Instructor Information

**Instructor:** Randall W. Hanifen, Ph.D.

**Email:** Please use internal classroom messaging system

Table of Contents

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Evaluation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Grading Scale</td>
</tr>
<tr>
<td>Course Scope</td>
<td>Course Outline</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Policies</td>
</tr>
<tr>
<td>Course Delivery Method</td>
<td>Academic Services</td>
</tr>
<tr>
<td>Course Resources</td>
<td>Selected Bibliography</td>
</tr>
</tbody>
</table>

American Public University System

The Ultimate Advantage is an Educated Mind

School of Public Service & Health
Emergency & Disaster Management
Fire Science
Explosive Ordinance Disposal

Number: 541
Course Name: Mass Casualty Incident Management
Credit Hours: 3
Length of Course: 8 Weeks

Course Description (Catalog)
This course investigates casualty consequences of a large-scale emergency, disaster and/or destruction. Public health, emergency, casualty services, mortuary, and other issues are addressed using case examples (New York City, Jerusalem, Toronto, New Orleans, Tokyo and Madrid), theory and principles that have been researched, studied, and documented in local, national and international settings.

### Course Scope

The course covers background and philosophy, parameters, clinical issues, special circumstances (CBRN/WMD), clinical and non-clinical issues, and recovery strategies in Mass Casualty Incident Management. In conjunction with the outlined topics, the course examines a number of Mass Casualty Incident Management Case Studies (New York City, Jerusalem, Toronto, New Orleans, Tokyo and Madrid).

### Course Objectives

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

Evaluate the NIMS and ICS in conjunction with mass casualty incidents; Assess the incident overview from sustained operations perspective, with focus on the morgue operation; Evaluate responses to a mass fatality incident; Analyze and assess recovery operations; Evaluate morgue operations; Evaluate and design family assistance operations and the Joint Family Assistance Center; Analyze, and assess interaction with the media; Assess the logistical support operations; Evaluate the federal response resources; Analyze, evaluate and design Mass Casualty Emergency Operations Plans; Assess the necessary operations involving crime scene considerations; Analyze and assess the handling of explosive and incendiary incidents; Evaluate the handling of the chemical emergency preparedness; Evaluate operations involving radiological incidents; Evaluate operation in response to biological incidents; Evaluate operation in response to natural disasters; Evaluate operations in response to man-made disasters; Compare and contrast the operations short-term and extended mass-casualty incidents.
Course Delivery Method

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

Course Resources

Required Course Textbooks


Additional Resources


Moynihan, D. P. (2007). From forest fires to Hurricane Katrina: Case studies of incident command systems. IBM Center for Business and Government.


Web Sites
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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.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Web Site URL/Address</th>
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<tbody>
<tr>
<td>FEMA Whole Community Approach to Emergency Management</td>
<td>A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action</td>
</tr>
<tr>
<td>FEMA's Higher Education Articles and Papers</td>
<td><a href="http://training.fema.gov/EMIWeb/edu/highpapers.asp">http://training.fema.gov/EMIWeb/edu/highpapers.asp</a></td>
</tr>
</tbody>
</table>

Table of Contents

Evaluation Procedures

Through weekly essay Assignment submissions, weekly Forum posts and discussion, Final Project Proposal Forum, and the course Final Project submission students will be evaluated by using the following criteria:

- **Foundation of Knowledge**
  - Beginning (1)
    - Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.
  - Developing (2)
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- The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concerning in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.
  - Accomplished (3)
    - Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student’s current level of subject matter knowledge.
  - Exemplary
    - Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student’s ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.

• Synthesis of Knowledge (Focus/Thesis)
  - Beginning (1)
    - Student exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student’s writing is weak in the inclusion of supporting facts or statements.
  - Developing (2)
    - Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.
  - Accomplished (3)
    - Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.
  - Exemplary (4)
    - Student provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by student contributes significantly to the development of the overall thesis. Student incorporates at least of 7-10 quality references in the development of the overall thesis. Student incorporates a variety of research resources and methodology in the preparation of assignment.

