrate federal/state/county response to a terrorist event;
- Institutionalize mutual aid in the region;
- Establish standing regional response groups; and,
- Encourage regional networking.

Many of Pennsylvania's local communities have a Local Emergency Planning Committee (LEPC) or a Citizen Corps Council (CCC). Composed of business and community leaders, environmental groups, public safety, medical and health, human/social services agencies and departments, the groups' primary agenda is to develop plans and programs to mitigate the effects of disasters, such as hazardous material releases, in the community. LEPCs were established in 1987 in compliance with SARA Title III (Emergency Planning and Community Right-to-Know Act of 1986). In addition to planning and providing support in the event of a disaster, the LEPC and CCC participate in the development of training programs, exercises, and public awareness outreach.

Overview of Emergency Management



Federal and State Environmental Protection Agencies

The U.S. Environmental Protection Agency (EPA) works with a variety of private and public entities to prevent, prepare for, and respond to spills and other environmental emergencies. The agency's Chemical Emergency Preparedness and Prevention Office (CEPPO) is responsible for the overall coordination of emergency management for the EPA.

The EPA works alongside other federal agencies to respond to disasters that severely impact the environment, such as those involving hazardous and nuclear materials, and chemical, biological, radiological, and nuclear terrorism. The EPA assesses health risks involved in these types of emergencies and determines actions that are necessary to protect individuals' health and environment.

The Pennsylvania Department of Environmental Protection (DEP), in coordination with PEMA, conducts preparedness training and activities throughout the state. In the event of an attack involving weapons of mass destruction, DEP provides technical expertise in neutralizing, clearing, and disposing of chemical agents. DEP monitors the environmental consequences of biological warfare and coordinates environmental issues with its federal partners according to the federal response plan. In addition, the agency is responsible

for monitoring drinking water and sewage and issuing appropriate public health advisories.

Community Organizations' Involvement in Emergency Management

Nongovernmental organizations – such as the American Red Cross, local faith-based organizations, the Salvation Army, and others may assist in emergency management efforts.

The American Red Cross (Red Cross) has chapters across the Commonwealth. The Red Cross offers assistance and volunteer services throughout all phases of emergency management. During an emergency, Red Cross volunteers provide shelter, food, and health and mental health services to meet basic human needs. In addition, the Red Cross offers financial assistance to individuals and families who are affected by the disaster to help them to resume their normal lives. In an emergency, the Red Cross may feed emergency workers, handle

The American Red Cross

Although the Red Cross is not a government organization, it was mandated by Congress in 1905 to "... carry on a system of national and international relief in time of peace and apply the same in mitigating the sufferings caused by pestilence, famine, fire, floods, and other great national calamities, and to devise and carry on measures for preventing the same." As a part of this mandate, in a federally declared disaster, the Red Cross may act as a lead organization for Mass Care, including feeding and sheltering.

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inquiries from concerned family members outside the disaster area, provide blood and blood products to disaster victims, and help those affected by a disaster gain access to other available resources.

A list of **Volunteer Organizations Active in Disasters** (VOAD) in Pennsylvania is available through the Pennsylvania Emergency Management Agency. Recovery from a major disaster may take many weeks and months, and VOAD—a committee of social service and religious organizations—plays an important part of a community's long-term recovery. VOAD maintains a list of those who need extended help. During the disaster recovery phase, this committee meets regularly until the basic needs of all victims have been met.

The Salvation Army is a vital part of disaster response and recovery efforts. The nonprofit organization has operations in more than 100 countries. It coordinates with governments on the local, state and national levels, including emergency management agencies and public safety officials. The Salvation Army recruits and trains thousands of volunteers, enabling them to respond immediately when a disaster occurs. It provides assistance to individuals to meet their basic needs by setting up emergency shelters and mobile feeding units and distributing donated materials. Salvation Army volunteers provide spiritual and emotional counseling and financial support for victims of a traumatic event. In addition, the organization runs an amateur radio network, SATERN, that provides quick and effective communication during disasters.

The following section of the manual outlines how universities and colleges can become partners in the emergency management efforts with these local, state, and national agencies and organizations.



Citizen Corps

In many communities nationwide, the LEPC is now part of Citizen Corps (see page 99). More than 40 Citizen Corps Councils (CCC) are active in Pennsylvania. Formed in January 2002, Citizen Corps was created to help plan and coordinate volunteer activities to make our communities safer, stronger, and better prepared to respond to any emergency situation. State and local government officials encourage citizens to become an integral part of protecting their communities and supporting the local first responders. Check with your local CCC to ask whether your campus president or other senior executive could serve on the CCC with your fellow community leaders.

CCC builds on the successful efforts that are in place in many communities around the country to prevent crime and respond to emergencies. Programs that started through local innovation are the foundation for Citizen Corps and this national approach to citizen participation in community safety.

CCC is coordinated nationally by the Department of Homeland Security. In this capacity, DHS works closely with other federal entities, state and local governments, first responders and emergency managers, the volunteer community, and the White House Office of the USA Freedom Corps.

For more information and a list of Pennsylvania CCC, please visit the Citizen Corps Web site at <http://www.citizencorps.gov/>.

Getting Started: Building Ready Campus Partnerships

To help campuses get started, this section outlines the three phases of the Ready Campus initiative. It describes how to reach out to potential partners on campus and in the community, develop a partnership agreement, and create lasting partnerships for all phases of emergency management. The cooperative partnerships created through Ready Campus build alliances to strengthen emergency efforts with the community.



Colleges and universities initiate Ready Campus in three phases:

- 1 Organizing Campus Participation**
A group of students, faculty, and staff prepare the campus for the initiative.
- 2 Forming the Partnership with the Community**
The campus forms a partnership to address emergency management with the community.
- 3 Putting Ideas into Action and Maintaining Long-term Partnerships**
The campus implements Ready Campus activities. This section also highlights activities for updating the partnership agreement and maintaining the momentum of the partnership.

As you can imagine, every academic institution that participates in Ready Campus will start from a different stage in its emergency management efforts. For example, some colleges and universities in Pennsylvania employ full- or part-time emergency management coordinators. The steps that these campuses will take to develop Ready Campus at their institutions may not be the same as the actions

needed at a campus that is in the process of creating its first emergency operations plan. Colleges and universities should adapt this section on Getting Started: Building Ready Campus Partnerships to match their progress in emergency management. Whenever possible the campus should incorporate and build on existing emergency management and community partnership efforts on campus.

Phase One: Organizing Campus Participation

Preparing the college or university is the most critical part of the Ready Campus initiative. Before the campus meets with potential partners from the community, it needs to determine what it has to offer to the partnership. The **Campus Advisory Group** decides the mission, goals, and objectives to prepare the campus for the community alliance. Throughout the initiative, the advisory group's overall responsibilities include:

- **Conducting** a review of campus efforts, and listing potential resources for use in an emergency;
- **Establishing** the campus' mission and goals for building community partnerships;
- **Providing** an internal focal point for collecting and distributing Ready Campus information;
- **Creating** the Ready Campus partnership with community officials; and,
- **Guiding** and maintaining the initiative's long-term efforts and evaluating its progress.

In phase one of the initiative, one or two members of the Campus Advisory Group may want to hold an initial meeting with an emergency management official from the community. The community official's suggestions could help shape the Advisory Group's discussion of how the campus can help in a disaster and what campus resources might be useful. (Later in phase two, the campus and community members would conduct a more in-depth evaluation of responsibilities and resources.)

At the end of phase one, the advisory group should be prepared to discuss the details of **1)** the campus' efforts in emergency management; **2)** the campus' commitment to the community partnership; and, **3)** begin to gain some understanding of the specific needs and challenges the community may face in a disaster. (Later on, selected students, staff, and faculty from the Campus Advisory Group will represent the campus on the Ready Campus

Committee with their community partners.)

Who should participate in the Campus Advisory Group?

Campus Advisory Group members should have the desire, time, and commitment to support emergency management issues on campus in their communities. Advisory group members also should:

- Be able to communicate Ready Campus concepts to their colleagues and the community;
- Be creative thinkers and open to new ideas; and
- Understand and be able to operate effectively within the political and administrative environment on campus.

In phase one of the Ready Campus initiative, the college or university assembles a Campus Advisory Group and selects a Ready Campus Coordinator to gather support for and develop the initiative within the institution.

Despite their individual characteristics, institutions of higher education share a universal structure. Potential members of the advisory group come from three traditional areas—administration/staff, faculty, and students. Members from each division should be involved in Ready Campus from its outset. Broad participation can create a campus-wide consensus and uncover greater resources.

The composition of the advisory group will be different at each campus. Not all of the offices and groups that are listed below exist on every campus. If a campus does not have a particular office, then the individual with primary responsibility for that area may be a member of the advisory group. However, what is most important is to draw together individuals who have the authority and enthusiasm to successfully carry out the community partnership.

The following is a table of proposed members of the Campus Advisory Group. The members should be able to represent their unit's interests and resources, and know how they would respond to an emergency within the overall campus plan. Although the commitment levels of individuals may vary, each representative will bring valuable talents to the advisory group.

Potential Members of the Campus Advisory Group

Possible Group Roles and Contributions

<p>Campus Executive Leadership <i>May include chancellor or president and chief academic and business officers</i></p>	<ul style="list-style-type: none"> • Provides leadership and shows support for developing a community partnership, hosting meetings and offering emergency resources.
<p>Campus-wide Councils and Committees</p>	<ul style="list-style-type: none"> • Have expertise in bringing the campus together on specific issues, such as facility planning, master planning, building and grounds.
<p>Office of Volunteer Services or Office of Service-Learning</p>	<ul style="list-style-type: none"> • Organizes students' volunteer efforts to fit the needs in the community and maintain lists of students who may be interested in volunteering for Ready Campus. • Provides support for faculty who develop service-learning activities for the Ready Campus partnership. • Serves as a liaison between the campus and the community.
<p>Public Safety <i>May include police, fire and emergency medical services</i></p>	<ul style="list-style-type: none"> • Involved in the initial response to virtually any campus emergency. • Has relationships with local first responders and emergency management agencies. • Responsible for campus emergency plans and standard operating procedures that should be reviewed by the entire Campus Advisory Group. • Has expertise in determining whether the campus is sufficiently prepared and which campus resources the community might use in an emergency.
<p>Environmental Safety</p>	<ul style="list-style-type: none"> • Key resource for providing plans, reports and information regarding the location of various hazards and hazardous materials on campus.
<p>Office of Student Affairs and Resident Advisors</p>	<ul style="list-style-type: none"> • Responsible for student housing, food services, and counseling services. • Have direct contact with students. • May manage some campus facilities, such as the gymnasium.
<p>Risk Management <i>Office of Human Resources may have similar responsibilities</i></p>	<ul style="list-style-type: none"> • Handles all risk and insurance issues and have expertise in evaluating the particular risk and liability issues associated with participating in Ready Campus.
<p>Legal Counsel</p>	<ul style="list-style-type: none"> • Determines legal and liability issues for mutual aid and for other partnership agreements. • Provides legal advice to the chancellor or president, vice-chancellors or vice-presidents, academic deans, department chairpersons, or other administrative officials.

Institutional Research	<ul style="list-style-type: none"> • Collects, analyzes and archives data for analyzing the long-term growth of the campus, its facilities, institutional building plans and plan data. • Offers a long-term perspective on campus resources and needs.
Development Office	<ul style="list-style-type: none"> • Has extensive experience in establishing partnerships with the private sector, alumni, and other campus supporters.
Public Affairs	<ul style="list-style-type: none"> • Develops strategies for disseminating information about Ready Campus activities on and off campus. • Assists the campus and the community to announce success.
Health Offices	<ul style="list-style-type: none"> • Coordinates with local health departments and hospitals for planning, training, and conducting exercises.
Auxiliary Enterprises <i>May include hospital, elementary school, housing and food services, parking, athletics, or other enterprises</i>	<ul style="list-style-type: none"> • Provide information about specific resources available within their unit.
Telecommunications and Information Systems	<ul style="list-style-type: none"> • Have expertise about communication technology resources available in a disaster. • Have expertise in cyber-terrorism and other threats to the security of a communications network upon which the institution of higher education depends.
Physical Facilities and Project Design and Management	<ul style="list-style-type: none"> • Has an inventory of facilities and resources that could be used in an emergency.
Faculty	<ul style="list-style-type: none"> • Incorporate emergency management into their courses and develop service-learning activities for students. • Offer expertise in their academic disciplines to assist with partnership activities in any phase of emergency management. • Research and sponsored programs may have plans, policies, and staff that address the general issue of protecting and limiting the interruption to research on campus.
Students and Student Representatives	<ul style="list-style-type: none"> • Participate in service-learning activities that help meet their community's needs for emergency management. • Hands-on activities support classroom instruction • The application of coursework to real life situations prepares students for future employment. • Can help canvass student organizations for potential stakeholders. • Can creatively bring students together to work on partnership activities. • May already serve as volunteer resources in their communities.

Campus Advisory Group Meetings and Objectives

From these offices and areas, the campus assembles a group of stakeholders who will assume overall responsibility for the planning stage of Ready Campus. These meetings should generate a sense of teamwork and focus on what the campus wants to accomplish through the community partnership.

Ready Campus Coordinator

Campus Advisory Group members should designate a Ready Campus Coordinator to facilitate advisory group meetings and act as a visible liaison to community partners. The coordinator should be able to request support from other members of the advisory group to help with his or her responsibilities.

Executive-level support for the initiative is vital. The coordinator should have access to and support from the campus' chief executive administrator, and the influence to make authoritative decisions on campus policy. He or she should be familiar with campus operations, personalities and culture. For example, the coordinator could be an executive from public safety, physical facilities or risk management.

Campus Advisory Group Initial Meeting

At the first meeting Campus Advisory Group members provide an overview of their unit's emergency management efforts, describe why their unit is interested in Ready Campus. The first meeting also should include an overview of the Campus Advisory Group's objectives, including:

- Developing the campus mission statement for the Campus Advisory Group;
- Reviewing existing campus emergency management efforts;
- Reviewing risks and liabilities that may be

associated with Ready Campus;

- Identifying resources and creating an inventory of available resources;
- Reviewing documentation and reimbursement procedures;
- Creating and maintaining a partnership with community officials;
- Helping determine partnership activities to strengthen emergency management efforts; and,
- Identifying departments, disciplines, majors, and/or courses to integrate emergency management and service-learning.

Create a Mission Statement

The Campus Advisory Group should build a common understanding of the initiative's purpose by developing a mission statement that reflects its goals. The mission will guide the advisory group's approach to its initial objectives. A sample mission statement is: *To strengthen emergency management efforts on campus and in our neighboring community by forming a partnership with the local community.*

Review Existing Campus Emergency Management Efforts

Once the Campus Advisory Group develops a mission statement, its next step is to examine existing emergency management efforts on campus. The advisory group conducts its review for two key reasons:

- 1) Ready Campus builds on the emergency management efforts in place, and incorporates these efforts into partnership activities. Ready Campus partners can better help each other respond to disasters if they share emergency management policies and procedures and discuss ways to integrate their preparedness efforts.
- 2) The campus reviews its plans to identify what resources are available to assist its community partners with disaster response. A review allows

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the campus to determine the potential crisis needs of its population and to make a realistic commitment of its resources in the partnership.

The advisory group should review its overall campus emergency operations plan. If during this review the advisory group determines that the campus plans are inadequate, it may need to work with the appropriate campus office(s) to update or create the plan. Web sites that contain examples of other campuses' emergency plans can be found in the resources section of this manual on page 118. The campus can also follow the guidelines recommended by the Disaster Resistant Universities initiative (see the next page).

Reviewing the following documents will help the advisory group become familiar with how the campus responds to any type of crisis.

- Disaster Recovery Plan;
- Business Continuity or Continuity of Operations Plan;
- Risk Management and Insurance Policies and Procedures;
- Comprehensive Safety Plan;
- Fire Safety Plan;
- Guidelines for Office or Lab Safety;
- Mutual Aid Agreements (with other campuses, governments and private sector partners);

- Emergency operations plan; and,
- Procedures for training or exercising for students, faculty and staff.

The advisory group may want to form a subcommittee to review and present information to the members about other related emergency efforts. This review of campus plans and efforts will help determine the location and scope of resources that are available. It will also

help define the campus' philosophical approach to emergency management and provide examples to other emergency management initiatives. Finally, this review allows the campus an opportunity to update its plans for dealing with emergencies.

Review Risks and Liabilities

It is important that the advisory group have a general understanding of the risks and liability issues of engaging in any emergency management activity. These issues may impact the availability of resources. Campus legal counsel and risk managers should closely evaluate these issues. (These issues are discussed on page 40 of this manual.)

Identify Resources and Create a Resource Inventory

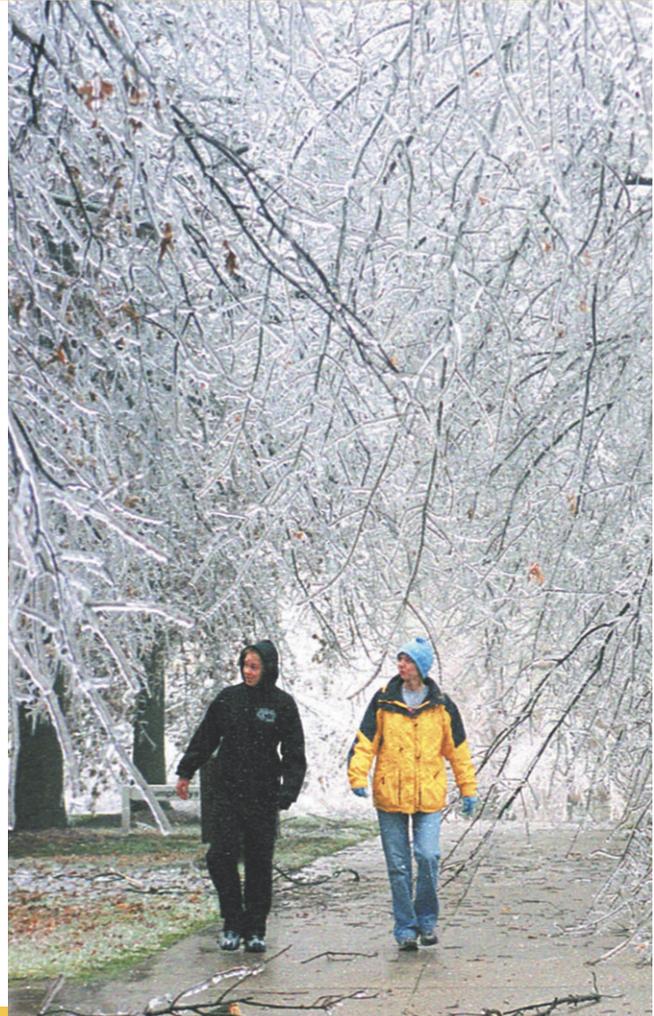
The Campus Advisory Group identifies resources that can be used in an emergency by the community partners. Sharing resources and emergency management information among all Ready Campus partners is a fundamental step for improving disaster response efforts. The Campus Advisory Group lists resources on campus that are available to the community in the event of a disaster. One example of an innovative way to share resources is discussed in the following pages. The resource inventory should include contact information for campus officials who are responsible for each resource.

(continued on page 20)

Disaster Resistant Universities

Disasters cause financial hardship and disrupt the campus' teaching, research, and public service efforts. Damage to buildings and infrastructure can result in significant losses, including faculty and student departures, decreases in research funding, and increases in insurance premiums. These losses could be substantially reduced or eliminated through comprehensive pre-disaster planning and mitigation actions.

In 1998, recognizing the critical role of colleges and universities in their local economies, FEMA created the program Disaster Resistant Universities (DRU) to strengthen campuses' abilities to respond to disasters. DRU provides guidelines for hazard mitigation and preparedness activities. Campuses that create a FEMA-approved hazard mitigation plan may be eligible for federal mitigation grants.



The University of California at Berkeley (UC) is one of northern California's largest job centers; the campus injects well over \$1 billion into the Bay Area economy annually. If an earthquake were to close the campus for even a short duration, its research capability would be greatly diminished and the economic impact in the surrounding area would be substantial. Through DRU, UC and the city have been working together to identify their risks and take prevention actions.

The DRU handbook, *Building a Disaster Resistant University* (a web link is found in the resources section of this manual) is both a how-to guide and a distillation of the experiences of six universities and colleges that have been

working during the past several years to become more disaster-resistant. The handbook provides practical information and concrete ideas for campuses to better prepare themselves to withstand and recover quickly from the effects of a disaster.

In the DRU program, the campus 1) reviews its emergency management efforts; 2) identifies the hazards that present risks to the campus and its assets that are vulnerable to those risks; 3) determines the resources that are available and necessary to complete the effort; and, 4) develops and implements a mitigation plan to address campus vulnerabilities.

(Source: Adapted from *Building a Disaster Resistant University*. FEMA.)

Case Study: University of South Dakota at Vermillion Faculty and students bring professional expertise to the disaster response efforts

On July 19, 1989, United Airlines flight 232 crashed in Sioux City, Iowa. Dr. Jerry Jacobs, professor of psychology at nearby University of South Dakota, heard the news over his car radio. Only a half hour from the crash site, he knew there must be something he could do to help.

When he learned that 185 of the 285 passengers survived the crash, Dr. Jacobs called the local American Red Cross (ARC) and offered to assemble a psychological response team for the survivors.

That evening, Dr. Jacobs gathered his colleagues and 16 clinical graduate students from the Psychology Department at the University of South Dakota at Vermillion and met with the emergency response workers. Initially, the team from the university was turned away by local officials. After describing in greater detail the mental health services they could provide, the team was sent to begin counseling at the hospitals where survivors were being treated.

The next day, the national ARC officially recognized the team members as Red Cross volunteers, and Dr. Jacobs became the site coordinator for mental health services. Once the crash survivors had been treated, the team provided psychological support to the response and recovery teams.

Dr. Jacobs describes this response effort as the advent of disaster mental health. After the incident, the American Psychological Association (APA) and the ARC joined to develop standards

and train emergency responders and psychologists in disaster mental health. In 1992, the APA formed the Disaster Response Network (DRN) for volunteer psychologists to help the ARC and emergency officials respond to disasters and other traumatic events. DRN volunteers have since assisted in the Oklahoma City bombing, Hurricane Andrew, and the Northridge earthquake.

“We have to prepare and part of the way to do that is preparing our leaders of the future to ... serve their communities.”

Dr. Jerry Jacobs

Professor of Psychology at the University of South Dakota

After the 1989 disaster, Dr. Jacobs founded the Disaster Mental Health Institute (DMHI) at the University. The DMHI provides hands-on experience for students. The University of South Dakota offers an undergraduate minor and a specialization in disaster response. Although crisis counselors must have a professional license to work with patients, undergraduate students are taught the principals of disaster mental health as part of their degree.

DMHI provides clients with training and consultation services in disaster mental health. The first DMHI grant was from

the South Dakota Emergency Management Agency to train emergency managers and the community. During the devastating 1993 Midwest floods, DMHI assisted the Federal Emergency Management Agency with crisis counseling. In 2001, nine students from the university were selected by the ARC to provide counseling services to the survivors and families of the World Trade Center attacks.

Many of DMHI's students have graduated and have found employment as public servants. Dr. Jacobs recognizes, “We have to prepare and part of the way to do that is preparing our leaders of the future to ... serve their communities.”

The campus public safety officer, or someone in a similar role, will have an understanding of campus resources that are appropriate for emergency response. The advisory group also can talk with their local emergency management official for an overview of the types of resources used in emergency management and the special needs that may exist in the community. The Campus Advisory Group may form a subcommittee to complete the resource inventory. The Ready Campus Coordinator would be in charge of maintaining the resource inventory and providing a copy of available resources to the community partners.

Campus resources may be found in three main areas:

1. Structural facilities
2. Volunteers
3. Equipment

Below are a few ideas of what the campus can offer to its neighboring community for disaster response. There is additional information about how colleges and universities may be eligible to recover losses when they share their resources.

I. Structural Facilities

Campus facilities—such as dining halls, field houses, gymnasiums, and residence halls—can be used to shelter disaster victims. In the event of a mass evacuation in Pennsylvania, it is the municipality's responsibility to provide shelter and to care for its citizens. The Red Cross works with the municipality and county governments to operate the emergency mass care shelters.

Campuses should work with their local Red Cross chapter and local government to designate their facilities as potential shelter locations. The Red Cross and the local emergency management office keep a current list of facilities that are available to the community in an emergency. This list may include K-12 schools, civic centers and other large buildings with feeding and sanitary facilities.

Choosing which Facilities are Best for a Shelter or Mass Care Center

1. There must be a person available to open the facility in an emergency.
2. The facility must have adequate capacity.
3. It should be located near, but outside, the risk area (though in a blizzard, the centers should be located near major routes of traffic).
4. It should have heating, lighting, ventilation, dining areas, sanitation, parking, security, fire protection and auxiliary power.
5. It should to be accessible for special needs citizens under the Americans with Disabilities Act.
6. It must be available for as long as mass care or sheltering is needed. (The length of time would depend on the severity of the disaster. Discuss potential scenarios with your local officials and the Red Cross).
7. Please note that the American Red Cross uses very explicit engineering standards in determining whether a facility is useable and safe to operate as a mass care or shelter location.

(Source: Adapted from the Municipal Coordinator's Handbook, Pennsylvania Emergency Management Agency, October 2003)

PEMA also keeps a resource directory—a master list of shelter locations and capabilities. This information may be shared with regional Joint Terrorism Task Forces in the event of a terrorist attack. The county emergency management will have information on how specific facilities would function in a terrorist event, such as one in which weapons of mass destruction (WMD) are involved. A facility may require additional infrastructure to be used as a WMD staging area for decontaminating victims.

2. Volunteers

Volunteers in Pennsylvania register with their municipal and county's emergency management offices. Volunteers who register may receive limited legal protection and remuneration if injured.

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Pennsylvania county and municipal emergency management offices are required by law to issue identification cards to volunteers. (For more information, see the Risks and Liability Section on page 40 of this manual.)

County emergency management offices offer training to volunteers. For example, in Luzerne County, Pennsylvania, volunteers are trained for disaster response and outfitted with emergency pagers. Some local communities have organized volunteer training through programs, such as Community Emergency Response Teams (CERT) (see page 36 for more information).

Although county emergency coordinators strongly prefer volunteers to undergo training in emergency response, if the volunteers are not trained they may be called on to offer other assistance, such as filling sandbags to protect the community against rising floodwaters.

Professional licensed faculty and students who can provide services in an emergency should register through their professional organizations and with the Red Cross. Faculty can provide the community with specialized professional expertise for all phases of emergency management.

Campus faculty and students can assist in community mitigation and preparedness activities through service-learning projects. Since local officials best understand the mitigation and

Disaster Recovery Centers

During the disaster recovery phase, campuses may provide facilities for the disaster recovery center (DRC). A DRC is a centralized location in the community affected by the disaster where people can meet face-to-face with representatives from federal, state, local and volunteer agencies to:

- Discuss their disaster-related needs;
- Obtain information about disaster assistance programs;
- Tele-register for financial assistance;
- Update registration information;
- Learn about measures for rebuilding that can eliminate or reduce the risk of future loss;
- Learn how to complete the Small Business Administration loan application; and,
- Request the status of their application for Assistance to Individuals and Households.

(Source: Federal Emergency Management Agency. <http://www.fema.gov/about/drc.shtm>.)

preparedness needs of their community, faculty who are interested these types of projects should work through their Campus Advisory Group to discuss their ideas with local officials.

Whatever work they accomplish, volunteers should keep a detailed record of the task and time spent on the project. Timesheets are necessary, whether volunteers hand out emergency supplies, help landscape after a tornado, or help remove debris from a building. These records are required for the financial reimbursement process discussed in the following pages.

3. Equipment

Colleges and universities should include a list of available equipment in their resource inventory that is categorized by department or office. Equipment resources might include heavy machinery from construction projects, mattresses from unoccupied residence halls, food supplies from

(continued on page 24)

Case Studies: College Misericordia, Dallas, PA and Community Flood Response King's College, Wilkes-Barre, PA



College Misericordia, Dallas, Pennsylvania

In late June 1972, heavy rains from Hurricane Agnes caused more than 50 fatalities and \$2.1 billion in damages for the communities along Pennsylvania's Susquehanna River.

Situated in Dallas, Pennsylvania, College Misericordia, a four-year private liberal arts college founded by the Religious Sisters of Mercy, served as a major evacuation center for the Westside communities of the Wyoming Valley and Nesbitt Memorial Hospital.

More than 1,000 victims evacuated to the college's Alumnae Hall, where they were given food, shelter and medical care. With the help of donations and supplies from Civil Defense, one local business provided three hot meals per day to more than 1,500 victims and volunteers.

The entire Nesbitt Memorial Hospital in nearby Kingston evacuated to Alumnae Hall. In four hours, volunteers and staff moved equipment, supplies, records and

100 patients. Military helicopters carried medical supplies and food and transported surgery patients to nearby hospitals. With the help of local, state and federal resources, staff and volunteers set up an emergency room, a cardiac care unit, an X-ray lab, and an obstetrics unit in Alumnae Hall. In two months, more than 3,000 patients were treated and more than 50 babies were delivered in the temporary hospital.

College Misericordia rose to the occasion and provided facilities to its community that made the flood response and recovery efforts possible.

King's College, Wilkes-Barre, Pennsylvania

On January 20, 1996, the Susquehanna River rose again more than 16 feet in 15 hours—12.5 feet over flood stage. The city of Wilkes-Barre had little more than six hours to prepare. Officials evacuated more than 110,000 residents in that time period.

When King's College, a Roman Catholic college with 2,000 students in Wilkes-Barre, Pennsylvania, realized the imminent danger from the flooding, it contacted neighboring Wilkes





“I see all these people out here and I’ve just got to help out.”

King’s College Student

University to coordinate a response for evacuating the campuses.

The King’s College emergency management

team met with local emergency management officials around 1:00 a.m. and began to relocate students to a local church hall and to the college field house.

The King’s College security office had regular contact with the Wilkes-Barre police and fire departments. The Office of Student Affairs maintained a relationship with the city hall, as well. Because of existing relationships among King’s College and the city, when the city needed help assisting residents in low-lying areas and with sandbagging, it turned to the college for help.

The Army ROTC, student government, a service fraternity, and other student volunteers reported to the sandbagging areas. One student told a reporter that night, “I see all these people out here and I’ve just got to help out.” College staff visited the site several times during the night to check on the students and their location and responded to inquires from parents.

Since the disaster, King’s College has registered a facility with the Red Cross as a temporary shelter. The college has increased its communication efforts with Wilkes University and other local colleges to share information about emergency response. King’s College has developed new emergency response and flood plans to help prevent future damage to the campus from flooding. The flood evacuation of 1996 brought greater partnership and communication between the college and the city departments.

