

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Public Service & Health: Public Health Program
Course Number: PBHE 413
Course Name: Special Operations in Emergency Medical Services
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite: None

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Instructor Information

Instructor:

Email:

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Course Description (Catalog)

This course deals with the specialized issues associated with emergency medical services—those issues that are not commonplace or part of everyday procedure. Topics include emergency medical services in mass casualty, biological chemical and radiological incidents. The course also covers unique topics in emergency medical services, to include the employment of services in complex contingencies, such as those faced when fire, police, terrorist, and other emergencies co-exist with the need to provide medical services on-scene and post-disaster.

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Course Scope

This course is designed to give students an opportunity to look beyond day-to-day field medical operations and investigate unusual, out of the ordinary response situations. It will cover overall disaster response and the operational problems that confront responders at every disaster scene. The issues that arise when caring for large numbers of victims will be discussed. This course will also address medical support in military tactical situations and in critical law enforcement responses such as SWAT operations. In this age of terrorist threats, we will discuss the unique aspects of response to scenes involving weapons of mass destruction, including chemical, biological and radiological events. Perhaps most importantly, students will have the opportunity to evaluate the preparedness of their own communities and workplaces, and hopefully learn from their classmates throughout the country about preparedness efforts in other areas.

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Course Objectives

After successfully completing this course, you will be able to:

1. Differentiate between operational issues in everyday response to emergencies and those in mass casualty and disaster incidents.
2. Identify elements common to all disaster scenes.
3. Compare single agency incident command to unified command, where multiple jurisdictions co-exist to respond to a situation.
4. Compare and contrast incident management systems among various response agencies.
5. Discuss the benefits of unified command for multiple jurisdictional response situations.
6. Compare similarities and differences in response to naturally occurring and man-made disasters, such as terrorism.
7. Identify the components of the START triage system.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning

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management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Course Materials

Required Course Textbooks

DeLorenzo, R., & R. Porter, *Tactical Emergency Care: Military and Operational Out-of-Hospital Medicine*, Pearson Publishing

Briggs, S. & K. Brinsfield, *Advanced Disaster Response: Manual for Providers*, Harvard Medical International & Trauma Institute

Required Readings

Alexander, D. *Misconceptions as a barrier to teaching about disasters*, 2006

Christen, H., & Manisalco, P., *Mass Casualty & High-Impact Incidents: An operations guide*, 2002 (out of print)—selected chapters available in the classroom

Auf Der Heide, E. *Common Misconceptions about Disasters: Panic, the “disaster syndrome”, and looting*, 2004

Auf Der Heide, E., *Disaster Response: Principles of Preparation and Coordination*, online version (1989), selected chapters

Cook, L., “The World Trade Center Attack, paramedic response: an insider’s view”, *Critical Care*, 2002

Croddy, E. & Ackerman, G. “Biological & Chemical Terrorism: A Unique Threat”, in *Disaster Nursing & Emergency Preparedness for Chemical, Biological & Radiological Terrorism & Other Hazards*, Veenema, T, Ed. 2003

Davis, L, & Blanchard, *Are Local Health Responders ready for Biological & Chemical Terrorism*, Rand Corp Issue Paper, 2002

deVille de Goyet, C., “Health Lessons learned from the recent earthquakes and tsunami in Asia”, *Prehospital & Disaster Medicine*, 2007

Federal Financial Institutions Examination Council, *Lessons learned from Hurricane Katrina: preparing your institution for a catastrophic event*

Karam, A. “Medical Response to Nuclear & Radiological Terrorism”, in *Disaster Nursing & Emergency Preparedness for Chemical, Biological & Radiological Terrorism & Other Hazards*, Veenema, T, Ed. 2003

National Interagency Incident Response Team (NIIMS), Operational System Description

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Incident Command System Technical Assistance Document, National Response Team
Agency for Healthcare Research and Quality, *Altered Standards of Care in Mass Casualties*, 2005

NYC Health, *Children in Disasters: Hospital Guidelines for Pediatric Preparedness*

U. S. Fire Administration Technical Report Series, *The World Trade Center Bombing: Report & Analysis*, 1993

Quereshi, K, & Veenema, T., “Disaster Triage & Chemical Decontamination”, in *Disaster Nursing & Emergency Preparedness for Chemical, Biological & Radiological Terrorism & Other Hazards*, Veenema, T, Ed. 2003