• Application of Knowledge-Critical Thinking Skills
  - Beginning (1)
    - Student demonstrates beginning understanding of key concepts, but overlooks critical details. Student is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.
  - Developing (2)
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- Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.
  
  o Accomplished (3)
    - Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student’s above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.
  
  o Exemplary (4)
    - Student demonstrates a higher-level of critical thinking necessary for graduate level work. Student provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.

- **Organization of Ideas/Format**
  
  o Beginning (1)
    - Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms.
  
  o Developing (2)
    - Student applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing.
  
  o Accomplished (3)
    - Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with few formatting errors.
  
  o Exemplary (4)
    - Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates student’s ability to plan and organize research in a logical sequence.

- **Writing Skills**
  
  o Beginning (1)
    - Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student’s writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.
  
  o Developing (2)
    - Assignment reflects basic writing and grammar, but with more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student
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uses a basic vocabulary in assignment. Student’s writing ability is average, but demonstrates a basic understanding of the subject matter.

○ Accomplished (3)
  - Student provides an effective display of good writing and grammar. Assignment reflects student’s ability to select appropriate word usage and presents an above-average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a good final product that covers the above-minimal requirements.

○ Exemplary (4)
  - Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student’s ability to prepare graduate-level writing for possible publication in a peer-reviewed (refereed) journal.

• Use of Technology/Applications
  ○ Beginning (1)
    - Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.

  ○ Developing (2)
    - Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student’s limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.

  ○ Accomplished (3)
    - Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.

  ○ Exemplary (4)
    - Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student’s ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.

• Research Skills
  ○ Beginning (1)
    - Student fails to provide an adequate synthesis of research collected for assignment. The lack of appropriate references or source materials demonstrates the student’s need for additional help or training in this area. Student needs to review and revise the assignment. The paper is not of acceptable quality for graduate-level work.

  ○ Developing (2)
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- Assignment provides a basic, but borderline perspective of student’s research abilities. Student has incorporated less than 4 sources, which does not attempt to cover key elements of assignment.
  - Accomplished (3)
    - Student achieves an above average synthesis of research, but interpretation is narrow in scope and description within assignment. Assignment contains less than 7 resources, and presents an average overview of key concepts
  - Exemplary (4)
    - Student provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by student contributes significantly to the development of the overall thesis. Student incorporates at least of 7-10 quality references in the development of the overall thesis. Student incorporates a variety of research resources and methodology in the preparation of assignment.

### Course Guidance

### Forums

- **Interaction Guidelines**
  - Online universities promote the advancement of knowledge through positive and constructive debate -- both inside and outside the classroom. Discussions on the Internet, however, occasionally can 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 fun and excitement of learning that does not include personal attacks or attempts to intimidate or stifle the discussion of others.
  - Despite the best of intentions, jokes and -- especially -- satire can easily get lost or become unintentionally offensive. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :).

- **Initial Post**
  - It is very important that you participate in the Introduction Forum. Please introduce yourself to the class and me. Share where you work or plan to work after completing your program, your family, and any hobbies or special interests. Also tell us why you are taking this course and what you hope to gain from earning your degree. In addition, please take a look at the course objectives in the syllabus and discuss their relevance to your career goals.
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- Your initial post should be at least 250 words. Please respond to at least 2 other students. Responses should be a minimum of 100 words. Participation in this forum serves as your official entry into the course and this is why we have drawn special attention to this assignment. You will be reminded of this Forum again in the Week 1 Lesson, but please keep in mind that you must submit this Introduction Forum by 11:55 p.m., ET, on Sunday of Week 1 to maintain your registration in the course.
  - Post your initial response to each forum by 11:55 pm ET on Wednesday.
  - Your initial post should be at least 250 words.
  - Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
  - Include at least 3 APA-cited references.
- Replies to Classmates
  - Reply to at least two of your classmates in each forum by 11:55 pm ET on Sunday.
  - Replies to classmates should be at least 250 words.
  - Responses to classmates are informative and contribute to advancing knowledge of the topic.
  - Include at least 2 APA-cited references.