Public Health Dispensing Site

In the event of a large-scale public health emergency, such as a bioterrorism attack, a nuclear accident, or a disease outbreak (e.g. pandemic influenza), community and campus residents will require rapid access to large quantities of pharmaceuticals and medical supplies. The Department of Health and Human Services and the Department of Homeland Security supervise the Strategic National Stockpiles (SNS), national repositories of antibiotics, chemical antidotes, antitoxins, life-support medications, IV administration, airway maintenance supplies, and medical/surgical items. The SNS are designed to supplement and re-supply state and local public health agencies in the event of a national emergency anywhere and at anytime within the U.S. or its territories.

Many campuses have facilities that could be used as SNS dispensing sites. Campuses should talk with their local emergency management office and the department of health about dispensing site requirements.

(Source: Center for Disease Control: Strategic National Stockpile. <http://www.bt.cdc.gov/stockpile/index.asp>.)

the campus cafeteria, trucks and vans, and hospital equipment used for training students in health-related fields. Be sure to review the equipment's insurance policy or product warranty to determine whether lending a piece of equipment has certain restraints. During one particularly harsh winter, for example, Pennsylvania State University provided the community with emergency generators and university electricians to wire the local emergency shelter.

Documentation and Reimbursement

Under 44 Code of Federal Regulations (CFR) 206, colleges and universities, whether public or private, may be reimbursed for their expenditures in an emergency. Campuses may receive repayment

for goods and services, including volunteer hours and facility and equipment usage. Depending on the locality, some items may be more reimbursable than others. (For a full explanation of this process, talk with your local emergency management and PEMA officials.) Campuses also should talk with their local emergency management, PEMA, and Red Cross officials about which agreements and documentation the campus *must* have in place before a disaster strikes for reimbursement. For example, campuses must follow Red Cross guidelines for opening an emergency shelter if they wish to be compensated.

A vitally important part of sharing resources is to document all time, costs and usage. Whether the campus contributes equipment or volunteer hours, it must keep a detailed record of use if it expects reimbursement from the government or the Red Cross. It is advantageous for campuses to back up their written records with videotapes and photographs for their after-action reports.

The federal government will reimburse state and local entities only when the President has made a Presidential Disaster Declaration. When a declaration has been made, the federal government may cover up to 75 percent of the cost of disaster response and recovery. In Pennsylvania, the remaining 25 percent of the costs are paid by the local government.

A summary of the federal reimbursement process follows.

Stafford Act/Disaster Mitigation Act of 2000

The Robert T. Stafford Disaster Relief and Emergency Assistance Act (Public Law 100-107) authorizes funding for the federal disaster relief programs in place today. The Disaster Mitigation Act (DMA) of 2000 (Public Law 106-390, as amended) is the primary authority for mitigation planning. The DMA amends the Stafford Act Section 409 and provides for a new and revitalized approach to mitigation planning. Section 322 of the Act emphasizes the need for state, local, and tribal

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entities to closely coordinate mitigation planning and implementation efforts. In addition, Section 322 creates incentives for increased coordination and integration of mitigation activities at the state level. Together, the Stafford Act and DMA 2000 provide an array of funding sources for planning projects and technical assistance to communities. The Stafford Act is updated regularly. See the Resources section for the most current version.

The Public Assistance Program, authorized under Section 406 of the Stafford Act, provides funding after a disaster for the repair, restoration or replacement of damaged facilities belonging to governments and private nonprofit entities, including certain institutions of higher education, and for other associated expenses, including emergency protective actions and debris removal, in addition to funding mitigation actions related to

repair of the existing damaged facility. (The FEMA definitions of “institution of higher education” and “educational facilities” eligible for public assistance may be found in 44 CFR 206.221.) Both public and private universities and colleges have benefited from the Public Assistance Program. It is important that campuses familiarize themselves with these programs, their regulatory framework, and the appropriate person at the state level who oversees disaster assistance.

The Pre-Disaster Mitigation Program provides funding to states and communities for cost-effective hazard mitigation activities. The Hazard Mitigation Grant Program provides grants to states and local governments to implement long-term hazard mitigation actions after a major disaster declaration. Your local emergency management officials can

BENCHMARKS OF SUCCESS FOR PHASE ONE



Organizing Campus Participation

Upon completion of the first phase of the initiative, you should have:

- Identified members of the Campus Advisory Group
- Held Campus Advisory Group planning meetings
- Scheduled regular meetings

Completed your objectives that include:

- Creating a mission statement for the Campus Advisory Group
- Reviewing the campus' existing emergency management efforts
- Beginning to understand community-specific needs for emergency management
- Reviewing risk and liability issues
- Identifying available resources on campus
- Discussing disaster documentation and reimbursement procedures

Phase Two: Forming Community Partnerships

In this phase the college or university Campus Advisory Group reaches beyond its borders and forms a Ready Campus Committee with its community partners. The Ready Campus Committee is responsible for building and maintaining a partnership among the campus and the community. If the community or campus has a Citizens Corps Council, CERT, and/or participates in another initiative for emergency management, these programs can provide pre-existing partnerships on which to build, and into which the Ready Campus Committee can integrate. *To by-pass these resources if any exist, could seriously undermine the success of the Ready Campus initiative.*

In phase two of the Ready Campus initiative, the committee conducts a kick-off meeting. Finally, the campus and community partners sign an agreement that formalizes the partnership.

Identify Community Partners and Form the Ready Campus Committee

A broad-based committee builds upon the diverse views of the participants. Students, faculty, staff and community leaders should be represented on the Ready Campus Committee. It is helpful if members of the Ready Campus Committee have the authority to make decisions on behalf of the individual organizations or agencies they represent.

The following chart lists suggestions for community partners to invite to be apart of the Ready Campus Committee. The exact composition of the Ready Campus Committee will vary according to the unique needs and structure of the community. The majority of partners should come from the local community. State and federal partners may provide various levels of support.

Emergency management at a college or university necessitates close partnerships with public officials, especially with the local government. It is the

role—as well as the duty and responsibility—of local government to protect the public health, safety, and economic stability and growth of its communities. When a disaster strikes, the municipality and county will be the first to call on the campus for assistance with response.

Ready Campus Kick-off Meeting

The Campus Advisory Group that organized the Ready Campus Committee should appoint a campus member to organize the Ready Campus kick-off meeting. The organizer may call on other members of the Campus Advisory Group for assistance, but his or her responsibilities are to:

- Send invitations, and make follow-up calls to community and campus officials;

Tips on Forming Partnerships

When developing partnerships and forming a Ready Campus Committee, the Campus Advisory Group should:

- Understand the mission, priorities and limitations of prospective community partners before contacting them;
- Secure executive level support from the campus, governments and businesses;
- Be clear about why you are doing it and what you hope to accomplish and reach a consensus on your goals and mission—partnerships work best if they are developed for a specific reason;
- Develop a plan, target dates, program specifics and expected results;
- Emphasize how much the partnership can accomplish with the combined expertise of all participants;
- Be straightforward and honest about the resources available;
- Emphasize the importance of recognizing progress by celebrating incremental successes—remember that Ready Campus is a long-term partnership; and,
- Acknowledge the value of the community's voice and the quality of community partners.

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Questions to Consider at the Kick-off Meeting

Here are a few questions for the kick-off meeting, so that everyone has an opportunity to share concerns, hopes and goals for Ready Campus.

- What are my roles in and responsibilities to this committee?
- To be successful here, what do I need from other members on the committee?
- To be successful here, what can I give to the committee?
- How do I see our committee contributing to the betterment of our community?
- What specific things will occur in this meeting and through this committee to ensure such an outcome?
- How do I plan to contribute to the success of this meeting and this committee?

Source: *Project Impact Guidebook. Federal Emergency Management Agency, 1998.*

- Act as a temporary liaison with the community officials who have questions about Ready Campus and/or the kick-off meeting;
- Prepare the initial and final agenda, after consulting with other members of the Campus Advisory Group, and bring copies to the meeting; and,
- Arrange all logistics for the meeting, including a convenient location, supplies, refreshments, nametags and sign-in sheets.
(Additional information about conducting meetings can be found on page 118 of this manual.)

At the Ready Campus kick-off meeting, the partners introduce themselves, and give a brief presentation on the function of their organizations in emergency management.

Partners should create a mission statement for their Ready Campus initiative at this first kick-off meeting. A sample mission statement for the Ready Campus Committee could be: *To form and maintain a partnership to help strengthen emergency management on campus and in the community.*

Potential Partners	Roles
Federal FEMA or other Agencies	<ul style="list-style-type: none"> • PEMA functions as the local government's liaison to FEMA. • Depending on the location of your campus, federal agencies—such as FEMA or the Federal Reserve Bank—may have offices in your municipality.
State State Agencies, Departments or Offices	<ul style="list-style-type: none"> • PEMA • Office of Homeland Security • Department of Health • Office of Public Welfare • Office of the Victim Advocate • Contact the dedicated PEMA liaison to make him or her aware of your campus' Ready Campus involvement. • Depending on your campus' location and its availability, PEMA representatives may be able to join the Ready Campus Committee. • A local government official can serve as a liaison to PEMA.
Local (Regional, Municipal, and County)	<ul style="list-style-type: none"> • Office of Elected Officials and Municipal Managers • Task Forces (e.g., LEPC or Joint Regional Counterterrorism Task Forces) • Police Department/Law Enforcement Agency • Fire Department • Office of Emergency Management • Health Department and Hospitals • Local government is vital to the success of the partnership. Suggestions are given in phase three for additional partners from local government. • Citizen Corps Council • Community Emergency Response Team
Nonprofit Organizations	<ul style="list-style-type: none"> • American Red Cross, Salvation Army and Others • It is important to reach out to the local chapter of these organizations.
Private Sector	<ul style="list-style-type: none"> • Local Chamber of Commerce • Area businesses share a common interest in making the community a safer place to live. They have the resources and interest that will greatly strengthen the partnership.

Case Study: University of California at Berkeley, CA

A Survey of Community Vulnerability

Local officials in Berkeley, California have formed a partnership with the University of California (UC) to address the threat of earthquakes in the area. The officials from the city and university recognize that, as neighbors, they share risks and can more effectively mitigate their risks together.

In 1995, Berkeley convened a Seismic Technical Advisory Group (STAG) of structural engineering professors from the UC Earthquake Engineering Research Institute (EERI) and a UC professor of architecture to assist the city with the technical problems and to champion innovative mitigation ideas. The city council acknowledged that working with academic experts could enhance the city's efforts to minimize the potential damage from an earthquake.

In 1996, the city conducted a survey of vulnerable buildings. City officials found that a large number of Berkeley residents lived in soft-story buildings and were at risk in the event of an earthquake. Soft-story buildings historically suffer significant damage and collapse in serious earthquakes.

In 2001, the city was awarded a FEMA grant

to assess soft-story residential buildings and develop a program to reduce their vulnerability. The grant provided funds to pair structural engineering graduate students at UC Berkeley with professional mentors at the EERI.

Under the direction of the city's STAG, a

team of staff, consulting seismic experts and University of California students supplied data and recommendations for a 1996 survey. The team collected additional information from city data sources, categorized the buildings into four prototypes, and selected a sample of 150 buildings for a more detailed visual assessment. Teams of volunteer structural engineers and engineering students conducted two "walkabout" sidewalk surveys to visually assess structural properties, vulnerabilities and potential retrofit solutions.

The survey found that nearly

90 percent of the buildings in the community needed further mitigation attention. Forty-six percent of the buildings were classified as considerably to severely vulnerable to severe damage from earthquakes.

The City of Berkeley depends upon UC's world-class experts in seismology, geology, architecture and earthquake engineering to help the city move its technical concerns into the realm of public policy.

The officials from the city and university recognize that, as neighbors, they share risks and can more effectively mitigate the risks together.

Objectives for the Ready Campus Committee

Building on the enthusiasm and support generated in the kick-off meeting, the Ready Campus Committee will need to meet regularly to discuss ideas for activities and sharing resources, put the ideas into action, and evaluate their progress. Developing a consensus on the goals and activities of the Ready Campus Committee is essential to success. After each meeting, partners should decide on next steps and schedule the next Ready Campus Committee Meeting.

Memorandum of Understanding

Once the community and campus have defined the scope of the partnership, it is time for the partners to formalize their commitment. Before a disaster occurs, it is valuable to create a written statement on the goals of your campus-community partnership. This document will:

- Formalize the partnership;
- Demonstrate commitment;
- State mutual goals;
- Detail clear expectations of the roles and responsibilities of each partner; and,
- Define legal parameters, such as liability issues.

Such an agreement between the community and campus partners could be referred to as a Memorandum of Understanding (MOU). The Ready Campus Committee may include, as an appendix to the MOU:

- 1) the inventory of available resources (e.g., facilities, volunteers and equipment);
- 2) contact information for the person responsible for each resource;
- 3) contact information for the community and the campus emergency responders; and,
- 4) any other relevant document(s) to back up the MOU.

The MOU should be signed jointly by the chancellor or president of the campus, the chief executive of the local government, and senior leader of any other community partners. The college or

Checklist of Ongoing Objectives and Partnership Activities for Ready Campus Committee



- Create a mission statement that reflects campus and community goals.
- Share information on current campus emergency management and community emergency management efforts.
- Develop a shared understanding of community needs and challenges.
- Discuss ideas for partnership activities, including service-learning projects for students.
- Discuss available and needed resources.
- Develop an inventory of available resources and attach it to the Memorandum of Understanding.
- Complete required procedures or forms for sharing resources (e.g., the Red Cross application to use a facility for a mass care shelter).
- Create and update the Memorandum of Understanding to formalize the partnership.

university may decide to create a separate MOU with each partner (e.g., between the campus and the local chapter of the Red Cross), or create a single MOU for all partners involved in the initiative (e.g., among the campus, local Red Cross, county emergency management office, and the municipality). The Ready Campus MOU should incorporate or be integrated into any pre-existing agreements between the campus and its partners in its neighboring community.

The participants, language, and content that the MOU includes will depend significantly on the characteristics of the local partnership. Campus legal counsel and the municipal legal office may consider working together to prepare and review the agreement.

The following is an example of a type of agreement between community and campus partners. The Memorandum of Agreement that is

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included below brings together the City of Berkeley, the University of California at Berkeley, and other community partners. It was signed in July 2000 to draw attention to their commitment to a FEMA-sponsored national initiative which was aimed at helping communities take action to reduce the impact of disasters.

To summarize this example agreement below, the partners describe their inspiration for creating the partnership in the first few sections. They emphasize the importance of working together to achieve their goals for a building a safer community. The agreement then provides a brief overview of the activities that the partners will accomplish together. Finally, it identifies how the partners will determine when the initiative is a success.

Example:

City of Berkeley
(Partnership for a Disaster Resistant Berkeley)
A FEMA Project Impact Initiative

MEMORANDUM OF AGREEMENT*

Agreement is made on this 7th day of July 2000, by these parties: the City of Berkeley and its local corporate and nonprofit partners, governmental jurisdictions, regional transportation and utility providers, the University of California at Berkeley, the State of California and its partners (referred to collectively as the "State"), the Federal Emergency Management Agency and its national level partners (referred to collectively as "FEMA").

Recitals

WHEREAS, the parties:

- Agree that Berkeley is located in an urban area subject to the hazards of earthquake, landslide, urban/wildland fire and urban creek flooding, and recognize that these hazards have had significant impacts on the community in the past;
- Recognize that vulnerable conditions exist in public and private buildings and facilities, and the utility and transportation systems that serve them;
- Recognize that increasing population growth and diversity, escalating disaster costs, and other factors increase the community's vulnerability to disaster;
- Strive to create sustainable communities that are resistant to the human and economic costs of disasters;
- Believe that proactive risk reduction efforts are important to the community and are essential for public safety and economic security;
- Desire to reduce disaster losses because of their effect on the citizens of Berkeley and the cost to federal, state, and local governments;
- Recognize that providing safe and affordable housing to the citizens of Berkeley is of primary concern to the community;
- Understand the critical relationships among governments, non-profit institutions, the private sector, and the citizenry;
- Believe that achieving safety measures through partnerships among the parties can be effective in reducing losses;
- Recognize that financial partnership is necessary to enable promotion, expansion, and integration of public and private hazard mitigation efforts;
- Understand that the City and its partners agree to participate in FEMA's "Project Impact"

initiative;

- Agree to continue to receive and encourage input of other appropriate partners; and WHEREAS, the parties have strong and abiding mutual interest to reduce losses from future disasters;

NOW, THEREFORE, BE IT RESOLVED that it is mutually agreed upon that the parties hereby enter into this non-binding Agreement to establish a City of Berkeley Project Impact Partnership for Disaster Mitigation and Recovery (referred to as the Partnership). Participation in the Partnership is open and can be expanded to include new or additional partners at any time. The Partnership will work together to participate actively in achieving mutual loss reduction goals subject to the term and conditions recited below.

Term and Renewal

The respective duties, responsibilities and commitments of the partners hereto shall commence on the date this agreement is signed, and continue through the period of performance of the Project Impact Grant, which will end on November 30, 2001.

The partners agree to review their respective duties, responsibilities and commitments, and adjust where necessary and appropriate during the Project Impact Grant period of performance. Prior to November 30, 2001, the partners will make decisions concerning the continuation of this Agreement.

Consultations

The partners, in consultation and conjunction with other public and private sector entities and related community-wide initiatives, shall work with each other, as appropriate, to complete the following initiatives:

- Identify and delineate hazards and assess risk and vulnerability within the City
- Develop a comprehensive risk reduction program for the community that includes information, education, prevention, and policy/legislation
- Develop technical and financial assistance for safety efforts that can be made available (including incentives) to facilitate loss-reduction projects and,
- Document and broadcast the successes of Project Impact.

Evaluation and Review

Success of this agreement will be evaluated based on completion on the initiatives, formation of partnerships, and visibility of the Project Impact program in the community.

The Berkeley City Manager's Office, with the assistance of committees and working group members will summarize progress on a quarterly and annual basis. The summaries will be made available to all partners for review, and will be forwarded to FEMA, Region IX, with applicable financial reporting.

Resource Commitment

The parties will commit, as appropriate, human, technical and financial resources, coordinate with current and future partners, and carry out the fundamental actions of this voluntary, non-binding agreement.

*[*This document is used with the permission of the City of Berkeley, California. It can be found at <http://www.ci.berkeley.ca.us/disasterresistant/partnershipagreement.html>.]*

BENCHMARKS OF SUCCESS FOR PHASE TWO



Forming Community Partnerships

Upon completion of the second phase of the initiative, you should have:

- Identified and reached out to potential partners
- Formed a Ready Campus Committee with representatives from the campus and the community
- Held a kick-off meeting with the Ready Campus partners
- Determined Ready Campus objectives
- Increased local and state officials' awareness of the resources available at the college or university in the event of an emergency
- Determined community needs and assets for all phases of emergency management
- Developed a list with the Ready Campus Committee of potential partnership activities for managing emergencies
- Reviewed any risk and liability issues with the Ready Campus Committee;
- Completed any required procedures or forms to share resources
- Discussed disaster documentation and reimbursement procedures with the Ready Campus Committee
- Created a Memorandum of Understanding among Ready Campus partners
- Integrated emergency management into academic courses
- Involved students in activities to support emergency management efforts on campus and in the community
- Invited Red Cross and/or other organizations to train members of the campus population on emergency management procedures
- Registered with the Red Cross to serve as an emergency evacuation shelter (if applicable)
- Developed an inventory of resources with the Ready Campus Committee (e.g., facilities, volunteers, and equipment) that are available in the event of a disaster and recorded contact information for each resource

Phase Three: Putting Ideas into Action and Maintaining Long-term Partnerships

In phase three, the community and the campus officials sign and adopt the Ready Campus MOU, and the partners begin working together on activities to minimize potential damage from disasters. Faculty members incorporate emergency management into their course materials or syllabi and students begin their service-learning projects. Also in this phase, the partners train and exercise for emergency response with their updated emergency plans.

The Ready Campus Committee should meet regularly to review and evaluate the partnership's progress and long-term goals, publicize their success, discuss new ideas for activities, update information in the MOU, and introduce new stakeholders as partners.

Adopting the Memorandum of Understanding

Once the MOU has been created, it should be presented to the chief executives of the campus, local government, and any additional partners for review and formal adoption. The senior executives must be visible spokespeople for the effort. The Ready Campus Committee partners should regularly update their executive leadership about the status of partnership efforts.

Campus Advisory Group members should send a copy of the MOU to their respective departments to incorporate it into their department's plans and policies.

Implementing Partnership Activities

Partnership activities should be endorsed by the campus chief academic officer. Academic departments should participate in the partnership

activities and encourage their faculty members to introduce themes of emergency management and community partnerships into their coursework.

On-campus student governance organizations should participate in Ready Campus activities. Student government organizations may be able to reach out to students and potential volunteers for emergency management efforts with the community.

Keeping All Plans, Activities, and Agreements Up-to-Date

It is important that the information in the Ready Campus MOU be up-to-date. The Ready Campus Committee should review thoroughly the MOU, its attachments, and the other Ready Campus activities at least annually. This review will provide an opportunity to find new partnership activities and resources, and to assess new potential hazards and vulnerabilities.

Training and Exercising the Emergency Response Plans

When the Ready Campus partners update their emergency plans to include the MOU, the new plans should be the basis to train those individuals who have a role in emergency response.

Once the partners have trained with the updated plans, they should hold an emergency exercise. Exercising the emergency plans will test the success of training programs and the partners' readiness to respond to emergencies. Exercises allow everyone an opportunity to practice their roles together and help coordinate emergency response.

Table-top exercises (TTX) are one way to constructively and efficiently test the emergency plans and the partners' understanding of their emergency response roles. They are less expensive

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and less difficult to set up than a functional or full-scale exercise. The Ready Campus Committee may decide to organize a TTX as the first partnership activity. In a TTX, partners assemble in a room and respond to a possible scenario as they would under real circumstances. A facilitator monitors the discussion, offers “injects” into the exercise (scenarios that participants might encounter in a real event), and keeps the exercise within a set time frame. A problem log records participants’ actions, plan adequacy and problems that emerge during the exercise.

By participating in a simulated emergency, partners will be able to identify their strengths as well as areas where improvements in plans, policies and procedures could be made prior to an actual emergency.

Publicizing Success

It is important to publicize Ready Campus by holding a press conference to announce the partnership and its subsequent efforts. For example, a high-profile signing by various senior campus and community officials would be a great opportunity for a joint, community-wide press conference. A representative from the campus public affairs office should help reach out to the media. Student media should be involved to reach its student audience. Every review and modification of partnership activities, such as holding a joint community and campus emergency exercise is another opportunity to publicize the success of partnership efforts.

Identifying Long-term Goals

The final step in implementing Ready Campus is to prepare a plan that outlines a strategy for accomplishing the partnership’s long-term goals. The long-term plan should describe objectives, assign deadlines, and responsibility for each element,

identify participants for each task, and specify needed resources. The plan should include activities that each of the Ready Campus partners can take on to contribute to the partnership’s goals.

Reaching out to Other Community Partners

Once the college or university has reached out to local officials, Ready Campus can be strengthened through partnerships with other community stakeholders. A list of potential partners appears on page 38.

To ensure emergency response efforts are adequately equipped and staffed, Ready Campus partnerships should grow to incorporate all stakeholders in the community that have resources to support the campus commitment.

Case Study: George Mason University, Northern VA Training a Team of Campus Emergency Responders

The Community Emergency Response Team (CERT) concepts began on the west coast when, due to a large scale event, it became obvious that there could be long delays in getting assistance from emergency response agencies. The CERT Program, now sponsored by DHS, teaches citizens certain disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations. CERT members are encouraged to support emergency response agencies by taking a more active role in emergency management projects in their community. Recently, campuses have begun to form CERTs of students, faculty and administrators who are trained to respond to a campus emergency. Because CERT is a national program,

students can continue to use their training after graduation by joining their new local team.

George Mason University (GMU) is located on three campuses near numerous potential terrorist targets and serves more than 28,000 students in northern Virginia. In September 2003, the GMU Chief of Staff asked the University's Safety Office to establish a CERT at GMU. GMU formed a partnership with the Fairfax County Fire and Rescue Department to build its campus CERT. The county fire department trained GMU faculty, staff and students in basic life support techniques and fundamentals of disaster response. In March 2004, 11 campus members completed the initial CERT training.

“I look forward to watching the team members apply their skills and training in support of various events at GMU and, should we ever need them in an emergency, I have no doubt they will be ready,”

Keith Bushey
GMU Safety Officer

The GMU CERT looks for ways to participate in emergency response activities. Members have attended a one-day mass casualty training session, assisted with first aid and mobile command for the university's annual spirit day, and helped with the campus-wide emergency exercise. The team holds regular meetings to discuss organizational needs.

Keith Bushey, GMU Safety Officer, said, “I look forward to watching the team members apply their skills and training in support of various events at GMU and, should we ever need them in an emergency, I have no doubt they will be ready.”



Case Study: Northampton Community College, Bethlehem, PA

Partnership for Pet Preparedness and Response

In Fall 2003, students and faculty of the Veterinary Technician Program (Vet Tech) at Northampton

Community College formed partnerships with the Lehigh County Humane Society and Northampton County Society for the Prevention of Cruelty to Animals (SPCA). Northampton Community College, located 90 miles west of New York City and an hour north of Philadelphia, in Bethlehem,

Pennsylvania, has an enrollment of more than 8,000 students. The Vet Tech Club at

Northampton Community College worked with local partners to address pet safety during emergency situations.

“Students and community partners worked together to bring pet disaster preparedness to the public forefront.”

Debra Bohr

Service-learning Administrator at
Northampton Community College

The partners designed service-learning projects to raise community awareness about how and when to evacuate pets during an emergency. For the project, Vet Tech students made posters outlining various types of emergencies. With the help of community organizations, the students designed an emergency kit to help pet owners, and developed a resource guide with information on sheltering pets. At the community’s “Paws in the Park” day, they distributed brochures to pet owners and displayed the posters and emergency kits.

Since the partnership began, Vet Tech faculty has incorporated the project and its emergency management goals into their curriculum. In addition, Vet Tech students are being trained through the Community Emergency Response Teams (CERT) initiative.





Checklist of Additional Ready Campus Partners

Local Government	Office of Community Outreach Public Housing
Public Works and other Critical Infrastructure	Transportation Gas Water and Sewage Electric Telephone Cable Zoning and Planning Animal Shelter
Education	Local School Board Public and Private Schools Other Universities & Colleges in the Community Day Care and Child Care Centers Nursery Schools and Pre-kindergarten Professional Organizations Research Laboratories
Industry and Business	Employers Business Associations (regional and neighborhood) Chamber of Commerce Real Estate Developers Construction Industry Building Owners and Management Association (BOMA)
Health Care	Hospitals Medical Clinics Managed Care Facilities Emergency Medical Services (EMS)
Workforce	Unions (AFL-CIO) Professional Groups



BENCHMARKS OF SUCCESS FOR PHASE THREE



Putting Ideas Into Action and Maintaining Long-Term Relationships

Upon completion of the third phase of the initiative, you should have:

- Adopted a Memorandum of Understanding (MOU)
- Incorporated the MOU into the campus and community's emergency operations plans and policies
- Trained and exercised the partners to respond to emergencies with the resources provided by the MOU
- Publicized the success of the partnership
- Listed long-term goals
- Invited new members to join the Ready Campus partnership
- Developed a framework and long-term plan to evaluate and update the partnership activities regularly



Minimizing Risk and Liability

Colleges and universities will want to ensure that everyone who participates in the Ready Campus initiative is protected from the risks that are inherent in helping the community prepare for or respond to emergencies. This section provides a set of guidelines for reviewing potential risks, and the liability issues that could emerge from those risks.

In phase one of Ready Campus (page 13), the Campus Advisory Group suggests ideas for partnership activities “with its heart open,” as described by Dana Scaduto, General Counsel at Dickinson College. The campus thinks ideally about how it would like to help its neighboring community. In this section on minimizing risks and liabilities, the Campus Advisory Group learns to evaluate its limitations as well, as it

considers sharing its facilities, equipment, and volunteers with its community. The information covered in this section can be used in phase one of the Ready Campus as well, when the Campus Advisory Group establishes its own guidelines to mitigate possible risks and liabilities from negatively affecting the initiative’s mission and ideal goals.

On matters of risks and liabilities, the Campus Advisory Group should consult with its legal counsel and Office of Risk Management (or individuals with primary experience in this area). In addition, the Campus Advisory Group may also find help and expertise through its Office of Volunteer Services or Office of Service-learning. Both offices will have a key understanding of volunteer liability issues.

Because each campus has a unique approach to legal issues, this section is not a comprehensive guide nor can it replace campus risk or insurance policies. Colleges and universities have standard legal procedures to protect themselves from risk and liability claims. These same procedures apply to Ready Campus, as they do for other campus programs.

If this is your campus’ first partnership dedicated to assisting in crisis events, you may have new concerns about how to protect your people and property. Campuses should address these risks and liabilities issues by:

- Identifying and evaluating the types of risks and liability issues that could develop from Ready Campus;
- Creating a plan that outlines how to take the necessary precautions; and,
- Training and exercising staff and volunteers according to the plan.

The following information should help you to create your own plan to address risks and liabilities issues.

Developing a Ready Campus Risk Management Plan

Once a campus reviews its risks to anticipate the liability issues it may encounter if it participates in Ready Campus, it should develop a plan to minimize its potential liabilities and risks.

The campus’ Office of Risk Management, or the individual with primary responsibility for this area, will have extensive experience in assessing the institution’s risks associated with community partnership activities. It is critical that this office be considered in conducting a review of risks and creating a risk management plan.

In general, the steps for creating a risk management plan include:

Minimizing Risk and Liability

1. Identify risks and evaluate potential damage;
2. Plan and take necessary precautions;
3. Keep records and documentation; and,
4. Review and update the plan regularly.

Step One: Identify risks and evaluate potential damage

In step one, the Campus Advisory Group and its risk advisors conduct a risk assessment. The group identifies and lists potential risks that could result from participating in Ready Campus activities.

For each possible risk, the group determines who or what could be harmed and to what extent. The group categorizes and evaluates the likelihood and severity of the specific risks that they have identified.

For example, if your campus were to enter into an agreement to offer emergency meals in its dining hall, potential risks might be: a student volunteer burns himself on the stove (a physical injury); the ice machine breaks (equipment failure); or, an overflow in the sink causes flooding (facility damage). Each of these scenarios may be unlikely, but in this first step, it is important to brainstorm all possible risk and liability issues, so later in this planning process you can take precautions to prevent or minimize them.

It is recommended that you review your risks from more than one perspective. Scaduto defines two approaches for evaluating risks:

Good Samaritan vs. "Good Heavens"

In the former, the college or university is extremely generous with its resources and, despite any findings from its risks evaluation and list of precautions, agrees to assume a high level of risk for the benefit of the community partnership. The latter "Good Heavens" perspective allows the possibility of risk to halt the campus' participation in the partnership. It will be beneficial to think about risks from each of these perspectives and then find a compromise between the two that is the most comfortable for your campus.

When identifying liability issues, the Campus Advisory Group should also ask which individual or organization assumes the risks in a specific situation. If the potential risk falls under the college or university's authority, then the campus will have a responsibility to plan and take precautions to minimize the risks.