Rand Corporation, *Protecting First Responders, Chapter 2*, 2002

Tucker, J., “Monster on Death Row”, in *Disaster Nursing & Emergency Preparedness for Chemical, Biological & Radiological Terrorism & Other Hazards*, Veenema, T, Ed. 2003

U.S. Fire Administration Technical Report Series, *Amtrak Train Derailment*, 2001

U.S. Fire Administration Technical Report Series, *Bonfire Collapse, Texas A & M University*, 1999

U.S. Fire Administration Technical Report Series, *Chemical Fire in Apex, North Carolina*, 2008

U.S. Fire Administration Technical Report Series, *Fire Department Response to Biological Threat at B’Nai B’Rith Headquarters*, 1999

U. S. Fire Administration Technical Report Series, *Fire, Police, and EMS Coordination at Apartment Building Explosion Harlem, New York City*, 1992

U. S. Fire Administration Technical Report Series, *I-75 Multiple Vehicle Collision/Mass Casualty Incident, Collier County, Florida*, 2002

U. S. Fire Department Technical Report Series, *I-35W Bridge Collapse and Response Minneapolis, Minnesota*, 2007

U. S. Government Accounting Office, *Bioterrorism: Public Response to Anthrax Incidents of 2001*, 2003

West, P, senior editor, *NIMS: The Last Word on Incident Command?* , National Interagency Incident Management System, Virginia, 2004

Whitman, S. et al, “Mortality in Chicago attributed to the July 1995 Heat Wave”, *American Journal of Public Health*, 1997

Web Sites

JUMPSTART Pediatric & MCI Triage Tool,

http://www.jumpstarttriage.com/The_JumpSTART_algorithm.php

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
Population Monitoring in	https://edge.apus.edu/access/content/group/153645/

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Radiological Emergencies	reading%20materials/Week%204/population-monitoring-guide.pdf
Frontline video—“The Storm”	http://www.pbs.org/wgbh/pages/frontline/storm/view/
Melbourne Flash Flood	http://www.youtube.com/watch?v=vfT5dEKaUdk

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Evaluation Procedures

Describe how you will evaluate your students for each graded activity.

Reading Assignments:

This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an eight-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student.

Reading assignments will be graded through responses to questions on the mid-term and final exams.

Forum Assignments:

Introductory Forum

Your introductory Forum is considered by the university to be your official entry into the classroom. You must participate in this Forum by midnight, Eastern Time on Sunday of the first week of class. Your initial response must be a minimum of 250 words. Read below for more information about other Forum assignments in this course.

The interaction that takes place within the Forum is an essential component of this course. Each week, you will be required to interact in asynchronous mode with your fellow students. Each week's Forum contains a question that is relevant to the content for the week. The questions posed in the Forum will encourage you to look into your local communities and work places to discover more about the current state of their preparation for disasters, both natural and man-made. Your initial posting each week should be between 100-250 words. Your responses to your classmates should be meaningful and contribute to the overall growth of knowledge about the topic under discussion. The rubric by which each Forum posting will be graded is in the Week 1 Lesson within the classroom.

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There are two assignments associated with your Forum grade.

- 1) Research and respond to the question that is posted.

Respond to at least two of your classmates in the Subthread section of the Forum. Your responses to your classmates(s) constitute half of your There are two assignments associated with your Forum grade.

- 2) Research and respond to the question that is posted.
- 3) Respond to at least two of your classmates in the Subthread section of the Forum. Your responses to your classmates(s) constitute almost half of your Forum grade, so again, be sure that they are meaningful responses that contribute to the overall quality of the weekly discussion and encourage “out of the box” thinking.. Just saying “I agree....” is not acceptable. If you respond to only one classmate, you will be given half credit for the “response” component of you Forum grade.
- 4) If you cite any resources in the course of preparing your response, you need to reference them at the end of your post, just as you would in a paper. Even if you call your local emergency management department or speak to someone in your community, let us all know about that. It may give someone else an idea of where they can go to find their own information.

Since the discussion is asynchronous, you are not required to be online at a specific time with either the professor or your classmates. However, as you can see, it will be impossible for your classmates to comply with Assignment #2 above if you do not post your initial reply early. Therefore, with the exception of Week 1, the initial posting in each week’s Forum is due by Wednesday of that week. There will be a 10% penalty (5 points) if this requirement is not met. All weekly discussion responses are due under the Forum area by midnight each Sunday of the class week. As above, there will be a 10% penalty if responses are posted later than this deadline. If you do have questions or need additional guidance, you should email me at the college email address and I will get back to you with an answer.