Assignments
- Four Bi-Weekly Essays; Weekly Forum posts and discussion (Weeks 1-8); Final Project (Week 8)
- Read carefully weekly Course Announcements for upcoming weekly Assignments consisting of
  - Weekly Reading Assignment
  - Uploaded/Written Assignment
  - Forum Posts/Contribution
- Your weekly grade points consist of points earned based on the Evaluation Criteria listed above, and apply to
  - Weekly Forum posts and discussion
  - Course Final Project submission
- Each week you should:
  - Read the assigned and assignment-related literature
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b. Submit/upload MS Word document as "Bi-Weekly (every two weeks) Written Assignment" (under Assignments)

c. Post early in the related Weekly Forum Topics (under Forums) so that fellow classmates have time to read it and respond to it.

d. Respond/Comment substantively to at least two fellow classmates' Forum posts that week.

- Citation and Reference Style
  a. APA-style is required

Final Project (due by the end of Week 8)
  1. Please see "Final Project" under course Announcements

Course Grading

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Written Biweekly Comprehensive Written Assignments</td>
<td>37.5</td>
</tr>
<tr>
<td>Forums (Weeks 1-7)</td>
<td>40</td>
</tr>
<tr>
<td>Final Project</td>
<td>22.5</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

EDMG 541 Gradebook
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Table of Contents

Course Outline

Please see the Student Handbook to reference the University’s grading scale.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Learning Objectives</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mass Casualty Incident Management: Background &amp; Philosophy</td>
<td>LO-1: Analyze the nature and key dimensions of Mass Casualty Incidents Management</td>
<td>• Week 1 Reading  o Goldschmidt, D. &amp; Bonvino, R. (2009). Medical Disaster Response: A Survival Guide for Hospitals</td>
<td>• Week 1 Forum (post under Forums)  o Topic 1 of 2  ▪ Introductions  ▪ Introduce yourself. Identify your agency or organization.  ▪ Identify your job title and duties.  ▪ State your expectations for this course.  ▪ Provide a statement briefly outlining any planning, crisis management, or protective services experiences.</td>
</tr>
</tbody>
</table>
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| Scenarios; Mass Casualty Incident Identification; Types of Mass Casualty Incidents; Progression of Mass Casualty Incident Care; Cascade Effect; Emergency Professionals; Profile of Terrorism; Thinking Outside the Box | Evaluate the background and philosophy of Mass Casualty Incident Management | LO-3: Synthesize and apply the knowledge gained by assessing three case studies of Mass Casualty Incident Management |

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*in Mass Casualty Events.*

CRC Press, Chapters 1-9 (pp. 3-162) & Chapters 10-12 (pp. 165-201).

- Give an interesting fact about yourself (e.g., hobby, sport or interest).
- Respond to at least two fellow classmates introductions.
- **IMPORTANT NOTE**
- Per APUS academic policy and U.S. Department of Education requirements, your introduction must be at least 250 words. Otherwise, you will be dropped from the course
- **In Weekly Forums you will not be able to**
- Remove your posts once you post them
- Modify your post
- Start new Topics
- Plan accordingly.
- Have your postings in the weekly Forums reviewed and checked for content and spelling before you post them.
- The rationale behind the rule is posting consistency, and discussion coherence and integrity.
- Once students respond to fellow classmates' original posting, and the original posting is subsequently altered, responses to the original posting can be out of context.
- Students who had commented the original post would have to modify their comments (sub-threads) depending on the nature and the extent of the revision of the original post.
- This creates inconsistency, and more or less discrepancy between the original post and the sub-threaded comments, and unnecessarily clutters the
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- Make sure you think your Weekly Forums postings through. When you determine it is ready for posting, post it.
- If you need to re-post the same Forum Topic, send me an e-mail, explain what you want to do.
- Based on your explanation and possible impact on the existing discussion in the thread, I will delete your original post so you can submit a new one.
- Regarding grammar and spelling in the weekly Forums, undergraduate and graduate level education assumes the use of correct grammar and spelling.
- In general, I look for the quality of your research, analysis and posting throughout the course.
- I do not grade Forum discussions based on few spelling or grammatical errors. However, if a student consistently posts misspelled words or incorrect grammar in Forums, he or she will receive a notice from me.