Step Two: Plan and take precautions for each of the risks

"There is risk inherent in every act and you cannot eliminate it all," Scaduto points out. Therefore, we can only do our best to determine which risks we can minimize or prevent and take measures to protect ourselves and our property. Once the Campus Advisory Group has listed and evaluated its risks, it should identify specific precautions it can take to mitigate potential risks and liabilities issues.

For example, a campus may share its debris removal vehicle with the community after a destructive tornado. If the driver were licensed

Supervision and On-site Visits: An Important Precautionary Measure

A supervisor should be present to monitor safety conditions when one or more students are working in a potentially dangerous environment. The supervisor may be campus personnel or the incident commander for a disaster. Depending on the situation, the supervisor's responsibilities may include:

- Surveying the site to make certain the location meets guidelines for safety;
- Briefing the participants on their duties and responsibilities;
- Setting up a system of communication between the supervisor, faculty, and students; and,
- Knowing how to reach critical services, such as medical facilities, in case of an injury.

Minimizing Risk and Liability

A risk management plan should contain numerous precautions, or risk prevention and mitigation measures. Two key actions a campus can take to minimize its risks are training its volunteers and making a plan for dealing with risks.

For example, if students volunteer in an emergency triage unit, their risks include exposure to illness from arriving victims. To minimize harm, the students should be properly trained before the event on how to direct incoming patients and wear appropriate medical gear to prevent infection. Additional precautions may include bringing in on-site supervisors, maintaining an adequate insurance policy, and creating a plan for keeping communication open in an emergency.

It is crucial that students, faculty, and staff understand their roles and responsibilities before participating in a Ready Campus partnership activity.

In addition to the technical training, colleges and universities should teach students to assess their physical, mental, and emotional states while volunteering. Campuses should encourage them to take a break if they are fatigued. Also, depending on campus policy, precautions may be necessary to protect the confidentiality of students, faculty and staff.

and properly trained to operate the vehicle, the likelihood of the driver running off the road would be reduced significantly.

Although proper training will minimize the majority of risks, not all risks are preventable. After the Campus Advisory Group has created a list of precautions, the members must decide which risks

the campus is willing to tolerate if the risk and liability issues are impossible to contain or prevent. This list of acceptable risks will determine which activities or resources will be a part of your unique Ready Campus partnership.

If campus officials determine that certain potential risks are tolerable and acceptable, the Office of Risk Management, or similar body, should work with the Campus Advisory Group to implement the list of precautions and actions that the campus body will take to minimize its exposure to risks. Scaduto encourages campuses to engage their legal counsel who will help them “achieving the degree of risk that they have indicated they can handle.”

For example, a campus may share its debris removal vehicle with the community after a destructive tornado. If the driver were licensed and properly trained to operate the vehicle, the likelihood of the driver running off the road would be reduced significantly.

Although proper training will minimize the majority of risks, not all risks are preventable. After the Campus Advisory Group has created a list of precautions, the

members must decide which risks the campus is willing to tolerate if the risk and liability issues are impossible to contain or prevent. This list of acceptable risks will determine which activities or resources will be a part of your unique Ready Campus partnership.

If campus officials determine that certain potential

It is not the intent of Ready Campus to place campus personnel in high-risk situations. The emergency response community has highly trained professionals whose role it is to act in high-risk situations, and placing untrained volunteers in such situations potentially creates a “disaster within a disaster.”

Minimizing Risk and Liability

Mitigation Activities and Insurance

Mitigation activities, such as those performed with the community partners, may reduce various types of insurance premiums, including flood insurance through the National Flood Insurance Program. Campuses should contact their insurance agent for more information about how mitigation actions might help manage premiums. For examples of insurance industry efforts to promote hazard mitigation, consult the Web site of the Institute for Business and Home Safety at www.ibhs.org. (Source: *Building a Disaster Resistant University*, 2003)

risks are tolerable and acceptable, the Office of Risk Management, or similar body, should work with the Campus Advisory Group to implement the list of precautions and actions that the campus body will take to minimize its exposure to risks. Scaduto encourages campuses to engage their legal counsel who will help them “accomplish achieving the degree of risk that you have indicated you can handle.”

Step Three: Records and documentation

The campus must keep meticulous records of its involvement in the partnership. Record-keeping is vital not only for the recovery reimbursement process (as described on page 24), but also for insurance and legal purposes. The Office of Risk Management and the campus legal counsel must review and have copies of any partnership agreements, such as an agreement with the Red Cross to serve as an emergency shelter or MOUs with local governments. Legal counsel can help draft the MOU to accurately reflect the expectations of the partners. Make sure your legal counsel is aware

Moving Forward...

- Do the benefits to the college or university and its community outweigh the risks?
- Can the college or university contain risk at an acceptable level?

of all partners to the agreement or MOU.

Other records to keep include participant sign-up sheets, liability waivers, volunteer contact information, accident logs, copies of major equipment warranties, and other forms and documents. The Office of Risk Management, or the individual with those responsibilities, can provide the campus with additional criteria for record keeping. For each Ready Campus volunteer, the office should keep his or her emergency contact information and medical insurance information. (Resources for sample volunteer applications and information forms are found on page 118.)

Step Four: Creating and updating the risk plans

Once the college or university determines what actions and documents are needed to help minimize damage or loss, it should record its findings in a risk management plan. Assemble all risk planning materials, such as insurance coverage information, liability waivers, and written safety precautions, in an easily accessible place. Additional information on insurance and liability waivers follows.

Evaluating and planning for risks and liabilities is an ongoing process. Plans, documents, trainings, and other precautions taken to minimize risks must be reviewed and updated regularly throughout the Ready Campus partnership to protect the safety of participants.

In addition, after completing an activity, the campus should conduct after-action report and incorporate any lessons learned into the plan. Every time Ready Campus partners begin a new activity, the campus should review the risks that could be associated with the activity. New precautions must be included in the plan and implemented to protect everyone's safety.

Review Insurance Coverage

The Campus Advisory Group should work with

Minimizing Risk and Liability

the appropriate campus officials to review the terms of its insurance and policies, such as commercial/liability, property/casualty, and professional services. Some insurance companies offer risk management services at no extra charge to the campus. Consult the campus risk manager or your insurance provider to ensure your insurance policies are adequate for partnership activities. Some community partners require certain coverage. For example, before the campus becomes an emergency shelter, it must check with the local Red Cross chapter for specific insurance restrictions.

Developing Liability Waivers

The campus must notify participants of any risks before they engage in an activity. A liability waiver form is one way to caution against risks and communicate the campus' expectations of its volunteers. Each campus selects the level of detail reflected in liability waivers. These documents must be developed through the campus office of legal counsel.

The campus Office of Service-learning, or its

A thorough insurance policy, a well-planned liability waiver, and a commitment to taking precautionary measures—each of these practices alone may not minimize negligence or loss. Together, they form the basis of the campus comprehensive risk management plan. In summary, the risk management plan should include identifying and reviewing risks; creating a plan to minimize risks before committing resources or starting an activity; ensuring adequate insurance and liability policies are in place; frequently communicating the plan to everyone participating in Ready Campus; and, putting experienced professionals in charge of any partnership activities.

equivalent, may have additional examples of waiver forms. Waivers often state that the participant who signs the document will indemnify and hold harmless the university or college from liability claims that result from any negligent, or lack of, action by the participant.

The authors of this manual would like to acknowledge the contributions of Dana Scaduto, General Counsel at Dickinson College, who provided valuable insight in the creation of this section of the manual.

Minimizing Risk and Liability | References

The following sample laws and documents should be reviewed. The campus legal counsel and Office of Risk Management, or an individual with primary experience in this area, will have further information and resources.

Directive 2000-1 of the Pennsylvania Emergency Management Agency: Official Enrollment of Emergency Management Volunteers (January 18, 2000)

To be eligible for accidental injury or death benefits, emergency management volunteers in Pennsylvania must be officially enrolled with their county or other local emergency management office. The county's emergency management coordinator maintains this list and issues identification cards to volunteers. <http://www.pema.state.pa.us/pema/lib/pema/D2000-1.doc>.

Directive 2000-3 of the Pennsylvania Emergency Management Agency: Compensation for Accidental Injury (January 18, 2000)

The purpose of this directive is to provide information and instructions for submission of claims for compensation for accidental injury

sustained by emergency management volunteers who are officially enrolled through their local and county office of emergency management. <http://www.pema.state.pa.us/pema/lib/pema/D2000-3.doc>.

42 Pennsylvania Consolidated Statutes §8331-8340. Good Samaritan Act.

This act outlines liability issues for individuals who, in good faith, provide help in an emergency situation. It covers medical and non-medical volunteers. <http://members.aol.com/StatutesP4/42.Cp.83C.html>.

42 U.S. Code §14501-14505. Volunteer Protection.

This code outlines limitations of volunteers' liability. It also limits punitive damages based on a volunteer's actions. <http://www4.law.cornell.edu/uscode/42/ch139.html>.

Curriculum | Introduction

Since its founding in 1636, the American higher education enterprise has clearly articulated and demonstrated its public purposes. Whether it was educating men (and only men in the 17th century) to be effective leaders or aligning formal education with public problem solving as did the Land Grant Act of 1862, American colleges and universities have integrated the public interest into the core activities of formal education.

More recently, colleges and universities are responding to the broader and deeper social issues that communities confront daily. These issues include a declining pool of citizens who take leadership roles in their communities; the disconnection between 18- to 30-year olds and the political and electoral processes; poor academic performance of children; and the problems of homelessness, hunger and violence that force people to the margins of society.

Yet, while these issues become more familiar in communities across America, an equally powerful set of capabilities also is emerging. During the past decade, more students with public service experience have arrived on campuses ready to apply their skills, experience, and passion to community issues; an increasing population of faculty are integrating public service with academic study (a teaching method commonly referred to as service-learning); and colleges and universities are seeking ways to form partnerships with communities to bring the partners' collective resources to bear on community issues.

The work of educating men and women to take leadership roles in a changing society is expanding. As society changes, we realize new vulnerabilities that are difficult to anticipate. There is a no more poignant and tragic example of these vulnerabilities than the awful events of September 11, 2001.

American culture asked the same question, "What can I do?" Although American colleges and universities participated in the rescue and recovery efforts in a variety of ways, they also began to examine their role on a broader level. Specifically, colleges and universities could enhance their civic engagement agenda by adding a new dimension to the work: integrating emergency preparation and response activities into course work and other public service programs.

This Ready Campus initiative grew out of conversations among college and university presidents, the American Red Cross, the Pennsylvania Emergency Management Agency, Association of Independent Colleges & Universities of Pennsylvania, and the Pennsylvania Office of Homeland Security about 1) the role that colleges and universities can play as resources to communities during human-made and natural disasters and 2) the role that they have in preparing students to become leaders in their own communities after they leave the institution.

This section of the Ready Campus manual focuses on the integration of academic courses with emergency preparation and response activities using the service-learning teaching method. Service-learning combines thoughtful, meaningful community service with academic objectives, with the intent of instilling an ethic of life-long service in students. The most effective service-learning courses implement a three-stage process that integrates experiential learning with academic learning.

First, service-learning courses invest time in preparing students for their exposure to community-based learning strategies. This preparation includes understanding the role of community-based agencies to improve the lives of others, connecting the work of agencies to academic course objectives, and instilling an ethic of professional work that is consistent with the culture

of the community-based agencies.

The second stage of the process involves referring students to community-based agencies to begin their work. Connecting students with agencies and work that are consistent with the course and its objectives is critical to the success of service-learning. For example, if students are taking a social work course, the community-based agency should expose them to clients who need assistance with services and programs, with identifying their needs and capabilities, and with the network of social systems that can aid them.

Finally, in the third stage, students and faculty participate in reflection activities that allow students to integrate their classroom knowledge with hands-on experience. This preparation, action, and reflection process is a cyclical, fluid dynamic that allows students, faculty, and community partners to continually learn from their encounters with one another.

Organizations and agencies that support service-learning practices include Campus Compact, a professional association of college and university presidents committed to the civic purpose of higher education; The Corporation for National and Community Service, the federal agency that financially supports national public service programs; Community Campus Partnerships for Health, an organization that promotes health through partnerships between communities and higher educational institutions; and academic disciplinary associations that support their members' efforts to apply disciplinary expertise to community issues.

The following pages include the work of 13 disciplinary experts who offer their perspectives on how to take college-level courses and modify them to include service-learning and emergency management activities. Service-learning provides the vehicle for students to work with professionals whose primary responsibility is preparing for

and responding to community needs in times of crisis. The materials offered invite educators to take these fundamental ideas and create courses on their own campuses. Through dialogue and reflection educators will be able to take this work and craft it into a meaningful tool to help their students consider how to meet the needs of their communities in times of crisis.

We selected the 13 disciplines based on two criteria. First, we chose disciplinary models where service-learning and emergency management activities could reasonably and logically be connected. Second, to make the materials easily replicable, we chose disciplines that are taught on most campuses. Although there may appear to be glaring omissions (e.g., physician's assistant programs), we hope to produce a subsequent manual that will include more disciplinary models.

We invite you to contact the authors of the course materials and talk with them so that a community of academics develops that is invested in the work of teaching our students the knowledge and skills related to emergency management. The following pages offer a preliminary step in changing how colleges and universities think about communities and their needs in times of crisis.

James Birge, Ph.D.

Executive Vice-President, Wheeling Jesuit University,
Wheeling, West Virginia
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Service-Learning Print Resources

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Service-Learning Electronic Resources

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- Campus Compact - <http://www.campuscompact.org>.
- Community-Campus Partnerships for Health - <http://depts.washington.edu/ccph/>.
- Corporation for National and Community Service - <http://www.nationalservice.org/>.
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- Service Learning - <http://csf.colorado.edu/sl/>.

Curriculum Materials for Communications: Integrating Communications, Emergency Management, and Service-Learning

I. Introduction

The paper “Incorporating Service-Learning in Emergency Management Higher Education Curriculum” (Kushma, 2003) states that service-learning is an educational approach that can offer some distinct advantages for emergency management in higher education. “Service-learning combines educational objectives with practice environments in such a way that students, academic institutions, and communities benefit from their experiences. The emphasis on the real world provides students an opportunity to immediately use and apply their classroom knowledge and skill, and to gain valuable feedback through assessment and reflection” (Kushma, 2003). Service-learning also allows students to try a number of emergency management roles and functions, and thus contributes to a successful transition from school to professional settings.

According to “Service-Learning and Communication: A Disciplinary Toolkit” (Conville and Weintraub) several good reasons exist for faculty members in communication studies to use service-learning as a primary teaching methodology in their classes. First, service-learning evokes a high level of student engagement, as students return to communication classes from their community service sites with real questions from concrete experiences. Second, the service-learning community affirms two cardinal values, personal responsibility for civic participation and institutional responsibility to participate with the community to improve society. Third, student learning is deeper—students better understand communication course concept—when some of that learning is hands-on, using or applying the ideas put forward in their course. Fourth, communication studies have consistently focused on the ways public life is constituted by the messages we exchange. Thus, the field of communication studies has an historical affinity with service-learning, where attention is directed to civic participation for

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building up communities.

Service-learning is becoming more popular

in communication courses. In a recent survey of Public Relations Society of America (PRSA) Educators Academy members, Benson-Garcia found nearly 75 percent of respondents used service-learning as an important classroom tool (Serini, 2003). Another study reports that 88 percent of community partners said the students produced quality work for the organization (Daugherty, 2003). An interesting finding that relates to emergency preparedness and response is that students in some courses were assigned to create a crisis communication plan for community agencies. The students reported that they had some:

“... difficulty explaining the purpose and need for a crisis communication plan because some organizations believe they know what to do in the event of a crisis so they feel no plan is necessary. However, once presented with a plan, students say most community partners are enthusiastic and present the work to their board members. Explaining the importance of a crisis plan is a challenge for students—one that strengthens their ability to communicate clearly in a persuasive way” (Daugherty, 2003, p. 6).

In addition, explaining the need for a crisis communications plan also helps organizations with their emergency preparedness and response. “It’s too late to develop a crisis communications plan once the crisis hits. You need to have a plan in place” (Schnack, 2003). A crisis communication plan must be well thought out with professionals who need to communicate both internally and to the media. Further, it is important that the plan have systems developed to disseminate information quickly and efficiently, internally and externally, before, during, and after a crisis strikes (Fearn-Banks, 2002).

II. Course

Title: Crisis Communications

Course Description:

After September 11, 2001, the climate of

the world changed, and many now realize the importance of being prepared for crisis/disaster situations. This hands-on practical course uses service-learning in order to help students learn to apply crisis communications concepts. The final assignment of developing a county-wide crisis communications plan benefits both the students and community. Finally, the plan will be “tested” when students handle a hypothetical crisis scenario and hold a mock news conference.

Course Objectives:

- To develop a countywide crisis communications plan that uses and includes appropriate agencies and organizations.
- To facilitate local interagency communication during a crisis.
- To identify key functions and personnel of individual agencies.
- To develop basic skills with regard to crisis communications, including handling the media during a crisis by holding an effective news conference.

Service-learning Objectives:

- Students work with agencies to identify communication needs with which students can assist, such as writing press releases or newsletter articles and evaluating the organization’s Web site.
- Students produce both an agency-specific crisis communication plan and a county-wide crisis communication plan.

Service-learning Activity/ Project/Experience:

This course is modeled after the findings in “Bright Lights, Big Problem: An Active Learning Approach to Crisis Communication.” The article states that public relations textbooks offer a variety of crisis management theories, cases, tips and techniques. Crisis management is traditionally taught using methods that examine the effectiveness of past experiences, such as case study and rhetorical analysis. “Crisis training in the professional world,

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however, involves experience. Organizations train management and public relations practitioners by having them role-play an encounter with aggressive 'reporters,' videotaping it and critiquing the results'' (Serini, 2003). Bringing that model into the classroom provides students with an experiential opportunity to learn the complexity of crisis management.

For this class project, students will be divided into groups and assigned to various agencies/organizations. Students will volunteer for three weeks in lieu of class time. They will identify key agency functions and personnel and how that agency would respond to a crisis. Students will share their findings with the class, and then, together, the class will produce a well-developed, county-wide crisis communication plan/manual. Students also will be presented with a hypothetical scenario and will hold a mock news conference. The manuals and a videotape of the mock news conference will be provided to the agencies the students assist, as well as to other community agencies/organizations that may benefit from this information.

Content:

- Crisis Theory
- Orientation to service-learning
- Student's role in agencies/organizations in crisis situations
- Development of county-wide communications crisis plan and manual
- Training for Crisis Situations
- Crisis role play
- Holding/hosting a news conference
- Critique/evaluation

Assessment of Learning:

As a result of the service-learning experiences, students will develop or expand their knowledge of crisis communications. The overall goal of this course is to produce a county-specific manual that includes the agencies that are integral in a crisis situation. The manual should contain well-developed,

Suggested Readings:

The following resources are available through the Public Relations Society of America Web site www.prsa.org.

Lukaszewski, J. (2000). *Volume I: War Stories and Crisis Communication Strategies, A Crisis Communication Management Anthology*.

Lukaszewski, J. (2000). *Volume II: Crisis Communication Planning Strategies, A Crisis Communication Management Workbook*.

Lukaszewski, J. (2000). *Volume IV: Media Relations Strategies During Emergencies, A Crisis Communication Management Guide*.

logical, clear-cut protocols for communication in a crisis. To assess this manual, during the sample crisis, the protocols in the manual will be tested for their ease of flow, inclusiveness and overall effectiveness.

III. Resources

- American Red Cross
- Local Emergency Management Office
- National Response Center
- The Salvation Army – Service Units
- Hospitals
- Poison Control Center
- Psychiatric Crisis Center
- Fire and Police Departments
- Military
- Utilities Companies
- Government Offices
- Transportation Agencies

IV. Supplemental Readings and Electronic Resources

Print Resources

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Electronic Resources

Society for Risk Analysis - <http://www.sra.org/>.

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I. Introduction

The integration of service-learning within the discipline of communication is surely not new. Many scholars over the last two decades have contributed to the growing body of published research that addresses its usefulness as a pedagogical tool, especially when we consider the growing need for new graduates of our programs to be able to demonstrate tangible, real-world experiences in a competitive job market (Bush-Bacelis, 1998; O'Hara, 2001; Tucker, McCarthy, Hoxmeier & Lenk, 1998).

It is easy to acknowledge a natural partnership between the discipline of communication and service-learning given the "field's tradition of preparing students for public deliberation and a role in public life" (Morreale & Droge, 1998, p. 6). Hence, engaging communication students in experiential learning within their communities is one of the key ways higher education can help foster future leaders who are "civic minded professionals" (O'Hara, 2001, p. 1).

It appears from initial service-learning research studies that such engagement aids many students' understanding of the subject matter (Corbett & Kendall, 1999). Instructors in the discipline, consequently, have incorporated service-learning in a variety of courses, especially those with a strong emphasis in written and oral communication skill enhancement. In addition to courses in public relations, courses in business management, writing, and training and consulting are typical matches for instructors wanting to extend student learning into real-world experiential domains (Braun, 2001; Bush-Bacelis, 1998; Dallimore & Souza, 2002; Stevens, 2001). Although many of these studies address particular ways to provide practical learning for students in a variety of learning contexts, it has been documented that

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both intercultural and small group (or team) communication are increasingly viewed as more important areas in which to focus future service-learning initiatives (Oster-Aaland, Sellnow, Nelson, & Pearson, 2004).

In terms of crisis response and emergency preparedness, much of the early communication literature dealt with the role of communication (and often times this translated as types of media) in disaster warning systems and procedures (Mileti & Beck, 1975). This developed into crisis communication studies as a line of research, with the area of public relations providing its theoretical foundation. Today, public relations occupies a central influence in the crisis literature, answering how best to plan, manage, and respond to various publics in disaster/crisis situations (Coombs, 1999; Hale, Dulek & Hale, 2005).

Another line of research, and one from which the service-learning project in this section is derived, is in the area of crisis management and communication (Barton, 2001; Fink, 2002; Mitroff, 2004). Crisis management and communication literature offers models which describe the cyclical nature of crises and ways to think about handling them effectively and appropriately from the standpoint of communication and management theory. This literature specifically challenges earlier assumptions about emergencies that were based upon military analogies and the perceived need to command and control. More recently, experts are reporting their understanding that better models

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for dealing with crises are based on “conditions of continuity, coordination, and cooperation;” (Dynes, 1994, p.141) principles that require facilitative group communication efforts. Best practices of managing crises and disasters now advocate systemic perspectives that not only integrate them throughout the organization, acknowledging the need to see them as part of a larger communicative system, but propose the use of decision-making and

problem solving teams to help manage this overall systemic communicative structure and process (Sapriel, 2003; Reynolds & Seeger, 2005).

It is at the juncture between prior service-learning initiatives in communication and present efforts to embed crisis management as a systematic goal within organizations that the service-learning project in this section of the manual is offered.

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Although others have advocated the benefits of integrating service-learning within the small group communication course (Yelsma, 1994), the service-learning project described here breaks new ground in synthesizing crisis management and preparation with Team Communication dynamics and theoretical principles.

The key objective is for students to confront, in their weekly service-learning activities in emergency preparedness, issues of team continuity, coordination, and cooperation—factors that lay the foundation for any successful collaborative emergency response efforts, regardless of whether the level of involvement is local, state, or federal. The result of this service-learning initiative is an opportunity for students to learn about emergency preparedness and crisis management as a worthwhile goal in contemporary society where social uncertainty is shaped by increasing terrorist threats. At the same time, it offers students practical avenues for applying newly-developed skills in group discussion, problem solving, leadership, and teamwork; aspects of crisis management that can determine an organization's ultimate success or failure in the face of disaster. Additionally, the course is designed so students who work in the field may offer affiliate organizations and members better models for effective and appropriate team communication practices. In this sense, the principles of best practice for service-learning in the communication curriculum are addressed (Gibson, Kostecki & Lucas, 2001).

II. Course

Title: Small Group Communication

Course Description:

This is primarily a skills course in the areas of group discussion, problem solving, leadership, and teamwork. The main venue for learning these communication skills is the area of emergency preparedness and crisis management. In this course students are exposed to all facets of the emergency management system including materials and

reading from FEMA, as well as training from staff affiliated through the local United Way SecureCorps Program. Community Emergency Response Team (CERT), an initiative of Citizens Corp could also be used. At the same time, students also are learning about group communication processes; for example, how group roles, norms, leadership and decision-making styles affect a group's sense of cohesion and productivity. Under the auspices of the local American Red Cross, students also work with the county-wide VOAD (Volunteer Organizations Active in Disaster). Through participant/observation of VOAD meetings attended by representatives from various local profit and non-profit agencies, students experience group organization and collaboration efforts as well examine how teams evolve into effective working groups.

Given that this communication course is a study of group communication, the course requires group/team involvement. To facilitate the study of group interaction, students divide into five self-directed Service Teams to complete all course and service-learning objectives, offering the maximum amount of experiential learning possible in group communication. Each team is assigned to work with a SecureCorps recruit, a student like themselves, but who has officially been admitted and trained to serve in the program. While learning about how communication functions to create unique team attributes, dynamics, and outcomes, students actively engage in specifically designed service-learning projects within the community that involve disaster planning and crisis management. Students are taught practical decision-making, problem solving, and team collaboration skills in order to model an effective team service to community members. Specifically, through their service to the SecureCorps Program, students learn how to write effective emergency operations plans, business contingency plans, and service plans for agencies in the local community. Bi-weekly reflection journals about the service-learning experiences are required.

Curriculum Materials for Team Communications: Integrating Communication, Emergency Management, and Service-learning

Course Objectives:

- To provide students with an understanding of the basic principles of communication particularly relevant within small group/team contexts—group discussion, problem solving, leadership, and self-directed team work.
- To help students develop a perspective toward leadership and teamwork which requires an increased awareness of the influence individuals have on a group's productivity as well as the influences a group has on them.
- To help students develop critical thinking skills through group discussion and reflective problem solving within the contexts of emergency preparedness, crisis management, and disaster response planning.
- To help students develop skills of oral communication in self-directed business teams through participant-observation and feedback on group dynamics, participation in service-learning team activities, group presentations, and training in volunteer management and emergency preparedness.

Service-learning Objectives:

- To enhance the SecureCorps programs by increasing its numbers of student participants.
- To provide the SecureCorps programs with increased opportunities to successfully conduct its emergency planning and response outreach efforts within the local community.
- To provide students with opportunities to increase their knowledge concerning the ways they can, as future business leaders and/or concerned citizens, be more civic-minded and engaged in worthwhile community projects.
- To offer students' insights into the nature of community-service professions, both profit and non-profit.
- To offer students opportunities to develop professional networks in the local community in preparation to enter the local job force.
- To provide students with a more comprehensive

- understanding of disaster response and emergency management policies and procedures.
- To provide students with opportunities to share their developing oral communication skills in the areas of small group/team context including: group discussion, problem solving, leadership, and self-directed team work with local profit and non-profit agencies that might benefit from this exposure.

Content:

- Teams as communicative systems
- Individual communicative choices that affect the system
- Making effective choices when leading teams
- Group discussion/Facilitator techniques
- Team decision-making
- Creating a constructive team climate and managing conflict
- Team problem solving (The Standard Agenda)
- Making effective business presentations
- The theory and philosophy of crisis management
- The emergency management cycle
- Writing emergency plans
- Communication and emergency management
- Making ethical emergency management decisions

Service-learning Activities/Projects/Experiences:

Students are divided into service teams of five to six students each. Each service team works with a designated SecureCorps recruit, trained and experienced in emergency response and management efforts. Each team member contributes thirty-two hours of service through the course of the semester. To meet service-learning objectives, service teams are required to meet for one to two hours bi-weekly with their service team members. These hours are documented bi-weekly and verified. On alternating weeks, teams are expected to work individually, in pairs, or groups in the field for at least two to three hours, engaged in activities designed to meet their overall professional project objectives and goals. All preparation,

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planning, and execution of objectives and goals count toward the required thirty-two hours of volunteer time.

Specifically, service teams work with local area agencies through the auspices of the SecureCorps program to complete a professional project. The project(s) includes such things as: identifying emergency response needs of various profit or non-profit organizations, conducting risk assessments and evaluations, writing emergency operation plans for local government entities, writing business contingency plans for various agencies, preparing documents or flyers on emergency management, and/or writing service plans with various companies for goods and services they agree to provide in the event of a disaster. At the end of the semester, each service team produces a final report, which is industry appropriate, and presents it orally to the appropriate agencies involved in the project(s). These activities are graded assignments for the course. In addition, service teams are required to attend and observe at least one regional VOAD team meeting in order to write a communication report on the team's communication dynamics. Students are expected to offer developing insights about strengths and weaknesses of the group's leadership, decision-making, and problem solving processes. As an ongoing service to the SecureCorps program, student teams also design, develop, practice, and deliver one community-wide presentation under the auspices of the program. These community-wide presentations are designed to be both informative and persuasive in nature, offering community organizations emergency management mitigation services and/or calling for more coordinated action in the area of disaster response or emergency planning.

As a mechanism designed to track service team progress on service-learning activities, student teams are required to complete four intermediate team project reports. Each of these reports is specifically designed to document the team's ongoing problem

solving process while meeting the team's overall goals and objectives. Each of these reports represents a different step in a model of problem-solving called The Standard Agenda (This model is derived from John Dewey's reflective-thinking method of problem solving.) The steps to problem solving in this model are: Response to the Charge, Fact-Finding, Criteria and Limitations, and Solutions.

In addition, several activities and formal roles are assigned to monitor the service team's processes of communication throughout the semester. Each service team is required to appoint members to formal roles within the group. These include: an Official Liaison (OL), Alternate Liaison (AL), a Critical Advisor (CA), and a Recorder (R). The OL is in command of the team and acts as the primary liaison between the instructor and the group's SecureCorps contacts and activities. The OL also is involved in reconciling any team member disputes and is in charge of adhering to the formal dismissal policy of a team member should the need arise. The AL is the second in command. The AL replaces the OL when he/she is unavailable to assume his/her regular duties both inside and outside of the classroom. The CA is responsible for making sure that all decision-making and problem solving efforts the team employs includes critical thinking, i.e., carefully weighs decisions for pros/cons, advantages/disadvantages, making sure the team does not slip into groupthink. The R is responsible for the service team's recordkeeping, such as notes from meetings, tracking of phone calls, notes or answers to in-class exercises, etc.

In terms of regular activities, service teams periodically complete communication reports. These reports require identification and evaluation of norms, roles, decision-making styles, power influences, and efficiency at problem solving as service goals and objectives are achieved. The reports are intended to keep the teams conscious of their interaction dynamics so as to change and/or strengthen patterns of communication that are not

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effective in building group productivity and cohesion.

While all students are participants in a service team, the course objectives also support individual strengthening of communication skills. This is accomplished primarily in two ways: the course requires that all students assume the role of group discussion facilitator at least once during the semester and each student writes a final reflection paper/portfolio on the team process and contributions.