Remember that all times in this classroom are Eastern Time (Daylight or Standard, as applicable)

Forum assignments will be graded using the Forum grading rubric in the classroom

Homework Assignments:

Your homework in this course will be the research that you do to discover more about your local communities and organizations and how they prepare for disasters and emergencies. These assignments will be evaluated based on your postings and participation in the weekly Forums.

Exams/Quizzes:

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There will be two online, open-book examinations. These examinations will require you to provide short, individual essay-type responses of a minimum of 100-250 words. Neither of the exams will be inclusive of previously tested material. Responses should make use of the information in the assigned readings as a basis for your answers and may include your own opinion when requested. Exams will be activated the weekend before they are due and must be completed by midnight Sunday. There will be a 5% penalty for each day that the exam is late in submission, unless you communicate with me in advance about the reason for the delay.

Research paper:

An important component of this course is the research paper. The paper can be on a topic of your choice, but it must relate directly to the course material. You must use at least four academic bibliographic sources (paper or online) **in addition to the required course readings.** Wikipedia.com is not an acceptable academic reference at this university. The paper should be between 8 and 12 pages in length.

The research paper should include an introduction of the topic, a body in which the topic is developed and references correctly cited in APA format, and a well-defined conclusion. For more information on how the essay exam questions and the research paper will be graded, see "Grading" below.

I strongly suggest that, as part of your research, you take advantage of the university's online library link. There is a wide variety of resources there including many full text papers and articles. This may be of particular advantage to any of you who are deployed and do not have traditional library resources available to you.

I also recommend that you contact me with the topic of your paper before you begin your research. The topic you choose may be too broad or too narrow, and a discussion may help you to focus so that your learning will be maximized and your paper will be the best it can be

You must submit your final papers through Turnitin.com. This is a site that checks for plagiarism, as well as providing resources to assist you in preparing your paper. Be careful in your gathering of resources for your paper and do not copy directly from your sources! **Your paper is due at the end of Week 7 of class. A 5% penalty will be imposed for each day that your paper is late, unless you communicate with me in advance.** Please refer to the section on Turnitin in the Academic Resources section of this syllabus. Below are instructions for you to access Turnitin for this course.

As is clearly stated in the Student Handbook, **you must submit an original paper for each course that you take at APU/AMU.** It is not acceptable to use the same paper for more than one class. You can use the same topic and change the focus if you like, but your work must be original to this course. Be assured that Turnitin.com will let me know if you copy too much of a previous work!

Often, students submit papers with grammatical errors that are not picked up with Spell Check. One technique that might work for you is to read your paper aloud, to yourself or someone else, before you submit it. Often reading it aloud and seeing the words on the paper

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simultaneously will help you to pick up these grammatical errors that ultimately will cost you grading points.

You must submit your paper through Turnitin.com, a site that checks for plagiarism and also will assist you to recognize your own patterns of using sources. There is detailed information about how to access Turnitin.com at the end of this syllabus.

Research papers will be graded using the university undergraduate assignment rubric.

Grading Scale

Grade Instruments	Percentage
Introductory Forum	2%
Forum initial submission	18%
Forum response to classmates	15%
Exam #1 (mid-term)	20%
Exam #2 (final)	20%
Research paper	25%
Total	100%

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8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

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<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
1 Feb. 4-10, 2013	Why disasters are different from everyday operations Elements common to all disasters	1. Analyze reasons why disaster risk is increasing in the United States 2. Identify recurring disaster response difficulties and the reasons for them. 3. Describe how labor and resource utilization differs in disaster response from	Read: Auf der Heide, Chapter 1, 4, 5 Auf der Heide, "Common Misconceptions about Disasters" Briggs & Brinsfield, Chapter 1 Alexander, "Misconception as a barrier to teaching about disasters"	Forum Participation