**Topic 2 of 2**
- Case Studies of Mass Casualty Incident Management in the City of New York
- Read from the textbook
- New York City: A History of Terrorism in Lower Manhattan” (pp. 165-184);
- New York City, 9/11 Event: The Little Hospital That Could (pp. 185-200);
- New York City Aftermath: The
### Parameters of Mass Casualty Incident Management

- **LO-1:** Examine Incident Command System
- **LO-2:** Evaluate its utility for Mass Casualty Incident Management
- **LO-3:** Access CBRN-related incident

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<thead>
<tr>
<th>2</th>
<th>Week 1 Reading</th>
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- Locate on the web, and provide additional references for these Mass Casualty Incidents in your post.
- Analyze and evaluate one of the New York City case studies.
- What would you have done differently in the mitigation, response or recovery phases?
- Support your response with peer-reviewed references.
- Use APA-referencing
- Respond to at least two fellow classmates' posts.

### Weeks 1-2 Written Assignment (submit both Parts below here as single document;)

- **Part 1** (provide headings for each Part, and list the text of each question before each response)
  - In approx. 1000-words, analyze in depth and evaluate a concept from the Week 1 Reading Assignment.
  - How does it relate to your experience in your current or past professional position?
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<table>
<thead>
<tr>
<th>Capacity in response to Mass Casualty Incidents; Syndromic Surveillance; and Affiliation Agreements.</th>
<th>Capacity in response to Mass Casualty Incident Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 13 (pp. 221-235).</td>
<td></td>
</tr>
<tr>
<td><strong>LO-4:</strong> Evaluate Syndromic Surveillance</td>
<td></td>
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<tr>
<td>o Donald P. Moynihan, <em>Combining Structural Forms in the Search for Policy Tools: Incident Command Systems in U.S.</em></td>
<td></td>
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<tr>
<td><strong>LO-5:</strong> Synthesize, hypothesize and apply these concepts in a case study.</td>
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<tr>
<td>o Donald P. Moynihan, <em>From Forest Fires to Hurricane Katrina: Case Studies of Incident Command.</em></td>
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- **Are the authors’ perspectives different from what you have learned in other courses or practiced?**
  - **How and why?**

- You must utilize literature and cite properly. Use APA style.
- Submit as Microsoft Word document.
- Name the file "EDMG541Weks1-2YourLastName.doc/x" (i.e., EDMG541Weks1-2Pesic.doc/x).

- **Part 2 of 2 (provide headings for each Part, and list the text of each question before each response)**
  - In the area of crisis management, interorganizational hierarchies are used to balance the need for rapid and coordinated action with the breadth of required capacities. In approx. 1000-words provide in-depth response to one...
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of the following questions:

- How does task-relevant SOPs like ICS reduce uncertainty, disseminate knowledge, and reinforce central control of interorganizational hierarchies?
- Given their nature, do hierarchical structures reduce or increase the need for trust in Mass Casualty Incident Management networks?
- How should trust be built in order to facilitate cooperation and coordination in intra- and interorganizational hierarchies?

- Conclude with a Research Question or a Policy Question for further research.
  - You must utilize literature and cite properly.
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- Use APA style.
- Submit as Microsoft Word document under Assignments
  - Name the file "EDMG541Weeks1-2_YourLastName.doc/x" (i.e., EDMG541Week1-2_Pesic.doc/x).