Assessment of Learning:

Because of the integrative nature of this course, all course assignments (both individual and team) are directly linked to students' service-learning activities and experiences and/or in-class exercises. This facilitates a direct assessment of learning group communication dynamics in the context of emergency preparedness and management. Assessment criteria for each graded and non-graded assignment is documented in writing and reviewed with the students before it begins.

Service Teams' Final Project

The project(s) must contain the necessary elements or components as specified by the appropriate federal, state, or local authorities in the areas of disaster response and emergency management. If a team is working on a service plan, for example, the plan needs to include a thorough assessment of the resources a particular profit or non-profit organization might contribute if a disaster strikes. If a team is working on a business contingency plan, the plan necessarily needs to include such things as: identification of staff responsibilities during an emergency, evacuation procedures, lists of supplies and resources needed, etc. A well-written plan demonstrates students' understanding of the basic principles of team communication, leadership, critical thinking, and problem solving, not to mention meets specified service-learning objectives such as a comprehensive understanding of disaster response and emergency

management policies and procedures. All final documents are reviewed by both the SecureCorps Program Coordinator and the instructor to ensure adherence to these standards. Team presentations in the community are assessed according to content, organization, audience adaptation, delivery, and professionalism.

The various team reports are designed to assess on-going learning and application of course content in the areas of teamwork, decision-making, problem solving, and communication dynamics. The key assessment question here is: how well has Dewey's reflective thinking model, The Standard Agenda, been applied to the decision-making and problem solving efforts? The final paper reflection/portfolio assignment is designed to comprehensively evaluate individual student learning of product and process elements of the service-learning experience. After documenting progression of activities and assignments throughout the course, the essential assessment question becomes: Which communicative activities facilitated the process and which ones undermined the efforts? In this way, students realize the ways in which their communicative choices during team processes directly affected process and product outcomes.

III. Resources

- The U.S. Department of Homeland Security
- FEMA
- Pennsylvania Office of Homeland Security
- Pennsylvania Emergency Management Agency
- Pennsylvania's County Emergency Management Coordinators
- The United Way
- The SecureCorps Program
- Community Emergency Response Team
- The American Red Cross
- Volunteer Organizations Active in Disaster (VOAD)
- YMCA
- Non-profit Human Service Agencies

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- The Housing Authority
- Local Townships
- Neighborhood Watch Program
- Faith-based Organizations

IV. Supplemental Readings and Electronic Resources

Print Resources:

- Barton, L. (2001). *Crisis in organizations II*. Cincinnati, OH: South-Western College Publishing.
- Droge, D., & Murphy, B.O. (Eds.), (1999). *Voices of a strong democracy: Concepts and models for service-learning in communication studies*. American Association of Higher Education.
- Mitroff, I. (2004). *Crisis leadership: Planning for the unthinkable*. Hoboken, NJ: John Wiley & Sons, Inc.
- Tubbs, S.L. (2004). *A systems approach to small group interaction*. New York, NY: McGraw-Hill.
- Yelsma, P. (1994). *Combining small group problem solving with service-learning*. Michigan Journal of Community Service-learning, 1, 62-69.

Electronic Resources:

- The U.S. Department of Homeland Security - www.ready.gov
- The United Way - www.givealittlebit.org
- The American Red Cross - www.redcross-yorkpa.org/
- Pennsylvania Emergency Management Agency - www.pema.state.pa.us
- Pennsylvania's County Emergency Management Coordinators - www.pema.state.pa.us/pema/cwp/
- Terrorism: Questions and Answers. Council on Foreign Affairs - <http://cfrterrorism.org/security/dhs.html>
- Environmental Protection Agency: Emergencies. - <http://www.epa.gov/ebtpages/emergencies.html>
- Pennsylvania Office of Homeland Security - <http://www.oit.state.pa.us/homelandsecurity/site/default.asp>
- National Voluntary Organizations Active in Disaster (VOAD) - <http://www.nvoad.org>
- Pennsylvania VOAD contact information <http://www.nvoad.org/member.php?memberid=41>
- Non-profit Risk Management Center http://nonprofitrisk.org/csb/csb_mgv.htm#intro

Curriculum Materials for Marketing: Integrating Marketing, Emergency Management, and Service-Learning

I. Introduction

It was once said about marketing that “people don't want to be ‘marketed TO’; they want to be ‘communicated WITH’” (Flint McGlaughlin).

Communicating with people about what to do when an emergency occurs in their neighborhood is important. The purpose of this introduction is to describe the relationship between the discipline of marketing, service-learning, and emergency preparedness. The introduction illustrates the relationship between marketing and understanding community members' needs and how marketing meets those needs.

The discipline of marketing is in an excellent position to train professionals in minimizing the effects of crisis situations. Through the field of social marketing, scholars have long recognized the applicability of marketing tools and techniques to nonprofit organizations, government agencies, and causes. Service-learning allows students to apply marketing tools and concepts to social problems and issues (Easterling & Rudell, 1997). Using service-learning pedagogy in a marketing course and focusing on emergency preparedness enables students to apply what they learn in class to real life issues and situations that they might not have realized needed to be addressed had they not participated in the experience. Students, community members, and emergency response organizations benefit from sharing knowledge and resources between one another; ultimately resulting in a more informed community and a more effective emergency response plan.

Service-learning is a useful teaching strategy because it is an effective way for students to learn and apply marketing concepts. It is effective, because it (1) improves the tarnished image of marketing, (2) appeals to the desire of individuals to make the

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- Johnson, T. C. (2000). *The case for service-learning in marketing education*. Proceedings of the Fall Educator's Conference, Marketing Management Association. St. Louis, p. 16-18
- Klink, R. (2004). *Implementing service-learning in the principles of marketing course*. *Journal of Marketing Education*, 26 (2), 145-153.
- McIntyre, F.S., Webb, D.J., & Hite, R.E. (2005). *Service-learning in the marketing curriculum: Faculty views and participation*. *Marketing Education Review*, 15 (1), 35-45.
- Rudell, F. (1996). *Students also reap benefits for social work*. *Marketing News* 30 (17), 12.

world a better place, and (3) offers the opportunity for hands-on, real-world learning (Johnston, 2000).

Service-learning is a primarily a teaching methodology and is available for faculty members in marketing and advertising to use in their classes. As a teaching/learning strategy it evokes a high level of student engagement. As students return to classes from their community service sites, they ask important questions based on what they see in the community. Service-learning also affirms two fundamental values: personal responsibility for civic participation and institutional responsibility to participate with the community to improve society. Finally, service-learning provides more in-depth learning because the strategy engages students in the hands-on use of communication concepts.

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Students are able to apply communication theories consistently as they focus on the ways public life is constituted by the messages individuals' exchange.

Giles (as cited in Easterling & Rudell, 1997) states that, "service-learning is both a program type and a philosophy of education" (p. 58). Service-learning provides countless ways for students to perform meaningful service for the community while engaging them in reflection and study that is related to the service performed (Easterling & Rudell, 1997). By working with community partners and developing emergency response materials as part of the marketing course, students clearly have the opportunity to affect change in the community as part of their discipline-specific learning.

Additionally, they are exposed to how their participation helps their neighbors and themselves, because they become more informed about community response to emergencies than they otherwise might have been. In the module that follows, the reader is able to see how students are given the extraordinary opportunity of helping citizens in a particular community. They can accomplish this by creating media materials to inform residents of how to handle an emergency and the proper channels for communication.

Service-learning is a teaching method that seems particularly well suited to marketing/ advertising education. It can be added to a marketing/ advertising strategy course or upper-level courses in which students can act as marketing/advertising consultants. In the later example, students can participate in internships that enhance the relationship between the academic institution and the community. The learning outcomes include the development of leadership and problem solving skills, connecting the theoretical with the practical, and educating students for citizenship (Easterling & Rudell, 1997). Basically, students learn the theory in class, then go to work for community agencies to help with projects from service development to

fund-raising. The result is that the agencies learn the importance of marketing/advertising and students gain valuable experiences. In some cases students decide to continue working for the service site after graduation (Rudell, 1996).

Service-learning also allows students to apply marketing tools and concepts to social problems and issues (Rudell, 1996). It is a pedagogical technique that combines academic learning with community service. It offers many benefits to students, faculty, educational institutions, and the community. Service-learning may be particularly relevant to marketing courses, given marketing's interest in social causes (Klink, 2004).

No community is immune from emergencies. The curriculum module that follows suggests ways a marketing course might contribute to emergency management. The module demonstrates how emergency management can be comprehensively integrated into a basic marketing/advertising course using service-learning pedagogy. The necessary subject matter is addressed and is enhanced with knowledge and activities that surround the successful preparation for and response to crisis in a community using discipline-specific knowledge.

II. Course

Title: Advertising and Sales Promotion

Course Description:

A comprehensive study of the theory and practical applications of advertising and promotions, as part of an integrated marketing communications strategy, for businesses, non-profit organizations and government agencies. Relationship building and ethical issues will be addressed.

Course Objectives:

- To identify the theories of advertising and promotions.
- To explain advertising and promotions goals.
- To identify the practical applications of advertising

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and promotions.

- To describe the steps involved in developing an advertising and promotional plan.
- To understand the forms and elements of advertising and promotional media.
- To understand the components of print copy, along with important guidelines for writing effective print and radio copy.
- To describe and construct the media elements of an advertising plan for a product or service, representative of a business, non-profit organization or government agency.
- To explain management's role in advertising and promotional plan development

Service-learning Objectives:

- To develop media materials to educate residents of a town about what to do in the case of an emergency.
- To gain a solid understanding of an emergency plan from the town, county and residents' perspectives through interviews with town and county EMS representatives; a sample of town residents; and, a sample of town council members.
- To determine how the specific emergency management information should be displayed within a brochure, flyer, billboard and radio announcement to educate and inform the town residents about what to do in the case of an emergency.
- To construct a complete emergency plan brochure, flyer, billboard and radio announcement to be used by the town.

Content:

- Orientation to service-learning
- Description of student's involvement in creating materials concerning emergency crisis management for agencies and organizations
- Development of city-wide communications crisis brochure and flyer
- Crisis role play
- Fundamental concepts of advertising
- Clarification of hazard, risk, and vulnerability

- Introduction to public policy
- Public policy concepts
- Official participants, including county EMS executive and town EMS manager
- Nongovernmental Agencies
 1. American Red Cross
 2. Poison Control Center
 3. Psychiatric Crisis Center
 4. The Salvation Army-Service Units

Service-learning Activity/Project Experience

There will be groups of three students who will work to formulate informative media materials concerning instructions in the event of an emergency for a particular town. Following completion of the project, the students will present it to town officials who will critique the materials and offer suggestions for modification or additions based on their experience with the environment.

Assessment of Learning:

As a result of the service-learning experiences, students will develop and expand their knowledge of crisis communications. The overall goal of this course is to produce a town/county advertising plan with supporting media that includes agencies which are integral in an emergency crisis situation. The plan should contain well-developed, logical, clear protocols for communication in a crisis. The plan will include a name and slogan, brochure, magazine advertisement, outdoor billboard and a recorded radio announcement/advertisement with sound. A rubric will provide directions to the students for construction of the advertising plan media and will be used as an assessment of the learning achieved. To assess this project, the protocols in the supporting media will be tested for their ease of flow, inclusiveness and overall effectiveness.

III. Resources

- American Red Cross
- Local emergency management office
- National Response Center

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- The Salvation Army-Service units
- Hospitals
- Poison Control Center
- Psychiatric crisis center
- Fire and police departments
- Military
- Utilities companies
- Government offices
- Transportation agencies
- Federal Emergency Management Agency (FEMA)

IV. Supplemental Readings and Electronic Resources

Electronic Resources

Bobbitt, R. and Sullivan, R. (2004). *Developing the public relations campaign: A team-based approach*. Boston: Allyn & Bacon.

Breakenridge, D. & Deloughry, T. (2003). *The new PR tool kit: Strategies for successful media relations*. Upper Saddle River, NJ: Prentice Hall.

Gregory, A. (2004). *Public relations in practice*. Sterling, VA: Kogan Page.

Hendrix, J.A. (2003). *Public relations cases*. Belmont, CA: Wadsworth Publishing.

Theaker, A. (2004). *The public relations handbook*. New York: Routledge.

Electronic Resources

The Case for Service-learning in Marketing Education - www.utm.edu/staff/johnston/SL.htm

Implementing Service-learning In Marketing Courses - www.csbsju.edu/servicelearning/faculty/rickpaper.htm

Federal Emergency Management Agency (FEMA) - www.fema.gov

American Red Cross - www.redcross.org

Curriculum Materials for Nursing: Integrating Nursing, Emergency Management, and Service-Learning

I. Introduction

The roots of nursing education are based on a service-learning approach. When the field of nursing initially evolved, it was the role of nursing students to provide staffing to hospitals. Although the intensity of this approach has changed, the notion of service-learning in nursing education has remained.

In acute care settings, nursing students provide care to patients as they gain the knowledge and skills required to become proficient nurses. Although it could be argued that acute care settings are not optimal service-learning sites, it is apparent that patients benefit from the quality of care provided by students. In a more authentic application of service-learning pedagogy, many nursing curricula have expanded clinical experiences to community sites in which students meet clinical objectives by providing much needed services to community members. Through the students' experiences in the community, the reciprocal nature of community-based learning and service come together to create an unparalleled learning experience.

The diminishing number of clinical sites has made clinical placement increasingly more challenging. This problem has been relieved somewhat by the expansion of clinical sites into the community. Foss, Bonaiuto, Johnson, and Moreland (2003) offer that using a model to create a service-learning community partnership can positively effect clinical site utilization. The shift from hospitals to community meets the changing nature of the health care delivery system. More importantly, it gives nursing students the opportunity to focus on vulnerable populations, preventive care, and health promotion.

Recently, in an effort to reduce the public health impact of disasters, the Centers for Disease Control (CDC, 1994) suggests that health professions' programs and communities work together to

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- Foss, G., Bonaiuto, M., Johnson, S. and Moreland, D. (2003). *Using Polvika's model to create a service-learning partnership*. *Journal of School Health*, 73 (8), 305-310.
- Gebbie, K. and Qureshi, K. (2002). *Emergency and disaster preparedness: Core competencies for nurses*. *The American Journal of Nursing*, 102 (1), 46-51.
- Olsan, T.H., Forbes, R.A., MacWilliams, G., Norwood, W.S., Reifsteck, M.A., Trosin, B. and Weber, M.M. (2004). *Strengthening nurses' political identity through service-learning partnerships in education*. *Journal of the New York State Nurses Association*, 34 (2), 16-21.

strengthen emergency response and preparedness in their community. In addition, the CDC has identified the importance of incorporating principles of emergency response and preparedness into the curricula to enhance the quality of disaster response.

In many nursing curricula, the reciprocal relationship between academic objectives,

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community-based care, and service-learning has been established. Adding emergency management to classroom and clinical learning is an appropriate way to begin to develop a cadre of practitioners who have the knowledge and skills necessary to meet community needs in times of crisis. Historically, nurses have been present in emergency situations whether the event was a natural or human-made disaster. Gebbie and Qureshi (2002) clearly outline the guidelines and roles for nurses in disaster planning, including the competencies required of nurses in emergency situations. The Public Health Security and Bioterrorism Response Act of 2002 includes nursing—as well as other health care professions—in improving the planning and preparedness activities related to bioterrorism (Donnellan, 2002). The potential effectiveness of using nurses in both preparing for and responding to emergency situations is clear. What is less clear is the role that student nurses can play. The benefits of teaching nursing students to work with communities using a service-learning model to address emergency management can be significant. Students can provide significant human resources during times of crisis if they are prepared to meet the needs of the community. To respond appropriately, students will benefit from community partnering experiences that will help them hone their assessment, teaching, and evaluation skills specifically in emergency management. By adding emergency management to the curriculum and allowing students to develop confidence in this area, service-learning models help students develop skills that will be useful to the community beyond their formal educational experience.

Bailey, Carpenter and Harrington (2002) illustrate the development of strong community partnerships in contributing to the success of service-learning programs. Building on existing partnerships is critical in establishing clinical placements for students. Service and learning expectations must be clearly defined to effectively implement a service-learning clinical placement.

The relationship between service-learning and the clinical component of a course is easy to see. The larger adjustment will be the addition of emergency preparation and response to an already overloaded curriculum. One way to manage this overload is to offer a series of clinical seminars on emergency management. In this way all students can be exposed to priority issues in crisis situations, and share their varied community experiences. The ability to problem solve in a crisis situation and develop priority interventions can be viewed as an extension of the nursing process. The use of reflection in establishing the link between the service portion of the course and the learning outcomes (Bailey, et al, 2002) will be valuable in evaluating the knowledge, skills, and abilities the students gain from the experience.

Adding service-learning to a community-based nursing course promotes an ethic of life-long public service. Olsan, et al. (2003) further demonstrates that involvement in service-learning partnerships in the community can strengthen political identity and prepare students to lead health policy initiatives. The motivation of civic and social responsibility will be significant if the students believe that they are making a contribution to the community and are comfortable with their performance. Both the excitement and reward of exposure to an emergency management service-learning project is an excellent starting point to stimulate interest in long-term community service. The short-term advantage of a community/nursing curricular project is considerable, but the potentially longer-term benefits for students assisting in a community crisis or preparing a community for a potential crisis are extraordinary.

II. Course

Title: Community Health Nursing: Emergency Preparedness and Response

Course Description:

Students are challenged to look at the principles of community health nursing, public health policy,

Curriculum Materials for Nursing: Integrating Nursing, Emergency Management, and Service-Learning

and the role of the nurse in providing services in the community with an emphasis on emergency management. The effects of the delivery of health care in terms of a disaster in the community will be explored. An ability to join theory and skill through a service-learning model will enhance the students' experiences. Since the type of emergency can never be predicted, the course will prepare students to respond in any type of emergency. Initially, the course will focus on general emergency strategies in the community. It then will examine the concepts of triage; specific types of disasters, including biological agents used as a source of terrorism; and natural disasters.

Students will apply these concepts and evaluate the interface between the community and the local public health department. Students will assess the community's efforts in emergency response and readiness for a potential human-made or natural disaster. The student's direct service will be helpful to the community in addressing its emergency health-related needs.

Course Objectives:

- Describe the potential types of disasters, including bioterrorism natural and human-made disasters, and the priority interventions to the community.
- Evaluate past disasters, both human-made and natural in etiology, from an historical perspective, and outline implications and management of health issues.
- Identify the signs, symptoms and management of anthrax, plague, smallpox, and botulism.
- Identify potential health problems related to natural disasters such as flood, fire, chemical leaks, and tornados.
- Understand the current community procedures for emergency preparedness and response, including the chain of command in the community.
- Describe how public agencies are utilized to protect the community against bioterrorism and natural disasters.
- Investigate the effects of traumatic stress on

Suggested Readings:

Gebbie, K. and Qureshi, K. (2002). *Emergency and disaster preparedness: Core competencies for nurses*. *The American Journal of Nursing*, 102 (1), 46-51.

Stilp, R. (2004). *Biological weapons and emergency preparedness, Part I*. *Nursing*

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- victims and emergency response professionals.
- Assess current communication issues in the community and how the dissemination of information would be influenced by the current methods of communication.
- Identify implications and address issues of the Health Information Privacy and Portability Act (HIPPA) in relation to emergency situations.
- Understand the specific needs of special populations—such as children and the elderly—in disasters.
- Explore the roles of professional nursing organizations in a disaster situation and the type of preparedness they have in place in the event of an emergency.

Service-learning Objectives:

- Analyze the current emergency response and preparation plan for the agency or community served.
- Develop a program that will help prepare the community for a disaster situation.
- Identify disaster-related health issues for the agency or community.
- Provide a minimum of six hours of clinical practice per week with the agency or community.
- Incorporate the theoretical components of emergency response and preparedness with the real issues of the specific agency or community.

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- Identify the benefits and challenges of a service-learning approach in addressing the emergency response needs of the community.
- Develop a partnership with the agency or community that will support continued community service after graduation.
- Develop a mechanism by which student nurses will be mobilized to help a community in the event of a disaster.
- Develop an ongoing relationship with the community to support emergency management efforts.
- Explore, clarify and process the service-learning experiences in a reflective manner.

Content:

- Introduction to emergency management, crisis theory, community partnerships, and a service-learning model
- The role of nursing in the health care delivery system in responding to and preparing for a potential disaster
- Definitions and implications of human-made and natural disasters, with an emphasis on health care delivery
- Protocols for assessing communities for emergency management, prioritizing needs, and developing interventions to meet those needs
- Historical context of various types of disasters and the management of health issues
- Methods of triage and the needs of special populations such as children and the elderly
- Biological weapons and emergency preparedness
- Natural disasters, health implications, and the role of the nurse in maintaining standards in the delivery of health care
- Public health policy regarding disaster planning, and the multi-tiered role of the public health system in affecting community needs regarding disaster management in a range of emergencies
- The chain of command, communication, HIPPA, and the roles of professional nursing organizations in disaster management
- The response of a community in the aftermath of

disaster, including the traumatic stress implications for emergency service workers

- The advantages of emergency exercises and after-action evaluation phase to assess the effectiveness of an emergency plan

Service-learning Activity/Project/Experience:

Students will assess the emergency response plans of an agency to which they are assigned. They will study how the agency's plan addresses emergency management for the entire community and identify strengths and weaknesses in the system. For example, if the student's agency is a school, he or she would evaluate the school's emergency response plan and how this plan interfaces with the public health department in the community. The student would assess the system regarding communication protocols, evacuation and triage measures, and health-related concerns. Working in groups, students will have the opportunity to learn how collaboration facilitates community outcomes. This style of teaching/learning is an effective strategy for connecting nursing knowledge to emergency management.

Once the agency's emergency management plan has been assessed, the student group will identify and address a priority concern of the agency's plan. A community or agency representative will help to identify the priority issue. The student group then will develop an innovative intervention program to meet the identified need. The students will be encouraged to demonstrate creative and flexible thinking in developing such a program.

The program or teaching plan can focus on different community subgroups. For example, if the nursing students work with a local private K-6 school, the project could examine the staff's roles and responsibilities to protect the health of students in a disaster. A project with the school nurse could focus on researching and providing information about appropriate triage protocols.

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The students then would give a presentation on protocols to the group or develop a pamphlet for dissemination. Most K-12 schools are key components of the emergency management system at the local level. In the event of a disaster, public safety officials inform and instruct the school staff. K-12 schools also often serve as shelters in an emergency. Nursing students can help private schools integrate their emergency plans into the overall community plan. They can help schools ensure their emergency plans address the specific needs of the private K-12 population. The nursing students' assessment can improve the level of emergency preparedness in the school community.

The K-12 school system is only one example of sites within the community where nursing students can engage in a service-learning project to address emergency management. Other sites—such as pre-schools, Head Start programs, after-school programs, geriatric living communities, recreational programs, homeless shelters, churches, and correctional facilities—have diverse populations and varied employee roles where a stronger awareness of emergency response could be addressed by nursing students in a collaborative practice. Although plans to address emergencies often are in place, the agencies' populations are not always aware of the plans or do not make emergency plans a priority until a crisis occurs. A service-learning partnership between nursing students and a community is a good opportunity for students to learn how communities respond in times of crisis and the roles they might play to help the community be more effective in its response.

Assessment of Learning:

Evaluation of the students' successes in the service-learning experience more broadly focuses on issues of critical thinking, the ability to partner with a community, and the ability to respond to the community's changing needs. Some of the more concrete indicators of learning as a result of the service-learning experience include the

ability to analyze health risks associated with fires, floods, or exposure to biological terrorism, and priority interventions to minimize risks. Another, more concrete measure of understanding the core issues of emergency management would be to identify issues related to evacuating specific populations, or triage. The recognition of the vulnerability of any population in terms of disaster should be a concept quickly grasped and discussed by students participating in service-learning in the community. It would be expected that students are able to look at the agency in the context of the larger public health system, identify potential problems and associated issues which may obstruct resolution of the problem. Students also should be able to demonstrate application of reasoning skills both in addressing issues related to emergency preparedness and working in a small group within a collaborating agency.

III. Resources

- Schools: Elementary, Middle, and High Schools
- Health Clinics or Public Health Departments
- Service Industry Sites: Police Departments, Fire Departments, Ambulance Services
- Local Chapter of the American Red Cross
- Geriatric Apartments or Senior Centers

IV. Supplemental Readings and Electronic Resources

Print Resources

- Erickson, G. (2004). *Community health nursing in a non-clinical setting: Service-learning outcomes of undergraduate students and clients*. *Nurse Educator*, 29 (2), 54-57.
- Federal Emergency Management Agency. (2001). *Investigating community preparedness*. *Curriculum Review*, 41 (3), 7.
- Hilton, C., and Allison, V. (2002). *Disaster preparedness: an indictment for action by nursing educators*. *Journal of Continuing Nursing Education*, 35 (2), 59-65.
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Weiner, B., and Irwin, M. (2003). *Current initiatives for emergency preparedness response: commentary on new challenges for public health care: Biological and chemical weapons awareness, surveillance and response*. Biological Research for Nursing, 4 (4), 255-7.

Electronic Resources

Agency for Toxic Substances and Disease Registry (ATSDR):

Environmental Nursing Initiative Web site - <http://www.atsdr.gov/EHN>.

American Academy of Pediatrics Children Terrorism and

Disaster Web site - <http://aap.org/terrorism>.

CDC: Emergency Preparedness and Response Website -

<http://www.bt.cdc.gov/>

Center for Health Policy: Columbia School of Nursing

Emergency Preparedness Competencies Web site -

<http://cpmcnet.Columbia.edu/dept/nursing/institute-centers/chphsr/Tech.pdf>.

Disaster Preparedness and Response Case Study - [http://](http://www.nursingsociety.org/education/case_studies/cases/SP0004.html)

www.nursingsociety.org/education/case_studies/cases/SP0004.html.

Curriculum Materials for Occupational Therapy: Integrating Occupational Therapy, Emergency Management, and Service-Learning

I. Introduction

The purpose of this paper is twofold: to explain the relationship between the discipline of occupational therapy, service-learning, and emergency preparedness; and to offer an applied example—an outline of an occupational therapy intervention course. The time is ripe for occupational therapists to consider emergency preparedness as a part of practice. Rosenfeld (1982) described a model for activity intervention more than 20 years ago, and recent events remind occupational therapists that human-made and natural disasters are part of modern life. In a recent interview, James Stanton, program director, Counter Terrorism at Maryland Institute for Emergency Medical Services Systems told Diana Ramsey, a member of the American Occupational Therapy Foundation's Occupation in Societal Crises Task Force, that he encourages occupational therapists to become more active in disaster planning. The essence of their dialogue was that occupational therapists are uniquely trained to fill unmet needs in disaster response (McColl, 2002a, p. 1). They discussed the example of people with disabilities at the time of a disaster; until recently an area of concern that is not adequately covered in present federal and local systems. Emergency teams may have minimal time to help people with special needs or populations such as latch-key children.

Occupation can be used as a powerful psychosocial, and a physical dysfunction intervention during a crisis. Therapists are trained to use activities as a curative or palliative means to promote accommodation to stress. Trombly (1995) described occupation as a "means and an end" (p. 963)—doing helps people to take some control in life situations where options seem limited. Human-made and natural disasters are examples of situations where human choice is limited by external events. The commonly held goal of occupational

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- Slack, H.L. (1919). Concerning soldiers and art. *Carry on*, 1 (10), 8-9.
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Curriculum Materials for Occupational Therapy: Integrating Occupational Therapy, Emergency Management, and Service-Learning

therapy education is to teach students how to treat individuals who have not attained functional independence following illnesses or accidents. The historical use of occupation as a curative activity at the scene of a crisis, however, is rarely described.

In World War I, even before the profession was officially named, occupation workers were sent to the battlefield in France. These well-educated teachers used prescribed activities to promote healing in injured or shell-shocked soldiers. Their success was recognized and their services expanded into state-side reconstruction programs, sheltered workshops, and convalescent centers to treat patients including soldiers with physical and mental conditions. Starting with bedside activities such as cord knotting, frame weaving, drafting, and chip carving, recuperating soldiers were engaged to focus on doing rather than on the pain of their losses (Slack, 1919; Crane, 1921). These initial interventions were followed with a series of activities that were graded in complexity and were designed to move the soldier along a recovery progression from bedside, ward, therapy room, pre-vocational to vocational training (Dunton, 1918). Barton (1919) emphasized that activity training should “. . . have a definite, useful place in the business world. . .” (p. 59). Thus, the profession began with pragmatic goals for patient outcomes that expanded to include other patient populations such as home visiting therapy for convalescents, people recovering from illness or injury, and individuals with mental illness (Tracy, 1912).

Occupational therapists have much to offer to relief efforts because of the curative power of goal-directed activities. These occupations can be used to foster the initiation of more sustained accommodation to the overwhelming effects of natural and human-made disasters. A growing number of curricula recognize the importance of early initiation of occupational therapy services at the secondary stages of relief. Colleagues in South Africa, Israel, Britain, Japan, Canada, and Romania have demonstrated the long-standing benefits of

occupation in fostering healing after human-made and natural tragedies.

Educators in occupational therapy can augment an intervention course by adding resources on disaster and service-learning to the course. Interested program directors, clinical educators, faculty, and students are encouraged to seek more advanced education and training through local, state, and national programs.

The growth of service-learning as a teaching method in many occupational therapy curricula demonstrates the compatibility of the core of occupational therapy services with student and community-based program needs. Service-learning integrates reflective collaboration between students in a course and the staff and clients in a community program. The integration requires planning and negotiation. All parties to the learning experience must identify how their needs can be addressed during the semester. Effective service-learning courses are based on four organizing principles: engagement, reflection, reciprocity, and public dissemination (National Campus Compact, 2004; Heffernan, 2001). A variety of programs—such as those at Penn State-Mount Alto, Thomas Jefferson University, Temple University, Chatham College, and the University of the Sciences in Philadelphia—have long-standing ties to community organizations. These relationships benefit both students and community.

There are three major justifications for increased occupational therapy knowledge and skill development in disaster relief: personal skill development, training to refine professional delivery skills, and increased influence on agencies and professional emergency services agencies and personnel so occupation becomes a curative aspect of the disaster recovery process. Occupation-based intervention knowledge and skill can contribute to disaster relief efforts. In addition, the AOTF Occupation in Societal Crisis Task Force discussed seven ways that “occupation provides a

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bridge to health in difficult times” (McColl, 2002b, p. 350): survival, diversion, mastery, habit, support, identity, and spiritual connection (www.aotf.org/html/update.html). Engagement in goal-directed tasks quiets anxiety and comforts individuals who are wracked by the stress of trauma, loss, and pain (Fine, 1991).

II. Course

Title: Occupational Therapy Interventions II: Developmental Issues

(Based in part on course outline for OT 632, developed by Paula Kramer, Ph.D., OTR/L, FAOTA and taught by Dr. Kramer and Mrs. Gerri Shea, MOT, OTR/L, Assistant Professor, Department of Occupational Therapy, University of the Sciences in Philadelphia.)