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		<p>everyday operations.</p> <p>4. Analyze factors that contribute to difficulties in inter-organizational cooperation during disaster response.</p> <p>5. Identify common communication problems during disaster response..</p>		
<p>2 Feb. 11-17, 2013</p>	<p>The Incident Command System Unified Command</p>	<p>1. Describe the components of the Incident Command System</p> <p>2. Compare unified command involving several jurisdictions to incident command used in everyday operations</p> <p>3. Describe incidents in which a unified command system is useful</p> <p>4. Compare ICS systems in various response agencies</p> <p>5. Evaluate NIIMS and its relationship to existing ICS systems throughout the country.</p>	<p>Read: Auf der Heide, Chapter 7 Briggs & Brinsfield, Chapter 2 “National Interagency Incident Command System: Operational System Description” West, “NIMS: The Last Word on Incident Command?”</p>	<p>Forum participation</p>
<p>3 Feb. 18-24, 2013</p>	<p>Mass casualty care Disaster triage Treating multiple patients at a scene.</p>	<p>1. Describe principles of successful disaster triage</p> <p>2. Describe the START and JUMPSTART triage systems and their use in field triage</p> <p>3. Evaluate the commonalities of the lessons learned in two</p>	<p>Read: Qureshi & Veenema, “Disaster Triage and Chemical Decontamination” (in Veenema, pp 153-160) De Lorenzo & Porter, Chapter 10 Briggs & Brinsfield, Chapters 1, 3, 18 USFA, “Bonfire Collapse—Texas</p>	<p>Forum participation</p>

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		<p>mass casualty situations</p> <p>4. Discuss types of patient presentations in the three START categories</p>	<p>A & M University”</p> <p>USFA, “Amtrak Train Derailment”</p> <p>JUMPSTART Pediatric Triage Tool</p>	
<p>4</p> <p>Feb. 25-</p> <p>Mar 3,</p> <p>2013</p>	<p>Chemical and radiological events</p>	<p>1.Differentiate between normal mechanism of injury concepts and those that apply in the chemical, biological and radiological environment.</p> <p>2.Describe the principles of effective field decontamination</p> <p>3.Describe the characteristics of the three zones of treatment in a chemical environment.</p> <p>4.Identify the characteristics of the four levels of decontamination.</p> <p>5.Describe the three major mechanisms of injury associated with a nuclear explosion.</p> <p>6.Contrast a nuclear explosion with the type of nuclear exposure that might occur as a result of radiological terrorist activity.</p>	<p>Read:</p> <p>DeLorenzo & Porter, Chapters 5, 7</p> <p>Briggs & Brinsfield, Chapters 8, 11, 12, 20</p> <p>Karem, “Medical response to nuclear and radiological terrorism” (in Veenema, pp 448-451)</p> <p>Croddy, “Biological and chemical terrorism: a unique threat” (in Veenema, pp 301-313)</p> <p>Davis & Blanchard, “Are local responders ready for biological and chemical terrorism?”</p> <p>“Disaster triage and chemical decontamination”, (in Veenema, pp 153-160</p> <p>USFA Technical Report, “Chemical Fire in Apex, North Carolina, April 2008”</p>	<p>Forum participation</p> <p>Exam #1 (mid-term)</p>
<p>5</p> <p>Mar. 4-10,</p> <p>2013</p>	<p>Biological events</p>	<p>1.Compare response to chemical and radiological events to that of a biological event.</p> <p>2.Outline the principles of how to recognize a biological agent event.</p> <p>3.Describe the</p>	<p>Read:</p> <p>Tucker, “Monster on Death Row”(in Veenema, pp 298-299)</p> <p>Briggs & Brinsfield, Chapter 10</p> <p>Croddy, “Aum Shinrikyo” (in Veenema, pp 319-321)</p> <p>USFA, “Fire Department Response to Biological Threat</p>	<p>Forum participation</p>