- **Week 2 Forum** (post and discuss under Forums)
  - **Topic 1 of 1**
    - Case Study: Jerusalem – One of Our Own (Goldschmitt, D. & Bonvino, R. (2009). Medical Disaster Response: A Survival Guide for Hospitals in Mass Casualty Events, Chapter 13 (pp. 221-235)
      - Analyze and evaluate the case study of Mass Casualty Incident Management in Jerusalem. In your analysis, include responses to the following questions:
        - **Was city of Jerusalem’s, or Israel’s national level incident management applied?**
        - **Which one?**
        - **If not, would have...**
Clinical Issues in Mass Casualty Incident Management

- LO-1: Analyze and evaluate critical clinical issues in Mass Casualty Incident Management; including Patient Flow; Physical Plant; Staffing; Documentation and Victim Lists Management; Emergency Medical

- Week 3 Reading

- Week 3 Forum (post under Forums)
  - Make sure to locate in the APUS Library and on the web, and utilize (cite, reference, list) in the discussion, additional resources about for the Tokyo Case Study.
  - Analyze, evaluate this week's topics in the context of Tokyo Case Study.
    - What worked and what didn’t?
    - How would you have

the ICS been applicable and effective in this case?

- How would you have modified and applied it?
- Locate on the web, and provide additional references for this Mass Casualty Incident in your post.
- Respond to at least two fellow classmates’ posts.
### a. STUDENT WARNING:

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<table>
<thead>
<tr>
<th>Special Circumstances – Decontamination, Isolation and Radiation Protection</th>
<th>LO-1: Analyze and evaluate Decontamination, Isolation and Radiation Protection in Mass Casualty Incident Management.</th>
<th>Week 4 Reading</th>
</tr>
</thead>
</table>

#### Week 4 Reading


#### Weeks 3-4 Written Assignment

- Submit both Parts as single document

- Title each response with the text of each item/section and questions below:
  - **Part 1**
    - • Chose a Week 3 Reading topic, and research related peer-reviewed literature to explore it in-depth.
    - • After your research, in 800-1000 words (min.), respond to the following question
      - What is the most effective way to manage the chosen topic and related issues in any phase of a Mass Casualty Incident?

- • Respond to at least two fellow classmates' posts.

- Week 4 Services (EMS) and Personal Protective Equipment (PPE).

- managed the Tokyo Mass Casualty Incident?
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<table>
<thead>
<tr>
<th>Water; Water Supply and Pressure; Principles and Protocols of Isolation; Mass Isolation Unit; Positive Pressure Unit; Inpatient Mass Isolation Area; Radiation Exposure; Dirty Bombs; True Nuclear.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclude with a Research or Policy Question for further research.</td>
</tr>
<tr>
<td>You must utilize literature and cite properly.</td>
</tr>
<tr>
<td>Use APA style.</td>
</tr>
</tbody>
</table>

- In approximately 800-1000 words, respond to the following question:
  - What do you consider as the most difficult Decontamination, Isolation and Radiation Protection management issue in Mass Casualty Incidents? Why?
    - Support your response with literature.
    - Utilize additional peer-reviewed resources on the chosen issue to justify your response.