Course Description:

This course offers an experience in the design and implementation of occupational therapy interventions. Integrating knowledge from previous courses, these interventions foster individual patient/client development. This process includes analysis of evaluation data, goal setting, treatment objectives and planning, selection of appropriate intervention techniques, discharge planning, and termination. Best Practice ideas will be presented as models for intervention. A service-learning component is required in the fieldwork requirement (Level I Clerkship). Students will be required to understand and plan a disaster preparedness project in collaboration with their clerkship clinical education supervisor.

Course Objectives:

Successful completion of the following outcomes will result in the knowledge and ability to:

- Demonstrate an understanding of patient’s/client’s pathology and personal strengths and weaknesses.
- Foster accommodation to patient’s/client’s role dysfunction through the use of purposeful activities and competence building experiences.
- Demonstrate technical abilities to grade and adapt

tasks based on a patient’s/client’s pathology and present performance.

- Cite appropriate research studies and professional literature to demonstrate informed decision-making.
- Foster collaborative relationships when supervising occupational therapy assistants and other staff.
- Plan effectively for discharge and aftercare.
- Complete course requirements and assignments, including service-learning component and disaster preparedness project.

Service-learning Objectives:

The following objectives articulate the benefits of the service-learning and disaster preparedness components of this clerkship experience for the agency and the student.

- Articulate the connections between occupational therapy intervention, disaster preparedness, and the service-learning experience (Clerkship).
- Complete a disaster relief project that demonstrates understanding of the principles and practices of occupational therapy intervention and the needs of the community agency.
- Create a diary, audio notes, drawings, or any other personally meaningful method that demonstrates reflective thinking about occupational therapy intervention, basic disaster preparedness, and a solution to the disaster preparedness problem.

Service-learning Activity/Project/Experience:

The fieldwork assignment is a service-learning experience that requires integration of intervention knowledge and skills with a real-life experience in a community practice setting. This experience will require three levels of involvement.

LEVEL I. Clinical Intervention.

Apply evaluation, intervention goals, treatment planning, and activities to patients/clients under the supervision of an occupational therapy clinical educator.

LEVEL 2. Service-learning Project on Disaster Intervention.

Discuss how you should participate in disaster relief with your clinical educator. What should you do in an emergency? Do you need additional training? What are the safety precautions? How will the agency protect and assist clients? Discuss the agency's disaster preparedness. Can you receive a copy of the plan?

After you learn about the agency's plan, work with the clinical supervisor to identify a project, set of activities, or materials that will contribute to the disaster planning efforts of the community center.

LEVEL 3: Reflection on Service-learning Experience.

Design a collage, audio journal, diary, story, activity, video, live performance, poem or organized community participant discussion group to reflect on your experience.

Weekly - Take time to write a note on your experiences in the community agency. How effective was your collaboration? Did you apply your knowledge and skills? How did you feel about your experiences?

Mid-Point - Look over your weekly notes. Reflect on your disaster preparedness project. Remember the three aspects: clinical intervention, disaster preparedness, and service-learning. Check with your clinical supervisor to make sure the project is progressing satisfactorily.

End of Clerkship - Complete the disaster preparedness project two weeks before your last visit. Obtain feedback on disaster preparedness and service-learning reflection. How did you feel about the project?

Assessment of Learning:

Successful completion of the following requirements will demonstrate the integration of occupational therapy intervention, disaster preparedness, and service-learning.

DISASTER PATIENT/CLIENT CASE STUDY.

Case will be assigned by the clinical educator. The student must demonstrate integration of intervention and follow-up care. Example: How to evacuate a brain-injured client who is paralyzed with fear from impending hurricane.

SERVICE-LEARNING PROJECT. Students will develop a project that reflects integration of three areas required to pass course: occupational therapy intervention, service-learning, and disaster preparation. This project can be an ongoing group discussion, lecture series offered by subject experts, or a journal or essay. It must be connected to the intervention content and include a focus on disaster preparation; reflection should be ongoing rather than done at one time; and it should be challenging and meet the needs of the community site. You should also demonstrate your ability to interact with the clinical educator and other staff members.

III. Resources

Students can complete their service-learning experiences in community-based practices arenas such as schools, agencies for the elderly, after-school programs, therapeutic riding programs, homeless shelters, sheltered employment agencies, and group homes. Students are encouraged to complete emergency preparedness training in county, state and federal agencies.

IV. Supplemental Readings and Electronic Resources

Print Resources

McColl, M.A. (2002) *Occupation in stressful times*. *American Journal of Occupational Therapy*, 56 (3), 350-353.

Electronic Resources

Disaster Preparation

Federal Emergency Management Agency (FEMA) - www.fema.gov.

Models for Emergency Management and Service-learning - http://www.training.fema.gov/emiweb/edu/sl_em.asp.

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Red Cross - <http://www.redcross.org/services/disaster>.
World Health Organization (WHO). Earthquake in Gujarat.
Report from the working group on Psychosocial Aspects -
<http://w3.whosea.org/gujarat/finalreport8.htm>.
Wisconsin Department of Health and Family Services,
Hospital Disaster Plan - http://www.dhfs.state.wi.us/rl_dsl/hospital/hospitaldisastrplng.htm and
http://www.dhfs.state.wi.us/rl_dsl/hospital/HospitalDisastrPlng.htm#Occupational%20Therapy.

Occupational Therapy Intervention

Binderman, M. (2003) Occupational therapy's role in coping with grief or loss - <http://aotf.org/html/coping.html>.
McColl, M.A. (January 2002). Occupation in stressful times - <http://www.aotf.org/html/mccoll.html>.
Occupation in societal crises - <http://www.aotf.org/html/mccoll.html>.
Occupational therapy in military or natural disasters - www.aotf.org/html/military.html.
Scaffa, M.E. Competence, Mastery and Independence: Our Heritage -<http://aotf.org/html/scaffa.html>.
Tennessee Occupational Therapy Association Disaster Preparedness - www.tnota.org/preparedness2.html.

Curricular Materials for Physical Science: Integrating Physical Science, Emergency Management, and Service-learning

I. Introduction

More than 8,000 homes or businesses were damaged or destroyed, 49 people lost their lives, and at least \$1 billion in insured losses occurred when 76 tornadoes devastated the southern Plains on May 3, 1999 (NOAA, 1999). Approximately 50 percent of the U.S. population was affected by the March 1993 Superstorm that closed every major airport on the east coast and produced an estimated snowfall equivalent to 40 days flow of the Mississippi River at New Orleans (NOAA, 1993). Hurricane Floyd inundated eastern North Carolina and portions of the east coast of the United States in September 1999 with record rain, resulting in 77 fatalities, and pushing damage estimates over \$6 billion (NOAA, 1999). The 2002 fire season burned more than 7 million acres across 11 western U.S. states, resulting in 21 fatalities and more than \$2 billion in damages (NOAA 2002). One of the worst weather-related disasters to hit the city of Chicago occurred in July 1995 in the form of a heat wave that caused the death of more than 500 people (ISWS, 1999). The 1989 Loma Prieta earthquake halted 83 years of tranquility and provided a wake-up call to residents of the San Francisco Bay area (USGS, 1999). The 6.9 magnitude earthquake produced \$6 billion to \$10 billion in property loss and killed 63 people.

Extreme natural events are causing an enormous socio-economic price tag, and the cost appears to be escalating at an alarming rate. For example, global estimates of the economic loss resulting from natural disasters in 1999 reached \$100 billion! In the United States alone, 58 weather-related disasters during the last 24 years (1980-2003) each caused at least \$1 billion in damages (at the time of the event). The National Research Council Committee on the Science of Earthquakes commented recently that earthquake-related losses in the United States now exceed \$4 billion per year (Lay, 2004). A repeat of the Kanto (near Tokyo) earthquake of 1923 would

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- ISWS (1999). *The 1995 heat wave in Chicago, Illinois*. Illinois State Water Survey, <http://www.sws.uiuc.edu/atmos/statecli/General/1995Chicago.htm>.
- Lay, T. (2004). *Living on an active Earth: Perspectives on earthquake science*. Eos, Transactions, American Geophysical Union, 85 (5), 51.
- NOAA (1993). *The big one! A review of the March 1993 storm of the century*. National Climatic Data Center TR 93-01.
- NOAA (1999). *Climate-Watch*, May 1999. National Climatic Data Center.
- NOAA (2002). *Climate of 2002. Wildfire season summary*. National Climatic Data Center, <http://www.ncdc.noaa.gov/oa/climate/research/fire02.html>.
- Pielke, R. A. Jr., and Landsea, C. W. (1998). *Normalized hurricane damages in the United States: 1925-95*. *Weather Forecasting*, 13 (3), 621-631.
- USGS (1999). *Progress toward a safer future since the 1989 Loma Prieta earthquake*. USGS Fact Sheet, <http://geopubs.wr.usgs.gov/fact-sheet/fs151-99/>.

be expected to top \$2 trillion in direct damages if an event of similar magnitude occurred today. Clearly, the threat posed by a spectrum of natural hazards

places an expanding U.S. and world population at an increased risk for a disaster (Fischer, 1998).

Our society is placing increasing wealth in harm's way with apparently little consideration for the consequences of those actions. A recent study by Pielke and Landsea (1998) indicated the increase in hurricane damages during the last two decades reflects an unmatched coastal population growth and a concomitant increase in the value of possessions modulated by inflation. The inevitable raises several fundamental questions. What is an appropriate and effective societal response to a population at-risk? To what degree is the risk perceived differently by individuals and communities? How can communities mitigate their vulnerability? Should emergency plans address every natural hazard in every location? Do current emergency training programs appropriately address responsibilities for managing a myriad of natural disasters?

Mitigation and preparedness actions must begin with an understanding of the scientific principles that govern natural hazards and an identification of those societal attributes that contribute to disaster. Evaluating the community's vulnerabilities will not only enhance our understanding of disasters, but also will improve our ability to educate our communities to prepare for and respond to future emergencies. Service-learning can be an effective conduit between the academic institution where the behavior of the natural world is taught and the local community where the preservation of life and property is paramount. Service-learning is a recognized method of instruction that combines the traditional goals of academic instruction with community service. The student gains a deeper appreciation of the coursework through application, and the community receives support for those programs that will assist its survival during a crisis.

scientific background to understand, recognize, and apply concepts of the Earth's natural system to societal needs through successful completion of a comprehensive curriculum augmented by the practical application of that knowledge to a community-based activity or service. This methodology can accommodate any science-based curriculum that combines emergency management and service-learning.

II. Course

Title: Natural Hazards

Course Description:

Identification of the hazard and development of the appropriate emergency efforts necessitate a basic understanding of the physical nature of the threat. For example, what causes an earthquake? Are all coastlines threatened by tsunamis? What is the difference between a tornado watch and a tornado warning? How is flash flooding influenced by topography, channel cross section, and antecedent soil moisture? What causes catastrophic slope failure?

Students of this course will be introduced to the scientific principles that govern specific natural hazards and will be educated on those societal attributes that contribute to disaster. Each natural hazard component of the Earth system will be examined from a geophysical process perspective. The historical nature of disasters will be discussed with respect to emergency preparedness, societal response and recovery. This knowledge base will be applied to local community mitigation efforts with the objective of assisting in the evaluation and reduction of community vulnerability through a service-learning initiative.

Service-learning is a proven teaching technique designed to encourage partnerships between the academic institution and the local community. Each student of natural hazards will be expected to develop a service-learning project that focuses on one of the following: 1) contributing to

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building a disaster resilient community; 2) assisting emergency managers whose responsibilities are further complicated by a growing population at-risk; 3) contributing to the efforts of the local Red Cross, which provides critical disaster relief; or 4) participating in emergency preparedness activities that may include the state- or county-wide StormReady program, the local National Weather Service (NWS) Forecast Office Skywarn program, NOAA Weather Radio distribution, or programs with the local emergency management agency or the Office of Homeland Security.

The course will consist of classroom instruction, discussions, case study investigations, and the service-learning project. Guest speakers who are involved in emergency management and scientists who are investigating key geophysical aspects of specific hazards will be invited to share their knowledge and insight. The course will make use of the broad range of textbooks, current literature, and disaster preparedness materials cited in this syllabus to direct the topical presentations. The focus of the course will be on natural hazards; however, human-made, technological, and environmental hazards within the context of vulnerability also will be presented.

Course Objectives:

- Demonstrate an ability to identify the various types of hazards (natural, human-made, technological, and environmental), and differentiate each process from its potential as a disaster.
- Demonstrate an understanding of the geophysical processes associated with each hazard.
- Develop an appreciation for the range of mitigation efforts designed to address specific hazard-related vulnerabilities, including those preparedness activities designed to eliminate the threat.
- Develop an appreciation for the historical aspect of natural disasters.
- Demonstrate knowledge of the difference between warning decision-making, warning

Suggested Readings:

- Alexander, D. (1993). *Natural disasters*. New York: Chapman and Hall.
- Blaikie, P.M., Blaikie, P., Cannon, T., Davis, I., and Wisner, B. (1994). *At-risk: Natural hazards, people's vulnerability, and disasters*. New York: Routledge.
- Bunde, A., Kropp, J., and Schellnhuber, H. J. (2002). *The science of disasters*. New York: Springer Verlag.
- Godschalk, D. R., Beatley, T., Berke, P., Brower, D.J., Kaiser, E.J., Bohl, C.C., and Goebel, R.M. (1999). *Natural hazard mitigation: Recasting disaster policy and planning*. Washington, D.C.: Island Press.
- Harris, S. L. (1990). *Agents of chaos: Earthquakes, volcanoes, and other natural disasters*. Montana: Mountain Press Publishing Company.
- Majumdar, S. K. (1992). *Natural and technological disasters: Causes, effects and preventive measures*. Pennsylvania: Pennsylvania Academy of Science.
- Mileti, D. S. (1999). *Disasters by design: A reassessment of natural hazards in the United States*. Washington, D.C.: National Academy Press.
- Smith, K. (2000). *Environmental hazards: Assessing risk and reducing disaster*. New York: Routledge.
- Waugh, W. L. (2000). *Living with hazards, dealing with disasters: An introduction to emergency management*. Washington, D.C.: M.E. Sharpe.
- Wisner, B. (2004). *At-risk: Natural hazards, people's vulnerability, and disasters*. New York: Routledge.

response, and the implications of both for preserving life and property.

- Develop a familiarity with emergency management structures, goals, and procedures.
- Develop and implement a service-learning project that addresses an aspect of the emergency preparedness and/or disaster mitigation needs of the local community.

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Service-learning Objectives:

- Demonstrate an understanding of the direct relationship between the service experience and the course content and curriculum objectives.
- Gain an appreciation for the service-learning experience such that a deeper understanding for the curriculum and for the discipline is obtained.
- Develop an enhanced awareness of individual civic and social responsibility through personal and interpersonal growth, while achieving a deeper appreciation of citizenship.
- Establish a quality relationship between the academic institution and the community that fosters mutual respect, understanding, and reciprocity.
- Develop an appreciation for the importance of timely and accurate communication, decision-making, and thoughtful collaboration between individuals and groups to achieve desired results.
- Examine critically the service-learning experience through interpretation of results and/or outcomes and provide suggestions to improve future efforts between similar partners.

Content:

- Global nature of hazards, disasters, and catastrophes
- Definitions, fundamental concepts, historical trends
- Measurement techniques, intensity scales, recurrence intervals
- Natural hazards review: earthquakes, tsunamis, tornadoes, wildfires, etc.
- Economics of disaster
- Clarification of hazard, risk, and vulnerability
- Mitigation, preparedness, and planning for disaster
- Disaster updates
- Technological disasters: nuclear accidents, building failures, toxic spills, etc.

Service-learning Activity/Project/Experience:

Service-learning is both service and learning; therefore, the student is required to participate in an activity in which the community benefits from

the service offered by the student. The exercise also serves to augment the classroom instruction through application of specific concepts. Academic institutions and community agencies benefit from the reciprocal dynamic of serving to learn. The dual emphasis encourages intellectual growth and the development of critical thinking skills, while fostering a sense of community responsibility. The student acquires a greater appreciation for the discipline by applying the knowledge gained through the rigors of regular coursework to identifiable needs within the local population.

The specific focus of this student-community partnership will be determined by the individuals and organizations involved, and the needs of the local community. The activities may include assisting an emergency manager in a hazard risk assessment and mitigation effort or developing and implementing emergency management policy. Several outstanding examples of service-learning that partner students with emergency management are available at the FEMA Emergency Management Higher Education Project (http://www.training.fema.gov/emiweb/edu/sl_em.asp) and at the FEMA Project Impact (<http://www.app1.fema.gov/impact/springbreak/projectideas.htm>) Web sites.

The service-learning component of a Natural Hazards course should combine concepts of emergency management and disaster preparedness with mitigation efforts directed at one or more of the geophysical processes that may threaten the college/university and/or local community. Potential projects requiring partnership with local emergency managers, community planners, the National Weather Service, the U.S. Geological Survey, and the Red Cross could include:

- Participation in a local college/university emergency response team to mitigate the effects of threatening weather to the institution, including potential effects associated with severe thunderstorms, flooding, and damaging wind.

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- Participation in a table-top disaster response exercise for local higher education, public school, commercial or service institutions (including hospitals) to evaluate current emergency operation plans.
- Participation with city, county or state emergency managers to evaluate site specific and event specific vulnerability plans including the creation of, or improvement to, an historical or climatological database for a specific hazard.
- Participation in the planning and implementation of local National Weather Service programs such as StormReady and Skywarn, which are designed to prepare local communities for potential emergencies by increasing individual awareness of threatening weather situations.
- Participation in the emergency response and damage assessments conducted by the local National Weather Service and emergency management officials following a severe thunderstorm, flash flood, earthquake, blizzard, etc. Here, utilization of GIS mapping software with Global Positioning System (GPS) receivers could support the rapid acquisition, plotting, and analysis of data to mitigate the aftermath of a disaster.
- Participation in the development of an evacuation plan for a stadium, race track, park or outdoor venue where large numbers of people often congregate. This effort might include recognition of probable hazards, identification of evacuation routes, or creation of a sequential action list involving first responders and participants.
- Preparation of a family disaster plan, which includes a survival kit, evacuation routes, and contact information should family members become separated.

Assessment of Learning:

The student benefits from service-learning through expansion of experiential knowledge combined with the affirmation of the commitment to partnership between the academic institution and the community. The student develops critical communication, problem solving, and analysis

skills by developing working relationships with front-line practitioners who are likely to prove invaluable in setting and attaining career goals. A comprehensive assessment of the learning experience must consider two outcomes: 1) the value of the community service as determined by the practitioners involved, including emergency managers, planners, first responders, local officials, and agency representatives; and 2) the robustness of the learning experience as indicated by some measure of intellectual growth and educational advancement.

The student will be required to maintain a journal throughout the planning, initiation, and completion of the project. Entries should include reflections on the application of course material to the project and comments on the importance of maintaining a sense of respect, professionalism, confidentiality, and commitment in pursuit of the activity. The student also should record hours of service and relevant comments. A paper will be required upon completion of the project that not only summarizes the experiential learning process but also demonstrates personal and intellectual growth. Stakeholders will be issued a post-project questionnaire—designed in advance by the student and in consultation with the instructor—to assess the value of the partnership to the community.

III. Resources

- Local National Weather Service Office or River Forecast Center
- Local or Regional Office of the U.S. Geological Survey
- Municipal, County, and/or State Emergency Manager's Office or Emergency Operations Center.
- Local Office of the Red Cross
- College/University Public Safety Office
- Local Building Inspector's Office
- Community Planning Office
- Local Board of Education

IV. Supplemental Readings and Electronic Resources

Print Resources

- Bolt, B. A. (1999). *Earthquakes*. New York: W. H. Freeman and Company.
- Brunsdon, D., and Prior, D. B. (Eds.) (1984). *Slope instability*. New York: John Wiley and Sons Ltd.
- Bryant, E. (2001). *Tsunami: The underrated hazard*. United Kingdom: Cambridge University Press.
- Burby, R. J. (1998). *Cooperating with nature: Confronting natural hazards with land-use planning for sustainable communities*. Washington, D.C.: National Academy Press.
- Decker, R., and Decker, B. (1997). *Volcanoes*. New York: W. H. Freeman and Company.
- Grazulis, T. P. (2001). *The tornado: Nature's ultimate windstorm*. Oklahoma: University of Oklahoma Press.
- Murck, B. W., Skinner, B. J., and Porter, S. C. (1996). *Dangerous Earth: An introduction to geologic hazards*. New York: John Wiley and Sons.
- Shepherd, J. M., and Jin, M. (2004). *Linkages between the built urban environment and Earth's climate system*. *Eos, Transactions, American Geophysical Union*, 85(23), 227-228.
- Slovic, P. (2000). *The perception of risk*. United Kingdom: Earthscan Publications Ltd.
- U.S. Government (2003). *21st Century Complete Guide to FEMA*. (CD-ROM).

Electronic Resources

- Hazards Assessment - <http://www.cpc.ncep.noaa.gov/products/predictions/threats/>.
- National Earthquake Information Center - <http://neic.usgs.gov>.
- National Geophysical Data - <http://www.ngdc.noaa.gov/seg/hazard/hazards.shtml>.
- Natural Hazards - <http://earthobservatory.nasa.gov/NaturalHazards/>.
- Natural Hazards Research Center – <http://www.colorado.edu/hazards/>.
- The Disaster Center - <http://www.disastercenter.com/>.
- U.S. Geological Survey Geologic Hazards - <http://geohazards.cr.usgs.gov/>.
- Worldwide Disaster Aid Information - <http://www.disasterrelief.org/Disasters/worldglance.html>.

*Additional references can be obtained from the author.

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I. Introduction

Physical therapists are trained to diagnose and manage movement dysfunction resulting from impairments of the musculoskeletal, neurological, cardiovascular and pulmonary, and/or integumentary systems. Not only do they enhance physical and functional abilities, they also promote wellness, fitness, and optimal quality of life as it relates to movement and health (APTA, 2001).

The role of physical therapists in disasters and emergencies has unfolded during the last 10 years, however their role in emergency preparedness has not been well-defined. The background information for these curricular materials begins with a review of the historical evidence of physical therapists' role in disaster response and short-term recovery. Next, this introduction discusses the potential role of physical therapists in emergency preparedness for people with disabilities and in practice settings, including suggestions about how to thread this content through a physical therapy curriculum. Finally, a sample syllabus is offered that includes academic course objectives for emergency preparedness, response, and recovery content that incorporates specific service-learning objectives and activities.

When the Murrah Building in Oklahoma City was bombed in 1995, physical therapists assisted with triage, assessed vital signs, examined lacerations, performed wound debridement, and evaluated musculoskeletal injuries. Physical therapist Robert Eskew spearheaded the set-up of a temporary clinic close to the bombing scene where rescue workers from fire and police departments, the FBI, and the Red Cross, who had sustained injuries from their rescue work, could come for treatment. Mark White, who was a physical therapy student at the time, was assigned the tasks of sweeping for bombs, transporting betadine and bandages to the scene, and transporting the dead and dying. He reflected that this was not the best use of his skills, but also

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- APTA (2001). *Guide to physical therapy practice*. Alexandria, Va.: American Physical Therapy Association.
- APTA (2004). *A normative model of physical therapist professional education: Version 2004*. Alexandria, Va.: American Physical Therapy Association.
- Reynolds, P.J. (In press). *How service-learning experiences benefit physical therapy students' professional development: A grounded theory study*. *Journal of Physical Therapy Education*.
- Waldrop, S. (2002). *Physical therapists' vital role in disaster management*. *PT Magazine*. 10 (6), 42-48.

noted that most of the decision-makers were unaware of the knowledge, training, and skills of physical therapists (Waldrop, 2002).

Following the Oklahoma City bombing, Robert Eskew and Mark White were asked to share what they learned from their experiences and to make recommendations to the board of directors of the American Physical Therapy Association (APTA) for

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the development of the APTA Disaster Response Plan, which was drafted and approved in February 1996 (APTA, 1996). The plan specifies that, “State Chapters of the APTA are the best situated to assess the needs of the community and to determine appropriate responses” during local and regional emergencies and disasters (p. 25). The plan also recommends that state chapters contact their state government’s office of emergency management “... before the occurrence of a disaster or emergency situation requiring a mobilization of resources, so that state officials are aware of APTA’s members’ availability and unique skills” (p. 26). The APTA plan identifies the types of physical therapy services that can be provided during emergencies and disasters and how vendors who furnish rehabilitation supplies can be used. A section on liability issues discusses Good Samaritan and good faith provider statutes. The Oklahoma Physical Therapy Association is acknowledged and exemplified in the APTA plan regarding “how physical therapists can volunteer their critical professional skills during a disaster situation” (p. 28). The APTA Disaster Plan does not, however, identify the role that physical therapists may have in emergency preparedness or hazard mitigation.

When the World Trade Center collapsed, physical therapists from the New York Presbyterian Hospital served in two roles (Waldrop, 2002). At the disaster site, they assisted with wound care and provided musculoskeletal examinations, evaluation and treatments for rescue workers who sustained injuries as a result of their rescue efforts. In the hospital’s burn unit, physical therapists performed the critical role of wound care for which the nurses were grateful. Since early in the Vietnam War, military physical therapists have managed patients with acute, non-surgical orthopedic trauma and wound debridement without physician referral.

The emergencies created by Hurricane Allison in Houston in 2001 provide another aspect of physical therapists’ role in a natural disaster. When

26 inches of rain fell on the Houston area in six hours, the flooding caused many area hospitals to lose their power. The Memorial Hermann Hospital disaster management plan called for removing non-ambulatory patients by dragging them on a blanket or carrying them. Staff rapidly learned that this was very difficult, and many patients protested. They made an immediate change to the plan, and most patients were carried out in wheelchairs (Waldrop, 2002). This process was more efficient and well-known to physical therapists, so they could quickly instruct rescue workers on safe techniques if necessary. This role demonstrates another area in which physical therapists can be involved, not only in response to an emergency situation, but also in the area of emergency preparedness for community members.

The American Red Cross and FEMA have several publications on physical therapy and emergency management. Titles of particular interest to physical therapists include *Disaster Preparedness for Persons with Disabilities*; *Tips for People with Disabilities and Medical Concerns*; *Preparedness Information for Seniors, Written by Seniors*; and *Preparing for Emergencies: A Checklist for People with Mobility Problems*. In reviewing these well-written texts, it is evident that physical therapists have a role in preparing patients/clients who have movement dysfunctions for emergencies. Depending upon where the individual resides, such disasters may include floods, earthquakes, extremes of heat or cold, hurricanes, fire, landslides, thunderstorms, or volcanic eruptions (American Red Cross, 2004).

When a disaster occurs the American Red Cross’ first priority is to provide basic needs—food, water, and safe shelter for everyone who needs them (2004). However, meeting personal needs, replacing medications, restoring electricity for power dependent equipment, and supporting daily activities may not occur immediately for people with disabilities. Thus, the Red Cross recommends that individuals with disabilities know about disaster

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threats and their aftermath and be prepared to stay self-sufficient after a disaster (p. 5). Elements of preparing a patient/client for emergencies should be included with discharge planning or during a home or office environmental safety assessment, followed by the appropriate recommendations.

The essentials of emergency preparedness for people with disabilities include understanding disasters that might occur and creating personal emergency plans and a support network. People with movement dysfunction should complete an assessment with a physical therapist of their current capabilities and the assistance they would need in the areas of personal care and equipment, adaptive feeding devices, electricity-dependent devices, water service, disaster debris, transportation, building evacuation, obtaining help, mobility aids, ramp access, and pet care. Development of a personal disaster preparation plan should be specific to the individual and contain a list of emergency and medical information enclosed in a plastic bag. Hazard mitigation would include making the person's home and/or office safer in the event of specific natural disasters to minimize risk of property damage and personal injury (American Red Cross, 2004).

Social responsibility is one of the core values of professionalism in physical therapy. It is defined as "... the promotion of mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness" (APTA, 2004, p. 136). Assisting communities in emergency preparedness and response is clearly an example of this value. Demonstration of social responsibility and advocacy is an expected educational outcome and clinical education competency that every physical therapy graduate is expected to meet. For example, students are expected to "participate and show leadership in community organizations and volunteer services" (p. 14). These criteria and competencies often are difficult to meet within a didactic curriculum and traditional clinical educational experiences. However,

it has been demonstrated in at least one study that traditional clinical education and community-based service-learning experiences complement each other in meeting expected physical therapy educational objectives and clinical competencies, including those cited above (Reynolds, In press).

Service-learning projects and activities embedded within the physical therapy curriculum provide excellent possibilities for students to be involved in helping with community emergency preparedness activities. Volunteer fire departments, emergency responders, and Habitat for Humanity have expressed a need for educational information about the biomechanics of moving people or heavy objects without injuring oneself. This course is an opportunity for partnership development with a variety of community agencies. Community members can be taught how to assist people with mobility problems without injury either to themselves or the person being helped. The course also provides an opportunity to educate fellow community members about physical therapists' distinctive expertise and capabilities. The recommendation of the APTA Disaster Plan to notify the state emergency management agency "about APTA's members' availability and unique skills" (APTA 1996, p. 26) is another excellent educational and public service opportunity for physical therapy students.

Many facilities are required to have a disaster management plan. The Occupational Safety and Health Administration (OSHA) requires that workplaces with more than 10 employees have an emergency action plan. The Joint Commission on Accreditation of Healthcare Organizations (JCAHO) also has standards for emergency preparedness. When physical therapists can be involved in the development or revision of these plans, it offers another chance to educate decision-makers about physical therapists' potential role in preparation for or response to disasters and emergencies (Waldrop, 2002).

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In addition to the course syllabus are some additional examples of learning activities that integrate emergency preparedness, disaster response, and recovery through a curriculum:

Ethical Dilemma:

A physical therapist is working in an acute care hospital that also has a trauma center. An emergency (pick a scenario) occurs in which the therapist is conflicted about his/her dual responsibility as both a family member and a therapist.

Cultural Awareness:

There is an accident or crash (plane or bus) near your health care facility. The victims and their family members are coming into your facility to attend to them. They are primarily from one ethnic group (pick one for the class or several different cultures for smaller student groups). What ethnic beliefs and customs must be considered in the evaluation and treatment interventions for the victims and in comforting their families?

Health Care Systems and Policies:

Courses with this type of content are ideal places to discuss the professional role of physical therapists in community disaster response, recovery, and emergency preparedness. The service-learning project objectives and activities suggested in the course syllabus also could be used in this type of course.

Management Project:

Ask students to bring a copy the disaster management plan from one of their clinical affiliations. Discuss the similarities and differences and the physical therapist's role in these plans. Using the information from these plans, ask students to develop or revise a plan that would make the best use of physical therapist's unique skills and expertise.