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		<p>symptoms of exposure to the most common biological agents.</p> <p>4. Analyze response difficulties that are unique to biological agent response.</p>	<p>at B’Nai B’rith Headquarters, Washington, DC, 1997”</p> <p>US General Accounting Office report, “Bioterrorism: Public Health Response to Anthrax Incidents of 2001”</p>	
<p>6 Mar. 11-17, 2013</p>	Natural Disasters	<p>1. Discuss similarities and differences in response to natural disasters of various kinds—fire, flood, earthquake, etc.</p> <p>2. Describe some health hazards to extreme heat events.</p> <p>3. Compare disaster response in natural vs. man-made disaster events.</p>	<p>Read:</p> <p>Whitman, et al, “Mortality in Chicago attributed to the July 1995 heat wave”</p> <p>deVilleville De Goyet, C., “Health Lessons learned from the recent earthquakes and tsunami in Asia”</p>	Forum participation
<p>7 Mar. 18-24, 2013</p>	Terrorist events	<p>1. Evaluate the elements that are unique to response at a terrorist event.</p> <p>2. Describe Unified Command at a terrorist incident.</p> <p>3. Discuss operational concerns associated with long-term response to an incident.</p> <p>4. Analyze the role of the media at all disasters, particularly a terrorist event, and how media presence can impact operations.</p> <p>5. Discuss the psychological impact of terrorist events on caregivers.</p>	<p>Read:</p> <p>Auf der Heide, Chapter 10</p> <p>Briggs & Brinsfield, pp 39-41, Chapter 13-14</p> <p>Cook, “The World Trade Center Attack—Paramedic Response”</p> <p>Rand Corporation, “Protecting Emergency Responders”, Chapters 2 & 5</p> <p>USFA, “World Trade Center Bombing: Report & Analysis”, pp 92-121</p>	<p>Forum participation</p> <p>Submit research paper through Turnitin.com</p>
<p>8 Mar. 25-</p>	Putting it all together; How has disaster care	1. Analyze one strength and one weakness of	<p>Read:</p> <p>USFA, “Fire, Police & EMS</p>	Forum participation

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31, 2013	changed in the US?	<p>the disaster plan in your work environment</p> <p>2. Analyze one strength and one weakness of the disaster plan in your community.</p> <p>3. Describe one action you can take to overcome the weaknesses you have identified in these plans.</p> <p>4. Draw conclusions about changes and improvements in disaster response over the past 15 years</p>	<p>Cooperation at Apartment Building Explosion, Harlem NYC”</p> <p>USFA, “Multiple Vehicle Collision, MCI, Collier Co. FL”</p> <p>USFA, “I-35 Bridge Collapse and Response”</p> <p>Review all previous readings as necessary</p>	Exam #2 (final)
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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

See the section on “Research paper” above

Citation and Reference Style

Attention Please: Students will follow the APA format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Manual. Information about APA citation style can be found in the university library.

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Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. See the sections above for more details on expectations for submission times.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

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- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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Turnitin.com

As stated above, you must submit your paper through Turnitin.com. This site will analyze your paper and report instances of potential plagiarism. You will have the opportunity to edit your paper if you wish after you submit it to Turnitin.com. However, the deadlines for submission still apply, so if you think that you may want to re-submit a paper, do not wait until the due date to submit it for the first time!

Without faculty intervention, students can only submit to Turnitin.com one time. If, after reviewing your originality report, you want to edit your paper and re-submit, you will need to notify me so that I can delete your initial submission. This process will then allow you to re-submit your edited paper.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Read below for instructions on how to set up a Turnitin.com account if you do not have one, and how to access this course.

Turnitin Student Instructions

There are two (2) parts to the Student Instructions. Please be sure to complete both parts.

PART 1 - Set up your user profile

- Step 1 Go to www.turnitin.com
Click "create user profile" located up at the top right corner
Select "Student" as your user type and click "next"
- Step 2 Enter in the following account information provided by your instructor
class ID: 5957587
class enrollment password: checkup
click "next"
- Step 3 Enter in your student email address
- Step 4 Enter in a password - Your password is case sensitive (for example, paSS123 would be different than pass123), must be 6-12 characters long, and contain at least one letter and one number (for added security).
- Step 5 Enter in Your First Name, Your Last name, Country of Residence, and State of Residence. Click "Next"
- Step 6 Click "I agree - create profile"

Your user profile is now complete. You will not have to go through this process again.

PART 2 - Upload an assignment to your class

Now view your class and submit assignments

- Step 1 Click "return to login page"
- Step 2 Enter your email address and password for your personal profile. Click "Login"

You are now viewing your homepage. This lists all of your classes (each having a unique ID)

- Step 3 Click the desired class to view the assignments
- Step 4 Click the Submit icon to upload your assignment
- Step 5 Make sure the "file upload" option is selected. **DO NOT CUT AND PASTE YOUR PAPER**
- Step 6 Your first and last name should be entered for you. Enter the title of the paper or assignment as directed by the instructor.
- Step 7 Browse and select the document you wish to submit. Click "Submit"
- Step 8 Click "yes, submit" to confirm submission

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- Step 9 You will receive a digital receipt with a paper ID number for your records
- Step 10 Click the "class portfolio" button on the top menu bar. You will see your paper listed along with the submission date.

Selected Bibliography

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