- Conclude with a Research Question or Policy Question for further research.
- You must utilize literature and cite properly. Use APA style.
- Submit as Microsoft Word document.
  - Name the file
Week 4 Forum

- **Case Study**
  - In the APUS Library and on the web, locate and utilize in the discussion, additional references for the Toronto Case Study.
  - Analyze, evaluate and contrast this week's topics in the context of Toronto Case Study.
    - *What worked and what didn't?*
    - *How would you have managed this Mass Casualty Incident?*
    - *Respond to at least two fellow classmates' analyses.*

<table>
<thead>
<tr>
<th></th>
<th>Non-Clinical Issues in Mass Casualty Incident</th>
<th>LO-1: Examine Crowd Control,</th>
<th>Week 5 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Goldschmitt, D. &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
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<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Controlling Access; Boundaries and Borders; Barricades and Checkpoints, Buffer Zones and Staging Areas; Funnel Corridors; Entrances and Exists, Patient Tracking, Routes of Access; Security Planning Strategies; WMDs; Communications, Access Control; Physical Barriers, Barriers in Flow; Method to Combat Terrorism; Government Financial Support/Pre-Disaster/Concurrent/Post-Disaster; Hazard Vulnerability Analysis; Power Sources; Portability, Durability Expense; Communication Systems (Telecommunications; Internet, Radio)</td>
<td></td>
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</tr>
</tbody>
</table>

- **After reading the The Storm Was Called Katrina case study from the textbook and Moynihan’s article,**
  1. **What can you argue regarding the Nature of the Incident, Command and Control, Network Capacity Management; and Creating Working Relationships and Trust?**
  2. **How would you have structured and managed these issue if you were the FEMA Director, Louisiana Governor or the City of New Orleans Mayor?**

- Respond to posts of at least two fellow classmates.
- Utilize literature and **APA**-reference your posting.
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| Transmitters, Television, Messengers, Standardization of Communications; Social Services Resource Requirements; Network Model Features; Resource Evaluation Selection; Implementation and Marketing; Community Resource Model; Volunteer Training. | Pathways for Action | LO-1: Analyze and evaluate Government Oversight, Corporate Fundraising, Public and Private Philanthropy, Government Funding, Policy Making and International Ramifications, and Marketing. | Week 6 Reading  
  ○ Part 1  
    ▪ Refer to Week 5 Readings  
    ▪ Write an approximate 1000-word response to the following questions  
    ▪ Title each response *with the text of each question*  
    ▪ Make sure to respond to *each question*:  
      1. Evaluate one of the following domains of non-clinical management of Mass Casualty Incidents:  
         ○ Security and Surveillance  
         ○ Crowd  
  | Recovery Strategies  
  Unified Authority; Adaptability; Leadership; Committees (Medical Section, Logistics Section, Administrative Section, Special Consideration); Corporate Fundraising; Incentives; Employee Protection; Naming Rights; Public Philanthropy; Private Philanthropy; | 6 |
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| Tiers of Fundraising Strategies; Government Funding; Consultants; Press Relations; Special Projects; Political Agendas; Local Government Support; State Government Support; Federal Government Support; International Policy Ramifications. | (pp. 677—771) & Chapter 17 (pp. 295-310). | Control
- Government Support
- Communications
- Social Services
- Public Awareness
- Community Support in a local, state, or federal government or a business facility.

2. Examine and evaluate an EOP, a COOP, or a CAP in the jurisdiction of your choice, by reading pertinent documents and/or by talking to one or more officials about a domain of your choice.
   - How do their Security and Surveillance, Crowd Control, Government Support, Communications, Social Services, Public Awareness, or Community Support differ from Goldschmitt & Bonvino's?
   - Does Goldschmitt's
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- Conclude with Research or Policy Question for further research.
- You must in-text utilize literature and cite properly.
- Use APA style.
- **Part 2 (Refer to Week 6 Readings, approx. 1000 words)**
  - Choose one of the Week 6 Key Learning Concepts, and explore it in-depth.
    - Locate in the APUS Library and on the web, and utilize in your submission at least five additional peer-review resources.
  - Conclude with a Research or Policy Question for further research.
  - Utilize literature and cite using APA style.
- Name the single file "EDMG541Weeks5-6_YourLastName.doc/x" (i.e., EDMG541Week6_Pesic.doc/x).