II. Course

Title: Examination, Evaluation and Intervention for Multi-System Movement Dysfunction

Course Description:

This course is an integrated approach to the study of multi-system movement dysfunctions related to the practice patterns of physical therapy, including relevant physiologic, anatomic, pathologic, differential diagnoses, pharmacology, imaging (radiological, CT scan, MRI), medical, and therapeutic concepts associated with these systems. The context of the course fosters evidence-based practice and is set within the framework of the patient/client management model—examination, evaluation, diagnosis, prognosis, and interventions that lead to optimal outcomes. Interventions include applicable documentation, communication, reimbursement, coordination of services, patient/client related instruction, and procedural intervention such as therapeutic exercise, manual therapies, functional training, physical agents, and modalities. Understanding the implications of psychosocial, cultural, economic and vocational aspects of impairment and disability are incorporated into case discussions with interventions orientated toward health maintenance and the prevention of disease and disability. The course offers lecture, problem-oriented case discussion, laboratory, and community-based service-learning experiences.

Course Objectives:

- Identify, describe, and understand the underlying pathophysiology of multi-system movement dysfunctions that would benefit from physical therapy intervention, including, but not limited to, spinal cord injuries, amputations, multiple sclerosis, Parkinson's disease, diabetes, and renal failure.
- Demonstrate a physical therapist's examination,

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evaluation, and diagnosis for multi-system movement dysfunctions.

- Discuss the process leading to differential medical diagnosis for patients/clients with multi-system movement dysfunctions that are commonly seen by physical therapists.
- Describe the medical and surgical interventions used to manage patients/clients with multi-system movement dysfunctions.
- Describe the effects of aging, gender, and ethnicity on pathophysiology and management of multi-system movement dysfunctions.
- Evaluate and recommend physical therapy interventions for multi-system movement dysfunctions in terms of their evidence based in the scientific literature.
- Identify the role and interventions of the physical therapist in emergency preparedness and disaster response for people with multi-system movement dysfunctions.

Service-learning Project Objectives:

- Discuss the physical therapist's professional role in community emergency mitigation, preparedness, response, and recovery.
- Demonstrate social responsibility, citizenship, and advocacy by supporting the objectives and needs of community partners related to emergency management.
- Educate community clients using a variety of teaching methods that are commensurate with the needs and unique characteristics of the learner.
- While engaged in the community service-learning project, communicate and respond with sensitivity to individual differences of race/ethnicity, religion, gender, age, national origin, socioeconomic status, and disability or health status.

Service-learning Activity/Project/Experience:

Each student will participate with another student in one of the following projects:

1. Prepare and deliver an educational seminar for a local volunteer fire department or emergency medical services on the biomechanics of safe movement. Demonstrate how to assist people with mobility impairments on stairs and level and uneven surfaces without injury to themselves or the person they are helping. Be prepared to answer questions about your skills and expertise as a physical therapist.
2. Prepare and deliver an educational seminar at a senior high-rise on how people with mobility impairments can prepare for an emergency. Consider two levels of your presentation, depending on need: one for the residents and one for the staff.

Assessment of Learning:

Write a reflective report that is based on the model of what? So what? Now what? It should address the following items. The reflective report will be graded on a pass/fail basis.

What?

What did you as a student learn about physical therapists' role in the community from being involved in this emergency preparedness service-learning project? How did this experience influence your growth as a professional? How did this experience affect your growth as a person?

So What?

Review the service-learning objectives listed in the course syllabus. Reflect on three specific examples of how this experience contributed to meeting the objectives. How did this experience affect your understanding of physical therapists' professional role in emergency preparedness, response, and recovery activities?

Now What?

Reflect on why emergency mitigation, preparedness, response, and recovery efforts are needed in society and how physical therapists can promote mutual trust between the profession and

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the larger public in responding to this societal need.

III. Resources

The types of local community partners that could be approached for the activities suggested in this course syllabus include the local chapter of the American Red Cross, which may be able to help coordinate and assemble interested community residents and volunteer agencies for this program. Volunteer fire departments, emergency medical services, senior citizen high-rises, and HUD-sponsored housing projects are other potential community partners for these projects.

American Red Cross. Preparedness information for seniors, written by seniors. Washington, D.C.: The American Red Cross. <http://www.prepare.org/seniors/srsforsrs.htm>.
American Red Cross. Tips for people with disabilities and medical concerns. Washington, DC: The American Red Cross. <http://www.prepare.org/disabilities/medicaltips.htm>.
Federal Emergency Management Agency (FEMA) (2002). *Are You ready? A guide to citizen preparedness (H-34)*. Washington, D.C.: Federal Emergency Management Agency. <http://www.fema.gov/areyouready/>.
National Organization on Disability-www.nod.org

IV. Supplemental Readings and Electronic Resources

Print Resources

Beling, J. (2004). *Impact of service-learning on physical therapy students' knowledge of and attitudes toward older adults and their critical thinking ability*. *Journal of Physical Therapy Education*, 18 (1), 13-23.
Federal Emergency Management Agency (FEMA) (1992). *Preparing for emergencies: A checklist for people with mobility problems (L-154M)*. Washington, D.C.: The American Red Cross.
Reynolds, P.J. (In press). *How service-learning experiences benefit physical therapy students' professional development: A grounded theory study*. *Journal of Physical Therapy Education*.
Village, D., Clouten, N., Millar, A. L., Geigle, A., Ikafor, N., Simuel, D., and Uzarraga, A. (2004). *Comparison of the use of service-learning, volunteer, and pro bono activities in physical therapy curricula*. *Journal of Physical Therapy Education*, 18 (1), 22-28.
Waldrop S. (2002). *Physical therapists' vital role in disaster management*. *PT Magazine*. 10 (6): 42-48.

Electronic Resources

American Red Cross (2004). *Disasters preparedness for persons with disabilities*. Washington, D.C.: The American Red Cross. <http://www.redcross.org/services/disaster/beprepared/disability.html>.
American Red Cross (June 2003). *Picking up the pieces after a disaster (A1532)*. Washington, D.C.: The American Red Cross. http://www.redcross.org/services/disaster/0,1082,0_23_00.html.

Curriculum Materials for Political Science: Integrating Political Science, Emergency Management, and Service-Learning

I. Introduction

The field of political science has recently been inundated with new material concerning emergency management, particularly with regard to terrorism and its threat. However, since most emergency management activities are performed by government institutions, their processes and their partnerships, they have always been and will always be natural and vital to the field. Therefore, it is the responsibility of political scientists to expose their students to both the theoretical and practical preparations for and responses to crises in our communities.

Issues of emergency management are easily integrated into the course content of most introductory political science courses, particularly those that focus primarily on political institutions and processes. Emergency management lends countless examples and case studies of many of the basic concepts and principles that already are addressed in political science courses. Such concepts include: political leadership; executive, legislative, and judicial institutions and processes; intergovernmental relations and federalism; democracy and political participation; civil liberties; bureaucracies, interest groups, and nongovernmental agencies; the policy process; and budgeting and public funding. Utilizing the issue of emergency management in this manner not only will enhance students' understanding of those critical concepts and principles, it also will begin to impress upon them their roles and responsibilities as citizens.

To emphasize citizenship and stewardship in these courses, the issue of emergency management can be integrated into the course assignments, particularly service-learning projects. Service-learning projects will make this critical issue come alive for students in a hands-on, practical way. Most communities have a number of opportunities for students to serve institutions and agencies that prepare for and

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respond to crises. Such institutions and agencies include state, county, and municipal emergency management agencies and homeland security agencies; mayors' offices, county commissioners' offices and the governor's regional offices; local chapters of the American Red Cross; local homeless shelters and food banks/kitchens; local service and leadership clubs, such as Rotary and Kiwanis; local police, fire, and EMS departments; local volunteer centers; and local newspaper and television news agencies. The service-learning experiences can be used to emphasize the concepts learned in the classroom, making service-learning a successful and powerful teaching and learning tool.

A concrete example follows of how emergency management can be comprehensively integrated into a basic political science course, particularly through use of service-learning. The necessary subject matter is addressed and is enhanced with the knowledge and activities that surround the successful preparation for and response to crises.

II. Course

Title: Introduction to Public Policy

Course Description:

The course focuses on basic public policy concepts. Emphasis is placed on the categories of public policy, the public policy process, public policymakers, and contemporary public policies.

Curriculum Materials for Political Science: Integrating Political Science, Emergency Management, and Service-Learning

Emergency management will be integrated throughout the course content and assignments.

Course Objectives:

- The students will acquire an understanding and knowledge of the categories of public policy, the public policy process, public policymakers, and various contemporary emergency management policies.
- The students will apply public policy concepts through a series of experiential exercises, including use of emergency management case studies.
- The students will develop an appreciation for the importance of assisting the local community in emergency situations by participation in a service-learning project.
- The students will further develop their writing, presentation, PowerPoint, surveying, debating, study, research, information literacy, Internet, critical thinking, and emergency management skills.

Service-learning Objectives:

- The students, in small groups, will partner with an emergency management institution or agency to develop a survey on the needs and perceptions of its constituents.
- On behalf of the emergency management institution or agency, the students will administer the survey to the participants.
- The students will compile, analyze, and present survey data to the emergency management institution or agency for its use.

Content:

- Public policy concepts
- Introduction to public policy
- Introduction to Emergency Preparedness and Response (EPR)
- Categories of public policy
- Public policymakers
- Official Participants, including EPR executive, legislative, judicial, and agencies and bureaucracies
- Nongovernmental participants, including Interest groups, think tanks, task forces, nongovernmental

agencies, and media

- Budgeting and public policy
- The public policy process
- Agenda setting, including formulation, adoption, implementation, evaluation
- Contemporary EPR policies, which could include many of the following:
 - terrorism/homeland security
 - technological disasters
 - natural disasters
 - sensational events

Service-learning Activity/Project/Experience:

The students will organize into groups of four to six. Partnering with one of the emergency management institutions or agencies listed in the Resources Section, each group is required to first learn about the inner workings of the institution or agency and then develop a survey about the needs and perceptions of the institution's or agency's constituents. Each group then will administer the survey to the institution's or agency's constituents, on its behalf. After conducting, compiling and analyzing the data, each group will present its findings to the class and to the partner. The emergency management institution or agency then can use the survey results to enhance or improve their services.

After the students complete their service-learning projects, including the PowerPoint presentations, at least one class will be set aside as a debriefing and reflection session. During this session, each group is given a sheet of flip-chart paper divided into three sections. The first section asks the question: *What?* In this section, each group must list all the activities and tasks they performed for the project. The second section asks the question: *So What?* In this section, each group lists everything they learned from the project. The third section asks the question: *Now What?* In this section, each group must list what they now will do in their own lives to respond to the experience. Once each group

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has completed all three sections, the results are presented and discussed with the entire class.

Other Relevant Assignments

Emergency Preparedness and Response Policy Essay

Each student first must choose an area of emergency management policy that is of interest to him/her. Then, each student must select a recent article about that policy area in *The New York Times*, *The Washington Post*, or *US News and World Report*. Students cannot select the same article, and each article must be approved by the instructor. Next, each student must write a three-page, typed (double-spaced) essay about the article. The essay must first summarize the policy being addressed. It must then categorize the policy and must identify the stage of the process (agenda setting, formulation, adoption, implementation, or evaluation) at which the policy currently exists. The categorizations and identification of the stage also must be explained. A copy of the article must be submitted with the essay.

Final Essay

For this exercise, each student will act as a candidate for the U.S. Senate. As a candidate, each student must present his or her platform on EPR policy to the voters in his or her state. To do this, each student will write a policy position paper to be distributed to the voters. The paper must discuss the overall direction of EPR policy, and three specific EPR policies the student supports as a candidate. Each student must use ideas from the readings, real world examples, statistics, and his/her service-learning experience to support his or her arguments.

Assessment of Learning:

Learning will be assessed based on the students' abilities to describe the inner workings of at least one major emergency management institution or agency, including its personnel, organizational structure, funding, and emergency plans; their

Suggested Readings:

Anderson, J. E. (2003). *Public policymaking* (5th Ed.). New York: Houghton Mifflin.

Schneider, S. K. (1995). *Flirting with disaster: Public management in crisis situations*. Armonk, N.Y.: M.E. Sharpe.

Sylves, R. T. and Waugh, W.L. (Eds.). (1996). *Disaster management in the U.S. and Canada* (2nd ed.). Springfield, Ill.: Charles C. Thomas.

US News and World Report, The New York Times, and The Washington Post

abilities to conduct a scientific survey for their chosen institution or agency; and their abilities to identify the role constituents' needs and perceptions play in the management and funding of emergency preparedness and response institutions and agencies.

III. Resources

- State, county, and municipal emergency management agencies/homeland security agencies
- Mayors' offices, county commissioners' offices, and the governor's regional offices
- Local chapters of the American Red Cross
- Local homeless shelters and food banks/kitchens
- Local service and leadership clubs, such as Rotary and Kiwanis
- Local police, fire, and EMS departments
- Local volunteer centers
- Local newspaper and television news agencies

IV. Supplemental Readings and Electronic Resources

Print Resources

Auf der Heide, E. (1989). *Disaster response: Principles of preparation and coordination*. St. Louis: C.V. Mosby.

Charles, M.T. and Kim, C.K. (1988). *Crisis management: A casebook*. Springfield, Ill.: Charles C. Thomas.

Combs, C. C. (2000). *Terrorism in the twenty-first century* (2nd ed.). Upper Saddle River, NJ.: Prentice Hall.

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Sylves, R.T., and Waugh, W.L. (1990). Cities and disaster: North American studies in emergency management. Springfield, Ill.: Charles C. Thomas.

Waugh, W. L. Jr., and Hy, R.J. (Eds.). (1992). Handbook of emergency management. Westport, Conn.: Greenwood.

Electronic Resources

American Red Cross - www.redcross.org.

Business and Legal Reports - www.enviro.blr.com.

Citizen Corps - www.citizen corps.gov.

Congressional Budget Office - www.cbo.gov.

Department of Homeland Security - www.dhs.gov and www.ready.gov.

Federal Emergency Management Agency - www.fema.gov.

General Accounting Office - www.gao.gov.

Office of Management and Budget - www.whitehouse.gov/OMB.

Patriot Act Compliance - www.legalranks.com.

The Brookings Institution - www.brookings.org.

The Policy Action Network - www.movingideas.org.

The National Center for Policy Analysis - www.ncpa.org.

Curriculum Materials for Psychology: Integrating Psychology, Emergency Management, and Service-Learning

I. Introduction

The discipline of psychology is in an excellent position to train professionals in recognizing, averting, and minimizing the effects of crisis situations. Clinical practitioners have been helping people manage personal, financial, occupational, and spiritual crises for years. In fact, it might be argued that, contrary to the prevailing belief about preventative therapy in other countries, virtually everyone who seeks counseling in the United States is doing so because of some traumatic event. A crisis can be defined as “a perception or experiencing of an event or situation as an intolerable difficulty that exceeds a person’s current resources and coping mechanisms” (James and Gilliland, 2001, p. 3). Psychological trauma often occurs as a result of a crisis and manifests itself as anxiety, depression, anger, guilt, and sleep disturbances.

In light of recent world events, the mental health field has expanded the definition of crisis beyond the characteristic personal crisis to one that includes societal crisis. In the past, the trauma associated with mass casualties generally was confined to victims of unavoidable natural disasters. The new definition includes the potential of terrorist attacks. The mental health community now is challenged to address the traumatic effects of crisis situations on individuals, organizations, communities, and nations.

The American Psychological Association (APA) and the American Counseling Association (ACA) have responded to the changing emotional needs of society. Following the terrorist attack of September 11, 2001, the APA launched a public education campaign, “Talk to Someone Who Can Help,” and partnered with cable television’s Discovery Health Channel to develop an educational video, *Aftermath: The Road to Resilience*, and related program materials on recovery from adversity. The APA Disaster Response Network (DRN) is comprised of psychologists who work in collaboration with the American Red Cross to provide assistance at

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- James, R. K. and Gilliland, B. E. (2001). *Crisis intervention strategies (4th ed.)*. California: Wadsworth/Thompson Learning.
- Musil, C. (2003). *Educating for citizenship*. Peer Review. 5 (3), 4-8.
- Warchal, J. and Ruiz, A. (2003). *Long-term effects of undergraduate service-learning programs on post-graduate employment choices, community engagement, and civic leadership*. 3rd Annual International Conference on Advances in Service-learning Research. Salt Lake City, Utah.

disaster sites. The Web sites of both the APA and ACA contain valuable information about coping with personal and social disasters, including dealing with crisis situations, helping children cope with trauma and terrorism, post-traumatic stress disorder and tips for counselors who are dealing with trauma and crisis, and recommendations for many crisis-related resource books.

The American Psychological Association’s Board of Education Affairs recently published a list of 10 achievement goals for the undergraduate psychology major. These goals recommend that psychology majors learn to use psychological concepts to resolve complex social, personal, and organizational problems that confront the world today. The APA strongly supports the use of service-learning as a pedagogical tool for achieving these goals and has devoted several Web pages to the topics of

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service-learning and civic engagement. At least 12 APA divisions emphasize a commitment to social responsibility and engaged citizenship.

Both the APA and ACA have devoted considerable attention to the issues of crisis management, trauma, and disaster response. In light of the APA's educational goals for a psychology major and the "quiet revolution" in higher education (Musil, 2003, p. 4) that places greater emphasis on civic responsibility, it is important to develop courses that prepare students to engage in community activities now and later. Warchal and Ruiz (2003), in a study of alumni, found that those students who had participated in service-learning activities in addition to required community service while in college reported greater levels of participation in community activities after graduation than students who did only volunteer work. This research supports the higher education initiative of using service-learning as a tool to develop engaged citizens, specifically in the area of social responsibility.

The proposed syllabus on crisis management in the mental health field prepares students to recognize, avert and minimize the effects of a potential crisis now and to apply the skills developed through the service-learning activity in the future.

II. Course

Title: Crisis Management in the Mental Health Field

Course Description:

This course focuses on an introduction to the research, theories, and practice of applied strategies for prevention, assessment, and intervention in mental health crisis situations. It is offered in response to the increased societal need for trained professionals in the field of crisis management.

Course Objectives:

- To develop an understanding of the definition and characteristics of a mental health crisis and the affective, behavioral, and cognitive responses to a

crisis.

- To develop an understanding of the theories of crisis and the models of crisis intervention.
- To develop an understanding of the strategies of primary, secondary, and tertiary prevention in mental health crisis situations.
- To develop basic counseling communication skills necessary for any counseling situation, but applied to crisis situations.
- To develop the basic assessment skills for a variety of crisis situations.
- To examine the ethical issues involved in crisis intervention.
- To develop sensitivity for the diverse cultural responses to crisis situations.

Service-learning Objectives:

- Students will learn to use psychological principals in the field of crisis management and intervention.
- Students will develop critical thinking and problem solving skills through the service-learning project.
- Students will reflect on their service-learning experience and articulate the leadership skills they developed as a result of participation in the project.
- Students will improve their oral and written communication skills.
- Students will recognize the ethical and cultural complexities involved in applying psychological principles in real-life situations.
- Students will develop a skill set to use in the future as committed, engaged citizens.

Content:

- Definition and characteristics of crisis and trauma
- Theories and models of crisis management and intervention
- Assessment in crisis situations
- Primary, secondary and tertiary prevention of crisis
- Counseling skills in crisis situations
- Specific crisis situations, including suicide, homicide, violence, sexual assault, addiction, loss, and terrorism

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- Ethical issues related to crisis management
- Cultural implications in crisis management

Service-learning Project/Activity/Experience

Students in this course will select one of the following two options for the service-learning component of this course.

Option #1: Many nonprofit mental health agencies that deal with crisis situations rely on community volunteers to support their work. Students who choose Option #1 can offer their time and skills to fill this community need. Agencies conduct training sessions for volunteers, who then work under the supervision of agency staff. The training sessions usually involve 30 to 50 hours of instruction and a commitment of additional volunteer hours after the initial training is completed. The sessions focus on the application of psychological principles in the areas of human growth and development, family structures, relationship issues, listening and communication skills, conflict resolution skills, addictive behaviors, sexuality, violence and abuse, depression, loss, and suicide. Students who want to be involved in the actual hands-on application of theory into practice can choose to attend the training program of a specific community agency and then commit to a minimum of 20 additional service hours with the agency after the training is completed. To complete this option, students will:

- Discuss the choice of agency with the instructor to ensure that the academic goals of the service-learning project will be met;
- Submit a volunteer application to the agency;
- Upon acceptance, participate in the agency training program and complete any agency requirements, such as criminal background checks and/or child abuse clearances;
- Write a 10- to 15-page paper integrating, comparing and contrasting information presented in the agency training program with course material. In addition, the student will incorporate examples of how he or she applied psychological

Suggested Readings:

James, R. K., and Gilliland, B. E. (2005). *Crisis intervention strategies* (5th ed.). California: Wadsworth/Thompson Learning.

Myer, R. A. (2001). *Assessment for crisis intervention*. California: Wadsworth/Thompson Learning.

- theories in the service experience;
- Participate in the additional service hours required; and,
 - Provide documentation from the agency verifying completion of the training program and service hours following training.

Option #2: Although a significant part of this course is devoted to intervention during a crisis, it is important to understand that prevention (Roberts, 1991) is considered to be an important step in the process of crisis management. Primary prevention programs involve the intentional and proactive planning of strategies that will eliminate or reduce the occurrence of a crisis. Most mental health agencies provide public education programs on issues related to crisis prevention, although resources for prevention are often limited. Students can offer the agency valuable time and research skills to develop such prevention programs. Thus, to understand the effect of primary prevention in crisis management, students may choose to work with a community agency that is interested in developing a prevention education program or modifying an existing prevention program. In collaboration with the community agencies and student services division of the college/university, students will then organize a campus-wide education and prevention day where they will present the programs they have developed. The student presentations will be evaluated in part by the collaborating agency personnel. This option will include the following elements:

- **Identification of Area of Interest:** Each student will choose a specific area of interest in crisis

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management, such as depression and suicide sexual assault, loss and grief, domestic violence, gang involvement, school violence, or hostage situations. Once the topic has been chosen, the student will identify agencies in the community that deal with the issue. The student will discuss the possible agencies to be contacted with the instructor to ensure a good fit between the academic goals of the course and the agency mission.

- **Collaboration:** The student will contact the agency and request a meeting. The student will explain the goals of the project and solicit permission to work on the project. Once the project has been approved by the agency, the student will collaborate with an agency professional to determine the agency needs regarding an education prevention program. Together, the student and agency professional will decide to develop a new prevention program or modify an existing program.
- **Research:** The student will gather literature from the agency regarding the services offered and conduct extensive library and internet research on the topic of prevention for the specific area of interest.
- **Paper:** Each student will write a 10- to 15-page paper (complete with references) on specific crisis prevention techniques in the area chosen (i.e., specific anti-bullying interventions for elementary school students). Students also will develop an effective way to present this information using PowerPoint and/or display boards.
- **Presentation:** In cooperation with the student services division of the college/university, the students choosing service-learning Option #2 will organize a Mental Health Awareness Day and present the education program they developed to the college community. The agency professional who collaborated with the student to develop or

enhance an educational program for the agency will be invited to evaluate the student's project and to offer recommendations for improvement. Many mental health agencies often collaborate to present a Mental Health Awareness Day at a local mall. Students will present the prevention programs they developed at this event when feasible.

Service-learning individual reflection papers:

Throughout the course, students will write four reflection papers integrating course content with the service-learning project.

Paper #1: Students will reflect on their personal reaction to the training programs they attended for Option #1 or the collaborative interviews with the agency professionals for Option #2 and describe in detail how the information gathered through the training program or interviews relates to course content.

Paper #2. Students will reflect on how the information gathered through the training program or library research for prevention information has challenged or changed their thinking about a crisis situation and crisis prevention.

Paper #3. Students will reflect on their experiences of working in the crisis agency (Option #1) or publicly presenting the crisis prevention program they developed (Option #2) at the college and community Mental Health Awareness Day and articulate the academic skills they developed through the experience.

Paper #4. Students will reflect on how they may use the skills they developed through the experience of working in the crisis agency (Option #1) or researching, developing and presenting a public education program on crisis prevention (Option #2) in their future careers.

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Service-learning group reflection: At the end of the semester, the class will reflect on its' service-learning experiences of working on crisis prevention through Option #2 or crisis intervention through Option #1. Students will focus specifically on a discussion of the ethical and cultural implications of their project. They also will engage in self and peer evaluation.

Assessment of Learning:

As a result of choosing **Option #1** (volunteer work in a crisis agency), students will demonstrate a basic understanding of the theories and models of crisis intervention, the communication skills necessary for crisis assessment and intervention, and the sensitivity to work with diverse populations through their volunteer service with the community agency and the integration of theory with practice in their final paper.

As a result of choosing **Option #2** (educational prevention program), students will demonstrate a basic understanding of the theories and models of crisis intervention, the role of primary, secondary, and tertiary prevention, and the sensitivity to work with diverse populations through a collaborative effort with a community agency to develop a new educational program or enhance an existing program that educates and informs a target population about ways to prevent or mitigate negative consequences of crisis situations.

III. Resources

Possible agencies to be contacted for either **Option #1** or **Option #2** include the local chapter of the Red Cross, women's shelters, crisis hotlines, community mental health providers, homeless shelters, elementary and high school guidance counselors, Police Athletic Leagues, and Boys and Girls Clubs.

IV. Supplemental Readings and Electronic Resources

Print Resources

- Capuzzi, D., and Gross, D. R. (Eds.) (2004). *Youth at risk*. Alexandria, Va.: American Counseling Association.
- Follette, V. M., Ruzek, J. I., and Abueg, F. R. (Eds.). (2001). *Cognitive-behavioral therapies for trauma*. N.Y.: Guilford Press.
- La Greca, A. M., Silverman, W., Vernberg, E. M., and Roberts, M.C. (Eds.). (2002). *Helping children cope with disasters and terrorism*. Washington, D.C.: American Psychological Association.
- Pyszczynski, T., Solomon, S., and Greenberg, J. (2003). *In the wake of 9/11: The psychology of terror*. Washington, D.C.: American Psychological Association.
- Rathus, J. H., and Feindler, E. L. (2004). *Assessment of partner violence: A handbook for researchers and practitioners*. Washington, D.C.: American Psychological Association.
- Roberts, A.R. (Ed.). (1991). *Contemporary perspectives on crisis intervention and prevention*. Englewood Cliffs, N.J.: Prentice Hall.
- Schnurr, P.P. and Green, B. L. (Eds.) (2004). *Trauma and health: Physical health consequences of exposure to extreme stress*. Washington, D.C.: American Psychological Association.
- Webb, N. B. (Ed.). (2004). *Mass trauma and violence: Helping families and children cope*. N.Y.: Guilford Press.

Electronic Resources

- Adults and Children Together Against Violence - <http://www.actagainstviolence.com>.
- American Counseling Association. Crisis fact sheet - <http://www.counseling.org>.
- American Counseling Association. Crisis fact sheet: 10 ways to recognize post-traumatic stress disorder - <http://www.counseling.org>.
- American Counseling Association. Dealing with tragedy: Resources for counselors - <http://www.counseling.org>.
- American Psychological Association. APA Topic: Trauma - http://www.apa.org/topics/topic_trauma.html.
- American Psychological Association. Combating terrorism: Responses from the behavioral sciences - <http://www.apa.org/ppo/issues/svignetteterror2.html>.
- National Partnership for Workplace Mental Health. When disaster strikes: Managing mental health in the workplace - www.workplacementalhealth.org.
- Psychological and social management of mass casualties and disasters - <http://www.sos.se/sos/publ/refereng/9700-73e.htm>.

Curriculum Materials for Public Health: Integrating Public Health, Emergency Management, and Service-Learning

I. Introduction

Public health is a service profession and public health professionals organize “community efforts to prevent, identify, and counter threats to the health of the public” (Association of Schools of Public Health (ASPH), 1999). Essential public health services encompass a wide-range of responsibilities including the following two core policy functions: to “mobilize community partnerships to identify and solve health problems” and to “develop policies and plans that support individual and community health efforts” (Public Health Functions Steering Committee, 1994). A 2003 report of the Institute of Medicine (IOM) indicates that academic public health programs should be “active participants in community-based research, learning and service” (Gebbie, Rosenstock, & Hernandez, 2003). The IOM report notes the value of the integration of government with academia and that sharing expertise can stimulate and improve the capacity of each to develop new strategies and techniques in public health practice. The IOM report and other sources cite as an example the importance of coordinated efforts to strengthen frontline emergency preparedness and especially bioterrorism preparedness (ASPH, 2004; Gebbie et al, 2003; Levy & Sidel, 2003; O’Toole, Ingelsby & Henderson, 2002; Rotz, Koo, O’Carroll, Kellogg & Lillibridge 2000).

Approximately 3000 local health departments (LHDs) in the US face complex problems and have intricate and indispensable roles as the vanguard of basic public health services (Gebbie, 2003). Core services of LHDs include immunizations, communicable disease control, community outreach and education, epidemiology and surveillance, and enforcement of environmental health regulations (National Association of County and City Health Officials (NACCHO, 2001). Due to the responsibilities related to these core services, LHDs have a critical role in emergency planning, mitigation, response and recovery. The National Public Health

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- Association of Schools of Public Health. (1999). *Demonstrating excellence in academic public health practice*. Washington, D.C.: ASPH.
- Association of Schools of Public Health. (2004). *Demonstrating excellence in practice-based teaching for public health*. Washington, D.C.: ASPH.
- Gebbie, K., Rosenstock, L., & Hernandez, L. (Eds.). (2003). *Who will keep the public healthy: Educating public health professionals for the 21st century?* Washington, D.C.: Institute of Medicine of the National Academies: National Academies Press.
- Levy, B. & Sidel, V. (2003). *Challenges that terrorism poses to public health*. In Levy, B. & Sidel, V. (Eds.), *Terrorism and public health a balanced approach to strengthening systems and protecting people* (pp. 3-18). New York: Oxford University Press.
- National Association of County and City Health Officials (NACCHO). (2001). *Local public health agency infrastructure: A chartbook*. Washington, DC.: NACCHO.
- O’Toole, T., Ingelsby, T. & Henderson, D. (2002). *Why understanding biological weapons matters to medical and public health professionals*. In Henderson, D., Ingelsby, T. & O’Toole, T. (Eds.), *Bioterrorism guidelines for medical and public health management*. Chicago: JAMA & Archives Journals, AMA Press.
- Public Health Functions Steering Committee. (1994). *Public health in America* [Online] Retrieved November 8, 2005 from: www.health.gov/phfunctions/public.htm.
- Rotz, L., Koo, D., O’Carroll, P., Kellogg, R., & Lillibridge, W. (2000). *Bioterrorism preparedness: Planning for the future*. *Journal of Public Health Management Practice* 6, 45-49.

Curriculum Materials for Public Health: Integrating Public Health, Emergency Management, and Service-Learning

Performance Standards provide criteria to assess the quality of public health practice. These standards include a recommendation that LHDs work with their academic colleagues to build linkages that provide opportunities for public health practitioners, faculty and students to interact and share expertise (Gebbie, 2003). Emergency preparedness and the protection of the public's health in a natural or human-made disaster provide many opportunities for practitioners in LHDs, and faculty and students in academic settings, to share expertise and resources and to develop new strategies to face new challenges.

Depending on the state and the location within a state, a LHD may be part of city, town or county government. Health departments are integrated into the local community, county and regional emergency preparedness networks. County emergency services departments coordinate with the county health departments to plan and implement disaster preparation, mitigation, response and recovery. For example in Commonwealth states, significant political power is vested in townships, so county departments must work very closely with the local townships response systems. Jurisdictional authority can be confusing. The county departments also must work with the departments in adjacent counties as well as state and federal agencies.

It is a daunting mission to work within these complicated political constructs and integrate multiple professional disciplines as well as volunteers before, during and after a disaster. In addition to the multiple disciplines and agencies, a variety of tasks are involved in disaster preparedness. These tasks include developing plans, policies and operating procedures for the community, educating and communicating with the public and professionals, strengthening the infrastructure, and managing personnel and materials before, during and after the event. Key factors include understanding the population served and knowing how to implement the potential interventions that can reduce risk.

Excellent integration, communication and management skills are critical in disasters. The 2005 hurricanes in the US Gulf Coast region demonstrated that local communities, states and the federal government need significant improvement in adequate integration, communication and management of disasters. Despite multiple academic and government studies of infrastructure and service inadequacies, and the time frame for warning provided by hurricanes based on effective weather forecasting, people and systems failed to protect communities. Integration, communication and management within complex systems must be learned and valued by all public health professionals at every level, whether they are students or seasoned experienced individuals.

Service-learning is one approach to improve a community's emergency preparedness and to unite departments of health, departments of emergency services and academia. This pedagogy links the classroom and the community in real problem solving. All participants can see how to solve complex problems that require multiple disciplines and multiple agencies/organizations. The culture and language of each discipline and organization can be appreciated and utilized as assets and not as barriers to integration, communication and management. A variety of problems can be addressed by applying new knowledge and resources.

This course, Bioterrorism and Public Health, investigates challenges public health practitioners and emergency service providers must address to protect the community before, during and after a bioterrorism event. Practical skill development is stressed. Students may work with county departments of health and county departments of emergency services to help solve current issues these departments face related to bioterrorism. For example, through service-learning, the students will work with their local government officials to develop county plans for the mass distribution of vaccines or other prophylaxis.

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Service-learning gives students real problem solving experience, enhancing their abilities to integrate, communicate and manage within complex systems. They also have opportunities to become responsible, contributing citizens and see how integrating emergency management into a public health course can make a difference. As a result of the integration of service-learning into courses, colleges/universities become more active participants in community research and service. County departments enhance their public health policy function by marshalling community partnerships to develop plans and policies to protect the community against the public health threat of bioterrorism. Students also have the opportunity to apply discipline specific skills as partners in planning for emergency events.

II. Course

Title: Bioterrorism and Public Health **Course Description**

This service-learning course addresses the protection of the public's health and the health of workers such as first responders, from biological agents that cause disease and/or death. Students learn current issues in disaster mitigation, how biological agents can be transmitted in the environment, measurement techniques, decontamination methods, the proper use of personal protective equipment and response strategies for bioterrorism emergencies and related catastrophic events. Students analyze and synthesize this information to effectively assess risk and communicate that risk to the populations they serve. They also critique policies aimed at protecting specific populations. Communication and coping strategies, group interaction, case studies and the use of Internet resources are integrated into the learning experience.

For the service-learning component of this class, students and the instructor work with county health departments and county departments of emergency

services addressing a current problem related to bioterrorism. The problem solving approach to service-learning requires students to address integration, communication and management of the problem. During the initial service-learning experience, the class will work on the development of plans, procedures and organizational materials for two points of distributions (PODs) for vaccines and anti-microbials on the college/university campus. These plans, procedures, materials and PODs will serve as models for the development of several PODs throughout the county enabling a county-wide response in the event of a disaster requiring these medical treatments/supplies within a 48-hour period.

The students synthesize the service-learning experience with the academic experience of lectures, discussions and readings. Students are encouraged to challenge the assumptions made in the literature with the experience gained through their service. Students practice team building and gain experience managing teams.

Course Objectives:

- Characterize the types of biological agents which have or could be used in bioterrorism and the role of these agents in the broader spectrum of public health protection and disease prevention.
- Interpret the physical and biological limits of transmitting biological agents by air, water, food, vectors, fomites or by direct contact, and how public health intervention strategies can disrupt these transmission routes.
- Analyze potential disasters in the following areas: where they might occur; vulnerable and special populations, greatest life threats and risk mitigation strategies for specific disaster scenarios and specific populations.
- Extrapolate knowledge about past bioterrorism incidents and other related catastrophic events to improve emergency preparedness for potential future events.
- Illustrate appropriate environmental crisis

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communication strategies for different bioterrorism risks and different at-risk populations by investigating the technical, behavioral and sociological aspects of risk perception.

- Analyze regulations such as the Public Health Security & Bioterrorism Preparation and Response Act of 2002 and other federal and state regulations.
- Valuate resources including traditional peer-reviewed primary literature, the news media and the Internet.

Service-learning Objectives:

- Integrate appropriate terminology, concepts and resources to develop plans, procedures and policies to evaluate and reduce human health risks from biological agents in the county.
 - Develop and/or obtain information, then assess, analyze, organize and format the information into useful documents for the county and colleges/ universities.
 - Use case studies, role playing, and other strategies to enhance the service-learning experience.
 - Understand the limitations of emergency policies, plans and actions before, during and after a bioterrorism incident.
 - Develop a professional poster describing the service-learning experience and present the information to other professionals.
- Improving stress and mental health management
 - Public health surveillance and its role in bioterrorism response
 - Public health laboratory system and its role in bioterrorism response
 - Defense systems for buildings and critical infrastructure that protect populations from environmental agents and support populations
 - Reducing transmission of biological agents by isolation and/or quarantine
 - Evaluation of biological agents: environmental sampling and laboratory analyses
 - Plans and procedures for the protection of vulnerable populations from biological agents
 - Protection of first and early responders from biological agents
 - Personal protective equipment (PPE) for protection from biological agents
 - Decontamination methods for biological agents
 - Compound crises: bioterrorism and other weapons - unique aspects of a concurrent attack
 - Recovery and the effects of disasters on individuals, communities and government
 - Bioterrorism laws and civil liberties
 - How improved bioterrorism preparedness strengthens overall “all-hazards” preparedness and strengthens the public health infrastructure.

Content

- Introduction to course including bioterrorism: General strategies used by environmental health professionals, public health professionals, first responders and other emergency management professionals; and the service-learning project
- Basic concepts about biological agents: CDC risk categories, microbiology, transmission of agents and immunology
- CDC Category A agents, diseases and pathology: anthrax, smallpox plague, botulism, tularemia, hemorrhagic fevers
- Strengthening public health systems
- Crisis communication

Service-learning Activity/Project/Experience

Students work with the county department of health and the county department of emergency services to help solve current issues these departments face related to bioterrorism. Students are required to address integration, communication and management issues so they gain practical experience with these three critical components of emergencies and general public health practice. The instructor works closely with the leaders of these county departments to determine an appropriate project for the students to work on as a team. The project selection is made prior to the initial class meeting. Priority is given to problems

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that not only challenge the students to integrate, communicate and manage but also provides them with the opportunity to synthesize the information learned in the course. Important aspects of public health practice, environmental controls, protection of at-risk populations, stress management and the overall strengthening of public health systems are emphasized. Readings and other initial resources relevant to the project are provided by the instructor to the students and county colleagues.

The students are responsible for determining the key task teams and determining, with input from the instructor, which students will be on which task team. Each task team is led by a student who determines the deliverables to the overall effort. The deliverables from the whole class are the plans, procedures, policies, materials and documents that will be provided by the class to the county departments. Timelines are developed by the students with input from the instructor. Research is conducted by all students and may include reviews of the professional literature, government reports and websites, other Internet sources and interviews with professionals in the public health and emergency management fields. Students synthesize this information into a useful printed and electronic format for the county. The information is presented by the students to county officials.

Assessment of Learning

The ability of the student to integrate, communicate and manage an issue related to bioterrorism and public health is the primary skill set assessed in the service-learning project. For each class, the project used for service-learning will require as an outcome, the production of written materials that the county and college/university can use to improve overall preparedness. For example, an initial service-learning project might produce a manual for both organizations to use in the development of points of distribution (PODs) for mass prophylaxis.

Suggested Readings:

Gazley, B., & Brudney, J. (2005). *Volunteer involvement in local government after September 11: Continuing question of capacity*. *Public Administration Review* 65(2), 131-142.

Henderson, D., Ingelsby, T. & O'Toole, T. (Eds.). (2002). *Bioterrorism guidelines for medical and public health management*. Chicago: JAMA & Archives Journals, AMA Press.

Hupert, N., Cuomo, J., Callahan, M., Mushlin, A., & Morse, S. (2004). *Community-based mass prophylaxis: A planning guide for public health preparedness*. (AHRQ No. 04-0044). Rockville, MD: Agency for Healthcare Research and Quality.

Levy, B. & Sidel, V. (Eds.) (2003). *Terrorism and public health: A balanced approach to strengthening systems and protecting people*. New York: Oxford University Press.

Expectations for students include: the specific class project outcome and timely completion and management of assigned tasks, the effectiveness of written and oral communication, and the ability to conduct research and distill important information. The task areas are determined through class discussion and development of teams. For example service-learning project teams might include: Population Served; Equipment and Supplies; Protocols and Training; Staffing; Flow of People and Traffic; and, Communication and Media. Students are provided overall direction for their team by the instructor but are given the freedom and responsibility to develop tasks for their group that will contribute to the final product for the county and college/university. After an initial assessment of team progress, students and the instructor refine and expand tasks and set final deadlines and duties.

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Progress is monitored by the use of electronic discussion boards for each team. The written individual contributions of each student and the completion of duties by individual team members are assessed by the instructor with input from all team members. The progress and task completion assessment indicate whether a student can integrate and manage an issue and accomplish tasks in a timely manner. Students' written contributions and oral discussions in class are used to assess communication skill development. The students' contributions to class discussion indicate their understanding of the many concepts needed to address the specific service-learning project. The project written materials will consist of multiple sections and appendices with a list of contributors for each section.

The integration of classroom learning with service-learning is emphasized in the evaluation of the students' work. Indicators of learning are the students' abilities to correctly address issues such as: the strategies used by different professionals, microbiological and immunological terminology, and specific protection methods for biological agents. The incorporation of effective crisis communication techniques and the demonstrated integration of specific public and environmental health strategies measure the students' understanding. The students are expected to demonstrate an understanding of the population served by the service-learning project by including in their written materials unique aspects related to relevant ethnic groups, vulnerable and at-risk populations. Students can illustrate critical thinking skills and maturity by the inclusion of information in written work and discussion that demonstrates an anticipation of the emotional stress, barriers to communication, and need for flexibility that the chaos of a real event can produce.

III. Resources

County Department of Health
County Department of Emergency Services

College/University Department of Public Safety
Local Police Departments
Local Emergency Services Coordinators
Local Emergency Planning Committee (LEPC)
Local/Regional Chapter of the American Red Cross

IV. Supplemental Reading and Electronic Resources

Print Resources

- Altman, L. & Kolata, G. (2002, May 19). *Anthrax missteps offer guide to fight next terror battle*. The New York Times p. 1, 14.
- Brookmeyer, R. & Blades, N. (2002). *Prevention of inhalational anthrax outbreak in the U.S.* Science 295, 1861.
- Enserink, M. (2002). *How devastating would a smallpox attack really be?* Science, 296, 1592-1595.
- Henderson, D., Ingelsby, T. & O'Toole, T. (Eds.). (2002). *Bioterrorism guidelines for medical and public health management*. Chicago: JAMA & Archives Journals, AMA Press.
- Levy, B. & Sidel, V. (Eds.). (2003). *Terrorism and public health: A balanced approach to strengthening systems and protecting people*. New York: Oxford University Press.
- Rotz, L., Koo, D., O'Carroll, P., Kellogg, R., & Lillibridge, W. (2000). *Bioterrorism preparedness: Planning for the future*. Journal of Public Health Management Practice, 6, 45-49.
- Tortora, G., Funke, B., & Case, C. (2003). *Microbiology: An introduction*. (7th ed.). San Francisco: Benjamin Cummings.

Electronic Resources:

- American Red Cross Website - www.redcross.org
- Centers for Disease Control Emergency Preparedness and Response Website - www.bt.cdc.gov
- Centers for Public Health Preparedness Website - www.asph.org/acphp/index.cfm
- Department of Emergency Management Website for the state – see the Federal Emergency Management Agency (FEMA) for state office listing - www.fema.gov
- Department of Homeland Security Website - www.dhs.gov
- National Association of County and City Health Officials Website - www.naccho.org
- Psychological and social management of mass casualties and disasters - www.sos.se/sos/publ/refereng/9700-73e.htm

Curriculum Materials for Religious Studies: Integrating Religious Studies, Emergency Management, and Service-Learning

I. Introduction

In *Walking with God in a Fragile World*, a book of original reflections on September 11, 2001, William Sloane Coffin writes:

All religions are different – that’s certain. But most religions seek to fulfill the same function, that is, they strive to convert people from self-preoccupation to the whole-hearted giving up of oneself in love for God and for others. Therefore it makes sense for religious people to move from truth-claiming to the function truth plays. “By their fruits you shall know them,” means the way we believe is as important as what we believe; it’s the way we do things as well as the things we do (p.19).

Courses in religious studies or theology have the capacity, not only to assist in understanding what we believe, but also to add to students’ learning on the way we believe. Service-learning is one tool for the examination of and reflection on the ways that students enact their beliefs. Through the discipline of theological reflection, students are invited to select and describe an experience that has had a meaningful effect on the events of their lives. As they enter into that experience, they are invited to relive the experience from the inside, in order to begin to learn what that experience might have to teach. Learning from the experience enables students to discover the truths of the experience by relating it to their previous life experience and recognizing what future learning might emanate from this experience. However, theological reflection is not complete until the learning is incorporated into the student’s pattern of living. Reflecting how this might be enacted in a person’s life is essential to helping individuals to realize the function truth plays in their lives.

Crises that create possible feelings of loss, fear, confusion, and emptiness are part of everyone’s life.

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Landford, J. and Rouner, L. (Eds.). (2003). *Walking with God in a fragile world*. Maryland: Rowman and Littlefield.

Crisis situations often force individuals to confront their ethical responsibilities. Individuals may wonder where to offer support, and how to take care of themselves, loved ones, and their communities. Through a service-learning activity, students can create an attentive and comfortable environment that enables these individuals to express their concerns, beliefs, and ethics in relation to the crisis events.

Incorporating both the service-learning component and the theological reflection process into a course syllabus must allow for adaptability. As with any class, especially a larger one, educators should consider service sites, the scope of the emergency situation, and the length of service time. A variety of tools are available for theological reflection, ranging from the use of a verbatim by an individual to group reflections around a shared experience. Both elements are important to the learning process and both, when planned with careful consideration of the individuals in crisis and the students’ capabilities, can enhance the academic objectives of the course.

Responsive goodwill and helpfulness in a time of crisis are important and necessary. German theologian Jurgen Moltmann, from the same book of reflections, as quoted earlier, may sum it up best.

Curriculum Materials for Religious Studies: Integrating Religious Studies, Emergency Management, and Service-Learning

He writes, “Attentiveness is necessary, so we can do the right thing at the right time in the right place” (p. 70).

II. Course

Title: Theology and Human Experience

(This is a general introductory course for Religious Studies/Theology. Other titles could include: Faith, Morality, and the Person; Modern Belief; Fundamental Issues of Human Existence; or Introduction to Religious Thought, Religious Persons and Traditions.)

Course Description:

This course will provide students with the necessary theological foundation for relation with human experience in addressing major issues of faith: scripture, tradition, creed, culture, ritual, ethical behavior, and personal experience. Students will engage in a direct service experience that involves providing support of community/individual needs in times of crisis, loss, and/or emergency.

Course Objectives:

- To understand the nature of religion, faith, and theology and the interplay among them.
- To understand the connection between religious growth and human development.
- To appreciate the variety of religions and religious experiences and to reflect on some concerns that are common to all religious groups.
- To develop an understanding of the sources underlying faith: scripture, tradition, culture, creed, ritual, ethical behavior, and personal experience.
- To engage in direct service as a response to a human community need, particularly at a time of loss, crisis, and/or emergency.
- To gain an awareness of the relationship between service and theological insight.

Service-learning Objectives:

- To enhance student learning and student response to a crisis situation by joining the nature of religious experiences with reflective thought and action.
- To respond to unmet needs in the community

that have occurred because of crisis, loss, and/or emergency through direct service that is both necessary and meaningful.

- To enable students to help others in a crisis situation by giving of themselves and entering into a caring relationship with others.
- To enhance the self-esteem and self-confidence of the students in this religious studies discipline and in the context of emergency preparedness and response.
- To increase the civic and citizenship skills of students by having an effect on local needs and issues currently and in the future.
- To expose students to societal and global inadequacies and injustices and empower students to contribute to change.
- To provide reflective tools and opportunities that will give students greater responsibility for their learning and prepare them to respond to future emergencies.

Adapted from Florida International University Service-learning Web Page.

Content:

- Explanation of service-learning
- Significance of faith: human faith and religious faith
- Theories of individual faith and moral development
- Faith and social responsibility
- Attitudes toward religion
- World religions and global responsibility
- The process of theological reflection
- Theology, scripture and tradition
- Theology, evil and violence
- Development of theological insight
- Theology and cultural awareness

Service-learning Activity/Project/Experience:

The service-learning experience is not limited to any particular field. A nursing major could respond to a specific crisis within his/her discipline—e.g., assisting in an evacuation process or gathering medical data from those who had experienced a

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natural disaster—and still be able to reflect on the theological dimensions after the experience. The reflection process could then assist the volunteer in service be more clearly focused and prepared when faced with another crisis situation and might also enhance the volunteer's spiritual development. The process also enables students to be less inhibited by those experiencing a crisis when they choose to speak about their own faith experience or spiritual crisis. Cultivating an open, listening stance not only makes it less awkward for the student but also affirms the individual in need to speak about his or her theological concerns without fear of judgment. Therefore, each direct service, no matter what it might be, has the potential for a deeper learning within the theological dimension.

Assessment of Learning:

The nature of the course involves an understanding of human experiences and how they intersect with the major resources of faith. Everyone expresses human experiences in a variety of ways: psycho-socially, culturally, economically, theologically, spiritually, politically, physically, emotionally, and so on. Ways of learning about the complexity of human experience will include the use of text, additional readings, discussion, reflection, analysis, previous learning, and family influences. The service-learning component of the course enables students to relate directly with the human experience that community and individuals encounter in times of crisis. Through this process students will discover personal ways to be responsive and empathetic to the people and needs they encounter. This aspect of the course develops students' ability to think theologically, communicate effectively, and respond creatively and non-judgmentally to community and personal needs. These skills will be assessed through both written and verbal theological reflections.

III. Resources

The determination of what agencies to be used within a community is meant to be a partnering experience. This requires attentiveness to the

Suggested Readings:

Knittner, P., and Madges, W. (1997). *Faith, religion, and theology: A contemporary introduction*. Connecticut: Twenty-third Publications.

Kinast, R. (1997). *Making faith sense: Theological reflection in everyday life*. Minnesota : Collegeville, Liturgical Press.

needs of the agency as well as to the objectives of the course. The types of agencies that could be used might be large-scale emergency response teams, such as the Red Cross or local emergency management agency. Settings such as hospitals and hospices also give students the opportunity to interact with people whose lives have been directly confronted with loss or crisis. Any setting where a church congregation, organization, or agency is responding to the pastoral needs of individuals in a crisis situation—a parish shelter or soup kitchen for example—would be a suitable site. However, the broadness of the reflective process ought to enhance any resources for service. The service opportunity is to enable the students' own theological insights. Therefore, sites are not to be used for evangelization in a limited sense and certainly not for proselytizing. Rather, because of an approach that invites students into the reflective process both prior to and after the service component, students will be more able to discover the theological in each experience without compromising the service priority at any given time.

Examples of activities can be as focused as working with a bloodmobile or delivering staples to the homebound. There also may be opportunities for more direct personal contact, such as visiting with individuals whose loved ones are in the midst of a crisis situation. It is even conceivable that this course could use a service-learning component in an international site where students responded to specific humanitarian crises. To assist an agency for an extended, concentrated time, students could provide service at an emergency site (e.g., flood disaster relief) during one of their break times.

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The types of activities would be determined based on the students' backgrounds, skills, and levels of comfort, as well as the specific emergency response the agency is hoping to provide.

IV. Supplemental Readings and Electronic Resources

Print Resources

Resources for the theological reflection process:

Kinast, R. (1996). *Let ministry teach: A guide to theological reflection*. Minnesota: Liturgical Press.

Kinast, R. (2000). *What are they saying about theological reflection?* New York: Paulist Press.

O'Connell Killen, P., and De Beer, J. (1995). *The art of theological reflection*. New York: Crossroad Publishing Company.

Stone, H., and Dale, J. (1996). *How to think theologically*. Minnesota: Augsburg Fortress Publishers.

Resources for connecting human crisis with spirituality and ethics:

Carol, J. (2004). *Journeys of courage: Remarkable stories of the healing power of community*. Indiana: Sorin Books.

De Waal, E. (2003). *Lost in wonder: Rediscovering the spiritual art of attentiveness*. Minnesota: Liturgical Press.

Fiand, B. (1999). *Prayer and the quest for healing: Our personal transformation and cosmic responsibility*. New York: The Crossroad Publishing Company.

Lee, D. (2002). *Navigating right and wrong: Ethical decision-making in a pluralistic age*. Maryland: Rowman and Littlefield.

Mogabgab, J., (Ed). (2004). *Vengeance is Mine, Weavings: A Journal of the Christian Spiritual Life*. 19 (3).

Electronic References

Church of the Brethren offers Therapeutic Childcare in Disaster-designated Counties - www.fema.gov/news/newsrelease.fema?id=12658.

Church World Service Emergency Response Program - www.cwserp.org.

Curriculum for Community-base Pre-Disaster Mitigation - www.fema.gov/tab_education.shtm.

National Voluntary Organizations Active in Disaster - www.nvoad.org.

Pennsylvania Campus Compact - www.paccompact.org.

Curriculum Materials for Social Work: Integrating Social Work, Emergency Management, and Service-Learning

I. Introduction

According to the National Association of Social Work (NASW, 2003), "...social workers are uniquely suited to interpret the disaster context, to advocate for effective services, and to provide leadership in essential collaborations among institutions and organizations." Although the profession of social work quickly responds to disasters, social work input is negligible in planning for disasters at the national, state, and local levels. Given that natural disasters and human-made disasters occur with some frequency, the topic of emergency management presents a timely and critical challenge to social work educators as they prepare students for practice in the 21st century.

Generalist practice, a model based on a problem solving framework, is the cornerstone of social work education, and the educational paradigm for preparing undergraduate social work students (Council on Social Work Education, 2001). Social workers apply problem solving methods to individuals, families, groups, communities, and organizations. The problem solving framework incorporates methods such as casework, group work, community organizing, and administration.

Problem solving, as a framework, can be easily applied to emergency management in a specific situation. The assessment of emergency preparedness of an individual, family, group, community, or organization; the development and implementation of preparedness plans; and the evaluation of effectiveness of these efforts are skilled learning activities within the application of the generalist model. Although the methods of casework and group work readily apply to disaster response, organizing and administrative skills are better suited to the more expansive tasks of emergency preparedness.

The application of the generalist method and the specific skills related to this method apply to

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Council on Social Work Education (2001). Curriculum standard B.2.01. *Educational Policy and Standards*. Available on-line: <http://www.cswe.org>.

Mihalynuk, T.V., and Seifer, S.D. (September 2002). *Partnerships for higher education service-learning*. <http://www.servicelearning.org/article/archive/98/>.

National Association of Social Workers (2003). *Policy statement topic area: Disasters*. In *Social work speaks (6th ed.)*. Washington, D.C.: 79-85.

Schon, D. (1987). *Educating the reflective practitioner*. San Francisco, California: Jossey-Bass Inc.

emergency management in various social work courses. For example, students can explore disaster policies in a social welfare course; learn how to apply crisis intervention skills in a casework or interviewing skills course; study the effects of disasters on individuals, families, and communities and resources available for each of these groups in a human behavior and social environment course; and employ research skills to determine the effectiveness of readiness programs such as staff training. In the field practicum and practicum seminar and laboratory course, students can meaningfully integrate knowledge and skills from their coursework into real-life situations and explore ethical issues related to disaster management.

The meaningful application of generalist knowledge and skills related to emergency management is an appropriate venue for service-

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learning. Partnerships incorporate existing faculty and student relationships with community organizations into existing courses (Mihalynuk and Seifer, 2002). Service-learning combines educational goals with professional practice, providing students with an opportunity to experience typical professional activities and relationships. The social work courses previously mentioned can include service-learning experiences for students. Students engage with members of organizations and communities to apply new knowledge and skill while meeting expressed needs of the sponsoring organization. Through the reflective process, whether in journal form, classroom discussion, or photographic essay, students discover the meaning of their experience, its relationship to course objectives, and the value of contributing to an organization or community. Students learn to serve in the community and continue to value this role after they graduate.

Service-learning enriches the educational learning plan for the field practicum experience and the practicum seminar and laboratory, while providing an opportunity to deliver real services to the field organization or the community. Through collaboration with the sponsoring field organization and community faculty sponsor (field instructor), faculty tailor a specific project that meets the learning objectives of the student and the needs of the field organization with respect to emergency management. Projects for students vary according to the various needs of field organizations. The specific objectives, timetable, and deliverable for each student require advance planning. In addition, faculty must consider how to evaluate students' work for grading purposes.

Monitoring of the service objective occurs jointly through the efforts of the community faculty sponsor (field instructor) and the practicum seminar and laboratory faculty. Monitoring occurs in both regular supervision and classroom discussion. Coordinating telephone calls or visits from faculty to the community faculty sponsor are other means

to encourage collaboration. Students' reflective learning begins initially within the medium of supervision with the community faculty sponsor and continues in the classroom group by the classroom faculty. Reflective learning, a hallmark of the social work profession, adds value beyond the technical aspects of the service-learning experience. As Schon clearly articulates, "Students do not so much attend these events, they live in them" (1990, p. 311). Faculty also may use pre- and post-test measures to provide information about the effectiveness of the service-learning experience.

II. Course

Title: Field Practicum/Practicum Seminar and Lab

Course Description:

The field practicum is a requirement of all social work students. Faculty assign students to a community or institutional setting under the supervision of an approved field instructor. The field instructor and student complete a field educational learning plan that targets the learning objectives identified by the educational program; this plan focuses on helping students learn the skills of the generalist method. In addition, field learning should embrace the ethics and values of the social work profession as articulated in the NASW Code of Ethics. Completion of the objectives for this course should integrate classroom learning into real-life experience and help prepare students as entry-level professionals.

The practicum seminar and laboratory faculty prepare the social work student for the practicum experience and monitors the student's learning and development of professional behaviors during the field placement process. The course uses content relevant to social work practice and draws connections to the student's actual experience in the field. In classroom discussions, and through review of written journals, faculty guide students through a reflective process. In the seminar, both reflective and didactic teaching methods and

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assignments are used.

Course Objectives:

- Students will demonstrate skill in the generalist problem-solving process with individuals, clients, families, groups, communities, and organizations and with diverse and oppressed populations.
- Students will demonstrate knowledge of the human service delivery system in which their agency functions and within which they interact on behalf of consumers.
- Students will demonstrate an awareness of the legal and social policies in relation to emergency management that affect the field agency and the people it serves.
- Students will demonstrate an integration of social work knowledge, values, and ethics within the context of person in the environment, with awareness of the many influences in peoples' lives, and with a focus on natural and human-made disasters.
- Students will demonstrate effective work and professional management skills, including appropriate use of supervision and resources available for learning.

Service-learning Objectives:

The sponsoring community organization will receive at least one of the following products as agreed upon with course faculty and students. Students can:

- Assess organizational preparedness for emergencies through use of a checklist and provide a written summary of the results.
- Prepare a written description of local, state, and national resources available to the organization for specific types of emergencies and disasters.
- Develop a list of training resources for staff through the identification of speakers, audio-visual tapes, and written materials.
- Prepare a written description of a range of roles for social workers in preparing and responding to emergencies and disasters within the particular organization to which the student is assigned.

- Prepare or obtain written information for clients and consumers on emergency management; the final, summarized information should reflect cultural and diversity sensitivity and be written at a level that clients or consumers can understand.
- Assess organizational resources that local emergency personnel use during emergencies and prepare this information in a written summary.
- Obtain written information about the local community emergency operations plan, including contact information for critical personnel.
- Develop a written assessment or evaluation tool for measuring the short-term and long-term effects of disasters and emergencies on staff, clients, consumers, and the organization as a whole.

Service-learning Activity/Project/Experience:

Students will learn about the problem-solving framework of the generalist practice method in one of several possible activities during their field experience.

- 1) They can learn about organizational structure and organizational assessment through selecting and preparing a checklist to assess the emergency management plan of the field organization. In preparing the summary, students learn about issues that the field organization faces to reach a state of readiness.
- 2) When students prepare a written description of social work roles for a formal emergency plan, they identify the specific generalist skills that social workers use and for which specific roles; they also learn about ethical issues inherent in managing disasters and emergencies.
- 3) When students develop and/or update the emergency operations plan with information about resources available for different types of disasters and emergencies, they employ the problem solving framework and systems theory to learn where gaps exist. When students develop training resources for staff through identifying speakers, audio-visual tapes, and written materials, they learn to use the problem-solving framework

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to assess staff needs and research skills to select appropriate tools for staff development. Those students who obtain or summarize emergency management information use the problem-solving framework, research and communication skills, and learn about clients' and consumers' cognitive abilities in order to appropriately prepare this information for clients' and consumers' use.

- 4) Students who search to obtain information about local disaster plans and identify key contacts employ the problem solving framework to locate and distill the information into practical use by administrative staff in the field organization.
- 5) Those students who prepare a written assessment or evaluation tool for measuring the short-term and long-term effects of emergencies on staff, clients, and consumers, and the organization as a whole learn to apply basic research skills to real life situations.
- 6) When students assess what resources the agency has for use by the community during a given disaster; they use organizational assessment as a problem solving framework and communication skills to prepare the written summary.

Assessment of Learning:

The assessment of learning will depend on the student's specific service project and field organization. The following is a range of outcome statements. Not all students will complete every outcome. The practicum lab faculty and field instructor will collaborate on the particular assignment for each student.

Students can demonstrate what they have learned by:

- Writing a summary or presenting the results of a disaster planning readiness checklist to the field instructor and the practicum lab instructor. The summary or the presentation should include a

discussion of the student's use of problem solving skills in working with the field instructor and administration to implement this effort.