Upload both Parts as single document under Assignments/Weeks 5-6 Assignments.
Week 6 Forum
   Case Study
   - Locate in the APUS Library and on the web, and utilize in the discussion, additional peer-reviewed references for the Madrid Case Study.
   - Evaluate Spain's local, provincial and central government's response to the terrorist attacks in Madrid.
   - What went wrong, what was effective and successful in the response to, and recovery from, the Mass Casualty Incidents in Madrid. Why?
   - Literature-support your grounds, warrants and claims.
   - Respond to at least two fellow classmates' postings.
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| 7 | **Synthesis**  
Review and synthesis of the key concepts learned in Weeks 1-6.  
Background and Philosophy of Mass Casualty Incident Management; Parameters of Mass Casualty Incident Management; Mass Casualty Management Clinical and Non-Clinical Issues; Special Circumstances in Mass Casualty Incident Management involving CBRN/WMDs; Case Studies of Mass Casualty Incident Management. | **LO-1:**  
Synthesize and apply knowledge of and tools for Mass Casualty Incident Management. | **Reading Assignment**  
- After reading Meta-leadership and national emergency preparedness - Strategies to build government connectivity, do you agree with authors' grounds, reasoning, claims and recommendations?  
  - Why? Why not?  
- Respond to at least two fellow classmates' postings.  
- Conclude with a Research or Policy Questions for further research.  
- Utilize literature and cite properly.  
- Use APA style. |
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<table>
<thead>
<tr>
<th>Course Wrap-up</th>
<th>Course Reflections</th>
<th>Written Assignment (Final Project)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Reading Assignment</td>
<td></td>
<td><strong>IMPORTANT!</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Final Project should be at least 15 APA-formatted and referenced pages-long, including title page and references.</td>
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<tr>
<td></td>
<td></td>
<td>o You must submit your Final Project as any other Written Assignment in the course to Turn It through Week 8 Assignments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o You can use the template I have developed or EDMG540 (Research Methods) Template</td>
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<tr>
<td></td>
<td></td>
<td>o Final Project without a satisfactory Turn It In Similarity Index (in the blue or green, or</td>
</tr>
</tbody>
</table>
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around 23 percent of lower) will not be accepted for grading.
- You can submit your Final Project to Turn It In through Week 8 Assignments multiple times. I will count your latest Final Project Turn It In submission as your final submission.

- DO NOT SUBMIT YOUR FINAL PROJECT TO YOUR PERSONAL TURN IT IN account or through someone else's account before you submit it under Week 8 Assignments.
  - Submitting YOUR FINAL PROJECT TO YOUR PERSONAL TURN IT IN ACCOUNT or using someone else's Turn It In account, will render your
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actual Week 8 submission ineligible for grading because it will generate 100 percent similarity (plagiarism) once it is (re)submitted under Week 8 Assignments.

- Submit as Microsoft Word document.
- Name the file "EDMG541FinalProject_YourLastName.doc" (i.e., EDMG541FinalProject_Pesic.doc).
- You must use APA style.

- Week 8 Forum (post under Forums)
  - Topic 1 of 1
    - Reflect on the most difficult part of course; your favorite
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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.</td>
</tr>
<tr>
<td>Drop/Withdrawal Policy</td>
</tr>
<tr>
<td>Plagiarism Policy</td>
</tr>
<tr>
<td>Extension Process and Policy</td>
</tr>
<tr>
<td>Disability Accommodations</td>
</tr>
</tbody>
</table>

**Writing Expectations**
Describe your writing expectations.

**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 Format.
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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.

**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: ;-) : ) , 😊

**Disclaimer Statement**
Course content may vary from the outline to meet the needs of this particular group.
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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.

- **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 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.

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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Similarity index is based on the amount of matching text to a submitted paper:

- **Blue** = no matching text
- **Green** = one word to 24% matching
- **Yellow** = 25 -49% matching text
- **Orange** = 50-74% matching text
- **Red** = 75-100% matching text

Selected Bibliography


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Table of Contents