- Writing a description of a range of social worker roles in emergency management and disasters within the student's assigned organization. The written report should include what knowledge, skills, and ethical issues the social worker needs to use. The field instructor and the practicum lab instructor will review this material.
- Writing information regarding emergency resources available to clients and training resources available to the staff and administration. This information should demonstrate that the student understands the potential needs of clients/ consumers in a given emergency or the training needs of staff regarding types of emergencies, potential needs of clients and consumers, and staff's responsibilities in an emergency. The field instructor and practicum lab instructor will review this material.
- Writing a report about local disaster plans and identifying key community members for agency administrative staff to contact and coordinate with in planning for and responding to an emergency. This report should demonstrate that the student has adequately researched the appropriate contacts and organizations at local, state, and international levels. The field instructor and the practicum lab instructor will review this material.
- Creating an assessment or evaluation tool for measuring the short-term and long-term effects of emergencies on staff, clients, and consumers, and the organization as a whole in which the student demonstrates the appropriate use of basic research skills. Students should test the tool's merits using a hypothetical scenario. The final product needs to reflect the results of the pilot and demonstrate use of basic research skills.

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- Preparing a report or presentation on an analysis of the field organization's potential resources to assist with various types of local disasters and to identify key personnel the organization and within the community that can foster connections in managing disasters. This information should be reviewed by both the field instructor and the practicum lab instructor and should demonstrate that the student understands systems theory.

Students demonstrate their understanding by:

- Preparing a reflective journal that includes the issues the student faces while working on this project; how the student works through these issues; what the student resolves and what remains unresolved; and, the student's own assessment of learning, including the student's feelings at the closure of the experience looking back to the beginning.
- Engaging weekly in classroom discussions to demonstrate an understanding of disaster preparedness, reporting, and reflecting on progress and obstacles in the development of their specific projects, and seeking feedback from their peers and practicum lab instructor. Reflective statements by students should demonstrate integration of experiential learning and academic learning.

III. Resources

Service-learning organizations may include traditional settings such as:

- After-school programs
- Aging or adult services programs
- Boys' and Girls' Clubs
- Child welfare organizations
- Community multi-service organizations or community centers
- Domestic violence shelters
- Group homes
- Hospitals
- Juvenile court programs

- Mental health programs
- Mentoring programs
- Nursing homes
- Public schools
- Victim centers

Service-learning sites also may include non-traditional organizations such as:

- AIDS programs
- Kinship care programs
- Immigrant resettlement programs
- Neighborhood wireless networks

There may be a range of different service-learning opportunities, since programs differ significantly and each program may exhibit a different level of readiness. The following descriptions characterize some of these levels of readiness:

- Agency where there is no written or communicated emergency plan.
- Agency where there is a plan, but the plan does not address various types of emergencies.
- Agency where there is a plan, but it is not coordinated with the community plan.
- Agency where there is a plan, but it has not been updated with current resources.
- Agency where there is a plan, but it lacks communication tools for employees, clients, and consumers.
- Agency where the current plan does not identify resources that are available in an emergency.
- Agency that needs development of training resources for emergency preparedness for employees.
- Identifying assessment tools for the agency to measure the short- and long-term effects of emergencies on staff, clients, and consumers.

Students, faculty, and agency field instructors will need to discuss and agree upon the specific service-learning objective for each student and the specific organization.

IV. Supplemental Readings and Electronic Resources

Print Resources

- Checkoway, B. (2001). *Renewing the civic mission of the American research university*. *Journal of Higher Education*, 72 (2), 125-147.
- Dalberg, D. (2002). *Organizational involvement in disasters: a case study of the Salvation Army*. *Social Work and Christianity*, 29 (2), 103-121.
- Eyler, J., Giles, D., and Schmiede, A. (1996). *A practitioner's guide to reflection in service-learning: Student voices and reflections*. Nashville, TN: Vanderbilt University.
- Goldstein, H. (2001). *Experiential learning: A foundation for social work practice*. Alexandria, Va.: Council on Social Work Education.
- Ishisaka, H., Sohng, S., Farwell, N., and Uehara, E. (2004). *Partnership for integrated community-based learning: A social work community-campus collaboration*. *Journal of Social Work Education*, 40 (2), 321-326.
- Schine, S. (1997). Prospects for prevention. In Resich, M., and Gambrell, E., (Eds.) *Social work in the 21st century*. Thousand Oaks, California: Pine Forge Press, 190-197.
- Berg-Werner, M., and Birkenmaier, J. (2000). *The practicum companion for social work: integrating class and field work*. Boston, Mass.: Allyn and Bacon.
- Timberlake, E.M., Farber, M.Z., and Sabatino, C. (2001). *The general method of social work practice: McMahan's generalist perspective*. Needham Heights, Mass.: Allyn and Bacon.

Electronic Resources

- Campus Compact, Introduction to Service-learning Toolkit: Readings and Resources for Faculty. Providence, R.I.: Brown University - <http://www.compact.org/resource>.
- Center for Disease Control Emergency Preparedness and Response Site - <http://www.bt.cdc.gov/>.
- Federal Emergency Management Agency. Disaster Services: Emergency Preparedness Checklist - <http://www.fema.gov/rr/emprep.shtm>.
- National Association of Social Workers (January 1, 1977). *NASW Code of Ethics*. Silver Spring, Maryland: NASW Press. - <http://www.socialworkers.org>.
- Pennsylvania Emergency Management Agency. Disaster Preparedness Planning Guide for Facilities - <http://www.pema.state.pa.us/pema/cwp/view.asp?A=566&Q=254838>.

Curriculum Materials for Sociology: Integrating Sociology, Emergency Management, and Service-Learning

I. Introduction

When faced with a disaster such as the Hurricane Andrew, Three-Mile Island, an urban heat wave, the Anthrax scare, or a residence hall fire, communities and individuals need a repertoire of knowledge and skills to respond. Equally important—and perhaps even more important—they need resources to prevent and mitigate emergencies. No community is immune from emergencies. This curriculum guide suggests ways a sociology course might contribute to emergency management.

Sociology provides a wealth of research and theory that can help prepare for and respond to both natural and human-made disasters. In October 2003, the American Sociological Association sponsored a congressional briefing on *The Human Dimension of Disasters: How Social Science Research Can Improve Preparedness, Response, and Recovery*. The International Sociological Society, through its Research Committee on Disasters, publishes the *International Journal of Mass Emergencies and Disasters*.

Sociologists direct study centers such as the Center for Disaster Research and Education at Millersville University of Pennsylvania, the Disaster Research Center at the University of Delaware, and the Natural Hazards Research Center at the University of Colorado-Boulder. Sociologists have contributed their insights to governmental agencies such as the Federal Emergency Management Agency. They have completed theoretical and empirical studies that help everyone involved in a disaster better understand the human dimensions.

The primary purpose of this section of the manual is to provide sociology professors with tools to prepare students to function as effective and involved citizens and members of their communities with the knowledge and skills needed to help communities prepare for and respond to human-made and natural disasters. In the same way that

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- Clarke, L. (Ed.) (2003). *Terrorism and disaster: New threats, new ideas. Vol. 11*, Research in Social Problems and Public Policy. Stamford, Conn.: JAI Press.
- Drabek, T.E., and McIntyre, D. (2003). *Emergent phenomena and the sociology of disaster: Lessons, trends and opportunities from the research literature*. *Disaster prevention and management*, 12 (2), 97-112.
- Fischer, H.W. (1998). *Response to disaster: Fact versus fiction and its perpetuation - The sociology of disaster*. Landam, Maryland: University Press of America.
- Klinenberg, E. (2002). *Heat wave: A social autopsy of disaster in Chicago*. Chicago: University of Chicago Press.
- Tierney, K.J., Lindell, M. K., and Perry, R. (2001). *Facing the unexpected: Disaster preparedness and response in the United States*. Washington D.C.: John Henry Press.
- Vaughan, D. (1996). *The Challenger launch decision: Risky technology, culture, and deviance at NASA*. Chicago: University of Chicago Press.

the study of weather patterns can help communities prepare for natural disasters, the study of sociology can help them prepare for—and, perhaps, even prevent—human-made disasters.

Fischer (1998) has written about disaster myths to give a broad picture of human behavior prior to, during and following disasters. He looked extensively at organizational responses and debunks the myth that antisocial behavior dominates responses to disaster. Tierney, Lindell and Perry (2001) examined models of disaster preparedness and recovery to

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find patterns that are effective.

An article by Drabek and McIntyre (2003) identifies several foci of sociological research. Others have studied emergent organizations and structural responses to disasters. Still others have examined the effects of factors such as race, gender, and religion on emergent phenomena.

Vaughan (1996) studied the organizational factors that formed the context of the individual decisions and organizational culture that contributed to the Challenger explosion. The study of disaster can provide a window into sociological theory and concepts. Klinenberg (2002) used a heat wave in Chicago to gain understanding of how social class, age, and race affect the impact of disaster on different groups and how these factors may, in fact, transform an otherwise benign event into a disaster for certain groups. In *Terrorism and Disaster: New Threats, New Ideas*, Clark (2003) suggests that sociological analysis can be helpful in understanding factors that cause terrorism, the structures and characteristics of terrorist groups, social response to terrorism, and possible strategies for reducing terrorism.

The study of disaster preparedness and response is a rich source of sociological data, a fruitful area for theory development, and a source of applications for applying sociological principles. Consequently, the sociology of disaster can form the content for a complete course, or specific topics can be incorporated into a variety of sociology courses as modules or sections.

The study and analysis of disasters provides an opportunity in undergraduate courses for combining academic content with service and civic responsibility. Sociology by its very nature, invites holistic strategies of teaching and learning that help students develop a deep understanding of sociological content, a sociological imagination, and civic responsibility. Service-learning is a particularly

effective pedagogy to do that, and the area of disaster studies is particularly significant. A well-designed service-learning experience can help students integrate and apply course content in ways that equip them to be responsible citizens with the inclination and insight needed to help their communities prepare for and respond to natural and human-made disasters.

This section of the manual gives sociologists tools to integrate content related to disasters into the sociological curriculum in several ways. One section suggests a number of places disaster research can be incorporated into existing courses. An outline is included for a specific course, *Sociology of Disaster*. Another section suggests ways service-learning can be incorporated in courses and identifies a number of suggested community agencies where service-learning can be done. The final section points to many additional resources, including a basic bibliography, several Web sites with prototype syllabi, a list of other resources such as sociologically oriented academic disaster centers, and a list of agencies that work with disasters.

Course Modules:

One approach to including material on disasters and emergencies in a sociology curriculum is to include modules in existing courses that focus on disaster and to use disaster studies as background material for topics in courses. In addition to the academic content, service-learning can be incorporated either as a component of the entire course or as a component of the section related to disasters.

This section identifies several sociological topics that present particularly interesting possibilities for including disaster material in existing courses. These topics might be incorporated in courses such as *Principles of Sociology*, *Organizational Behavior*, *Urban Sociology*, *Social Problems*, *Race Ethnicity and Gender*, or *Social Policy*.

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Organizational Behavior: Several important areas in a course topic on organizational behavior have received attention in disaster studies. One is an analysis of how organizations make decisions and effect of the organizational structure on individual decision-making and action. The case study of the Challenger explosion is a particularly good example.

Mass Media: Disasters provide a unique setting for understanding mass media and its interaction with society. The media report and interpret events and also provide information that people can use to form their own responses and actions. The sections in this manual on Communications contains material that can be useful in sociology courses. Media coverage of disaster films also introduces society to the nature of various threats and their possible effects.

Social Problems: Individuals confronted with disasters face challenges. These challenges often lead to the formulation or reorganization of community structures to respond to the emergency situation.

Race, Class and Gender: Significant research exists on social stratification as it relates to terrorism and disaster. Economic and social inequalities affect the emergence of terrorism, whether it is hate groups in the United States or international groups that are attempting to gain social access. Both the effects of disasters and disaster response are strongly related to social stratification. Several disaster-related studies could contribute to a standard social stratification course or to any section of a course dealing with stratification.

II. Course

Title: Sociology of Disaster

Course Description:

This course explores individual and community dimensions of natural and human-made disasters using sociological perspectives. It reviews current

Suggested Readings:

Erikson, K. (1976). *Everything in its path: Destruction of community in the Buffalo Creek flood*. New York: Simon Schuster.

Fischer, H.W. (1998). *Response to disaster: Fact versus fiction and its perpetuation*. Landam, Maryland: University Press of America.

Klinenberg, E. (2002). *Heatwave: A social autopsy of disaster in Chicago*. Chicago: University of Chicago Press.

Tierney, K. J., Lindell, M. K., and Perry, R. (2001). *Facing the unexpected: Disaster preparedness and response in the United States*. Washington, D.C.: John Henry Press.

research to explore human behavior and policy issues in the emergency management cycle: mitigation, preparedness, response, and recovery. It looks at both established and emergent structures. This course will also examine how social class, gender, race, and ethnicity, and age both impact the effects of disasters on people and affect the way people respond. Disaster events also will be used as a window to understand society. Students will be introduced to the emerging field of emergency management and will explore social policy issues. A community-based activity will be incorporated into the course to provide a needed service to a local organization, enrich student learning, and help students develop civic responsibility related to disaster preparedness and response.

Course Objectives:

- To acquire an awareness and understanding of current sociological literature and research related to human-made and natural disasters.
- To dispel the myths that exist about disaster response.
- To use disaster studies as a window to understand sociological theory and concepts and sociology as a window to understand the human dimensions of disaster.

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- To use sociological analysis and research to influence public policy.
- To develop the skills of a liberally educated person through writing, oral expression, and critical thinking.
- To help students develop civic responsibility and awareness of ways communities and public and private organizations can prepare for and mitigate disasters and work effectively as agents of response and recovery.

Service-learning Objectives:

- To give students experiences that will enrich and deepen their understanding of concepts and theory learned in class and provide data and issues for class analysis and discussion.
- To give students the opportunity to learn the roles, functions and activities of community agencies that work with disaster preparedness and response.
- To make available the skills and talents of students to community organizations for work that significantly contributes to the objectives of an agency and/or to the needs of people who experience a disaster.
- To give students contact with people who experience and work in disasters.
- To provide opportunities for students to learn skills or participate in training that can be used in future disaster situations.
- To help students develop an understanding of the systemic nature of disaster management and the roles of public and private organizations/agencies in public policy.

Content:

- Definition of disaster
- The emergency management cycle: mitigation, preparedness, response, and recovery
- Sociological theory, methods, and perspectives on disasters
- Social vulnerability: The effects of race, class, and gender
- Human behavior in response to disaster: Myths

and realities

- Organizational response to disaster
- Concepts of organizational behavior and decision-making for mitigation, preparedness, response, and recovery
- Concepts of community structure and decision-making in relationship to mitigation, preparedness, response, and recovery
- The role of the media in forming public perception and awareness of disaster
- Case studies of local, national and international disasters
- New threats, new responses: Terrorism
- Building community strength for mitigation, preparedness, response, and recovery

Service-learning Activity/Project/ Experience:

Unique features of this course will be the opportunity for students to integrate cognitive classroom learning with experiential learning through participation in a service-learning activity. The service-learning activity will help students relate real-life experience to conceptual issues encountered in the course. It will provide the opportunity to perform significant community service and make an important contribution to the work of a community agency. It may give students the chance to receive training to equip them for work in disaster situations and to identify ways they, as active community members, can be involved in disaster issues throughout their college careers and after graduation. There will be structured activities to link the cognitive experience with the experiential activity.

The service-learning activity will include the following components.

- Students will work for approximately 18 hours during the semester, usually on a weekly basis, in an agency that focuses on issues related to disaster preparedness and/or response. They will direct a project identified by a community agency. The experience should give students

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opportunities to learn what the agency does and to learn broadly about disaster preparedness and response. An alternative assignment is to have students participate in training for a specific role in disaster preparedness and response.

- Students will write the following reflection papers and will periodically report to the class their experiences and what they are learning in the service-learning activity.
 - 1) A short proposal describing the service activity and describing the agency. The proposal also will list several specific learning goals for the activity. This is due early in the course before the activity begins.
 - 2) A log of time and activities will be completed. Each time students work at the agency, they will submit to the instructor a log that identifies the times the service was given and a brief record of the activities completed.
 - 3) Four times during the semester, students will write a critical incident analysis paper in which they identify a particular issue or question that emerged in the service-learning activity. They will describe the issue, then analyze, and explain it using concepts and theory from the class. They should use specific references to readings and class discussions.
- The service activity will not be graded, but the reflections may be graded either regularly or on a competence basis such that if students complete the assignments at a satisfactory level they will receive full credit.

Assessment of Learning:

Data for assessing learning in the course will come from a number of sources. As in any course, tests and other activities will be used for assessment. In addition, content analysis will be used on the logs and critical incident analysis papers to determine if students use and understand theories and concepts from the course in their descriptions and analysis.

Student learning will be assessed positively if the student:

- Reflects understanding of sociological theory and uses sociological concepts in the analysis of the service-learning experience.
- Identifies how race, class, and gender affect both vulnerability and response to disaster and understand the roots of the effects of race, class, and gender in social structures.
- Demonstrates a broad awareness of the sociological literature on disasters, the methodologies sociologists use to study disasters, and the perspectives sociology provides.
- Shows deep understanding of the material in the texts for the course.
- Describes particular needs of marginalized groups and explains, using sociological concepts, why they need special assistance.
- Shows evidence of developing commitment to long-term civic responsibility related to emergency management.
- Suggests several social policies and strategies for disaster management.

III. Resources

One key to a successful service-learning experience is the choice of a model for the experience and the choice of a community partner. One model allows each student in the class to participate in a different activity. Another model is to have groups of students—or the entire class—work together or concentrate on one project. The best service-learning activities often are linked to an ongoing project of an agency and are supervised by agency personnel. Many colleges and universities have community service offices, which are excellent resources for information about local organizations. Finding service-learning activities related to disaster preparedness and response can be a challenge. There usually will not be an active disaster in the area of the college or university, so service-learning activities will be somewhat removed from an actual disaster situation. However, it may be possible to

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spend time in a disaster response location by using school holidays or fall or spring breaks.

Faculty can arrange for their students to work in community agencies such as:

- The American Red Cross – There are opportunities for volunteers in Red Cross offices; for training courses offered by Red Cross; or for direct service as a community case worker; disaster action team member; disaster preparedness assistant, or community educator if the student has the requisite skill and training.
- Break Project – Organizations that work directly in disaster areas often need volunteers, both after an emergency and in the rebuilding stage (which may last for several years). This may be done in a local community or during an extended trip during a break. The National Voluntary Organizations Active in Disaster; NVOAD, <http://www.nvoad.org/>, has a list of members. A list of volunteer opportunities is maintained by the Disaster News Network, <http://www.disasternews.net/volunteer/>.
- U.S. Environmental Protection Agency (EPA) – The EPA has opportunities for people to do office work, special projects or community-based research.
- Pennsylvania Emergency Management Agency (PEMA) – PEMA sponsors educational programs and would have more information on other volunteer opportunities.
- Habitat for Humanity - Builds houses after disasters

hazards in the United States. Washington D.C.: John Henry Press.

- Quarantelli, E.L. (1987). *What should we study? Questions and suggestions for researchers about the concept of disasters*. International Journal of Mass Emergencies and Disasters. 5, 7-32.

Electronic Resources

Center for Disaster Research and Education, Dr. Henry Fischer, Ph.D. Director, Millersville University of Pennsylvania, <http://muweb.millersville.edu/~CDRE>.

Disaster Research Center; Havidan Rodriguez, Ph.D., Director University of Delaware, <http://www.udel.edu/DRC>.

The Federal Emergency Management Agency (FEMA) collected syllabi from existing courses and developed a series of course prototypes. In addition, it has specific material related to service-learning.

Bachelor's level courses: <http://www.training.fema.gov/emiweb/edu/completeCourses.asp>.

Various syllabi of courses: <http://www.training.fema.gov/emiweb/edu/syllabi.asp>.

Service-learning papers: http://www.training.fema.gov/emiweb/edu/sl_em.asp.

International Sociological Association, Research Committee on Sociology of Disasters: <http://www.ucm.es/info/isa/rc39.htm>.

National Hazards Center, Dr. Kathleen Tierney, Ph.D., Director, University of Colorado-Boulder; <http://www.colorado.edu/hazards>.

**Additional resources are available from the author.*

IV. Supplemental Readings and Electronic Resources

Print Resources

Clarke, L. (2002). *Panic, myth or reality?* Contexts. 1 (3), 21-26.

Dynes, R.R., and Tierney, K. J. (1994). *Disasters, collective behavior; and social organization*. Newark: University of Delaware Press.

Erikson, K. (1976). *Everything in its path: Destruction of community in the Buffalo Creek flood*. New York: Simon Schuster.

Mileti, D. (1999). *Disasters by design: A reassessment of natural*

Resources

Explore the following resources for further information about the topics covered in this manual.

Campus Emergency Management Planning

Cornell University - <http://web.cornell.edu/Emergency>.
Stanford University - <http://www.stanford.edu/dept/EHS/prod/general/erprep/plans/index.html>.
Trinity College, D.C. - http://www.trinitydc.edu/hr/Job/Employment_Policy_Emergency_Management_Plan.html.
University of Minnesota - http://www.l.umn.edu/prepared/plans_erp_basic.html.

Citizen Corps

<http://www.citizen corps.gov>

Disaster Resistant Universities

Building a Disaster Resistant University. Federal Emergency Management Agency (2003) - <http://www.fema.gov/fima/dru.shtm>.
Comerio, Mary C. "Economic Benefits of a Disaster Resistant University." - <http://peer.berkeley.edu/news/2000summer/benefits.htm>.
University of Alaska Fairbanks: Disaster Resistant University Project. - <http://www.uaf.edu/safety/DRUI.htm>.

Emergency Management

Community Emergency Response Teams (CERT) - www.citizen corps.gov/cert
Emergency Management Assistance Compact (EMAC) - <http://www.emacweb.org>.
Federal Emergency Management Agency (FEMA) - www.fema.gov.
FEMA: Emergency Management Performance Grants (EMPG) - <http://www.fema.gov/preparedness/empg.shtm>.
FEMA: Hazard Mitigation grants - <http://www.fema.gov/fima/hmgp>.
National Mutual Aid and Resource Management Initiative - http://www.fema.gov/preparedness/mutual_aid.shtm#1.
Pennsylvania Emergency Management Agency - <http://www.pema.state.pa.us/>
Pennsylvania's County Emergency Management Coordinators (list with contact information) - <http://www.pema.state.pa.us/pema/cwp/>
Radiological Emergency Preparedness Program (REPP) - <http://www.fema.gov/preparedness/repp.shtm>.

Environmental Agencies

Environmental Protection Agency: Emergencies. - <http://www.epa.gov/ebtpages/emergencies.html>
Pennsylvania Department of Environmental Protection: Role in Domestic Preparedness - <http://www.dep.state.pa.us/dep/emergency/response/role.htm>

Homeland Security

Campus Public Safety & Terrorism. U.S. Department of Education. - <http://www.ed.gov/admins/lead/safety/emergencyplan/campus safe.htm>.
Department of Homeland Security - www.dhs.gov.
Department of Homeland Security Strategic Plan - http://www.dhs.gov/interweb/assetlibrary/DHS_StratPlan_FINAL_spread.pdf.

Homeland Security Act of 2002 - <http://www.whitehouse.gov/deptofhomeland/analysis/>
Homeland Security Presidential Directive-8 - <http://www.ojp.usdoj.gov/odp/assessments/hspd8.htm>
National Response Plan - <http://www.dhs.gov/interweb/assetlibrary/NRPbaseplan.pdf>
Pennsylvania Office of Homeland Security - <http://www.oit.state.pa.us/homelandsecurity/site/default.asp>.
Terrorism: Questions and Answers. Council on Foreign Affairs - <http://cfrterrorism.org/security/dhs.html>.

How to Conduct an Effective Meeting

Michigan State University - <http://www.msu.edu/~corcora5/org/meetings.html>.
St. Lawrence University - <http://web.stlawu.edu/leadership/conferencehandouts2002/effectivemeeting.htm>.
Young Adult Library Services Association - <http://www.ala.org/ala/yalsa/aboutyalsa/howplanrunmeeting.htm>.

Non-governmental and Nonprofit Organizations

American Red Cross – www.redcross.org.
National Voluntary Organizations Active in Disaster (VOAD) - <http://www.nvoad.org>.
Pennsylvania American Red Cross Web sites (additional Web sites are found through the National Web site) - <http://www.pleasegiveblood.org/>; <http://pages.prodigy.com/redcrosspa/>; <http://www.lycoming-redcross.org/>; <http://www.redcross-philly.org/>; and <http://swpa.redcross.org/>.
Pennsylvania VOAD contact information - <http://www.nvoad.org/member.php?memberid=41>.
Salvation Army - <http://www.salvationarmyusa.org/>; and http://www.salvationarmyusa.org/usn/www_usn.nsf/vw-dynamic-arrays/.

Risk & Liability

University Risk Management and Insurance Association - www.urmia.org.
Health and Safety Executive - <http://www.hse.gov.uk/pubns/indgl63.pdf>.
National Service-Learning Center - <http://www.servicelearning.org/article/archive/130>.
The California State University: Managing Risk in Service Learning - http://www.calstate.edu/CSL/programs/servlearn_risk.shtml#practices.

Volunteers

California University Fresno - <http://www.csufresno.edu/scs/r.html>.
Joint Agencies' Trust - http://www.jointtrust.org/sample_forms/Volunteer_Application.PDF
National Service-Learning Center - http://nonprofitrisk.org/csb/csb_mgv.htm#intro.
Non-profit Risk Management Center - http://nonprofitrisk.org/csb/csb_mgv.htm#intro.

RESOURCES: Other Programs in Emergency Management

Community Emergency Response Teams

www.citizencorps.gov/CERT

The Community Emergency Response Team (CERT) program was nationally implemented by Citizen Corps Council in an effort to get citizens more involved in their communities. CERT educates and trains citizens in the area of disaster preparedness and response. Members learn basic skills such as fire safety, search and rescue how to organize teams, as well as disaster medical processes. Following an emergency, under the direction of public safety professionals, CERT members can give critical support to first responders and can also assist victims if first responders are not yet on the scene. Members are taught to take an active role in their community emergency preparedness activities as well as to participate in non-emergency projects that help improve the safety of the community.

Disaster Resistant Universities

<http://www.fema.gov/fima/dru.shtm>.

Disasters at universities cause death, injury, monetary losses, and a disruption of the learning process. The Disaster Resistant Universities (DRU) program, which exists at various universities and colleges in the US, teaches these institutions ways to avoid losses by instilling proper pre-disaster planning and mitigation actions.

Emergency Management Assistance Compact

<http://www.emacweb.org/>.

The Emergency Management Assistance Compact (EMAC) is a mutual aid agreement and partnership that allows states to provide personnel, equipment, and assistance to one another during an emergency. EMAC helps account for losses when federal assistance is scarce or unavailable or when state and local resources are overwhelmed. This flexible system allows for the states stricken with disaster to ask for whatever assistance they may need, and states respond with help when they are able to, with any amount they are able to provide.

Emergency Management Performance Grants

<http://www.fema.gov/preparedness/empg.shtm>.

The Emergency Management Performance Grants (EMPG) program, an important element of an all-hazards national emergency management system, aims to develop, improve, and maintain the performance of local emergency managers. In order to allocate the funds properly, each state is given the responsibility of addressing which localities are most in need of disaster mitigation, preparedness, response,

and recovery planning. The thirteen key areas within emergency management that the EMPG program addresses, include hazard management, communication and warning, training, public education and information, and finance and administration.

Hazard Mitigation Grant Program

<http://www.fema.gov/fima/hmgp/>.

The Hazard Mitigation Grant Program (HMGP) is designed to give grants to states and local jurisdictions that have been affected by a disaster. This money is to be used to implement a long-term hazard mitigation program, aimed at reducing the effects that another disaster may have on lives and property. Hazard mitigation planning is an important process that identifies the hazards that may exist within a community, the degree of a community's vulnerability to these hazards, and the most efficient way to minimize or eliminate the effects of these hazards.

National Mutual Aid and Resource Management Initiative

http://www.fema.gov/preparedness/mutual_aid.shtm#1.

The National Mutual Aid and Resource Management System Initiative, undertaken by the Department of Homeland Security in support of the National Incident Management System (NIMS), is a national mutual aid and resource management system. The initiative outlines the method by which Federal, State, and local resources should be categorized, ordered, and tracked. This comprehensive system allows for a more efficient and effective method of responding to disasters and terrorist attacks.

Radiological Emergency Preparedness Program

<http://www.fema.gov/preparedness/repp.shtm>, and

<http://www.fema.gov/rrr/rep>.

The Federal Emergency Management Agency's (FEMA) Radiological Emergency Preparedness Program (REPP) plans and conducts "offsite" state and local government emergency preparedness activities for jurisdictions facing possible nuclear power plant emergencies. REPP was formed after the Three Mile Island nuclear power plant accident on December 7, 1979, after which President Carter assigned all emergency planning and preparedness activities to be under the direction of FEMA. FEMA designed the REPP to protect the public health and safety of citizens living near commercial power plants, as well as to inform and educate the public as to how to prepare for a radiological emergency.

RESOURCES: Contact Information

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(510) 981-7000
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Manual Resource Contact Information

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List of Acronyms

ACA – American Counseling Association	ICS – Incident Command System
APA – American Psychological Association	ISWS – Illinois State Water Survey
APTA – American Physical Therapy Association	JCAHO – Joint Commission on Accreditation of Healthcare Organizations
ARC – American Red Cross	LEPC – Local Emergency Preparedness Committee
BOMA – Building Owners and Management Association	MOU – Memorandum of Understanding
CDC – Centers for Disease Control and Prevention	NOAA – National Oceanic and Atmospheric Administration
CEPPO – Chemical Emergency Preparedness and Prevention Office (within the EPA)	NRP – National Response Plan
CERT – Community Emergency Response Team	NWS – National Weather Service
CFR – Code of Federal Regulations	OHS – Office of Homeland Security
DEP – Department of Environmental Protection	OSHA – Occupational Safety and Health Administration
DHS – Department of Homeland Security	PEMA – Pennsylvania Emergency Management Agency
DMA – Disaster Mitigation Act	ROTC – Reserve Officer's Training Corps
DMHI – Disaster Mental Health Institute	SARA – Superfund Amendment and Reauthorization Act
DRC – Disaster Recovery Center	SATERN – Salvation Army Team Emergency Radio Network
DRN – Disaster Response Network	SNS – Strategic National Stockpile
DRU – Disaster Resistant Universities	SPCA – Society for the Prevention of Cruelty to Animals
EERI – Earthquake Engineering Research Institute	STAG – Seismic Technical Advisory Group
EMS – Emergency Medical Services	UC – University of California
EMT – Emergency Medical Technician	USGS – United States Geological Survey
EOC – Emergency Operations Center	VOAD – Volunteer Organizations Active in Disasters
EPR – Emergency Preparedness and Response	WHO – World Health Organization
FEMA – Federal Emergency Management Agency	WMD – Weapons of Mass Destruction
GIS – Geographic Information Systems	
GMU – George Mason University	
GPS – Global Positioning Systems	
HIPPA – Health Information Privacy and Portability Act	
HSPD – Homeland Security Presidential Directive	

Ready
Campus
Crisis-Ready Citizens
Campuses & Communities