



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

## HPM 423

### ***Emergency Management II – Disaster Management Current Trends***

(No. Credit Hours: 3 )

*Department of Health Policy and Management*

Gillings School of Global Public Health

Syllabus Spring / 2019

*Online / SAKAI Course Site*

*Every other week – Monday evening from 8:00 – 9:30pm (ADOBE Connect)*

Instructor:	Bill Gentry	TA:	TBD
Office:	115 Rosenau Hall	Location:	Online
Email:	wgentry@unc.edu	Email:	
Phone:	(919) 966-4228	Phone:	
Office hours:	M-W 1:00 – 4:00pm OR By Appointment	Office Hours:	

### Course Overview

This course is designed to expose students to current issues in disaster management, including evacuation, recovery, mitigation and crisis communications. The course is divided into four – four week modules and one additional overall cross course module: Module 1 – Evacuation Decisions, and Crisis Communications, Module 2 – Military’s Role in Disasters, and Volunteer Management, Module 3 – Issues in Recovery, and Issues in Mitigation, and Module 4 – Reputation Management, and Personal Branding. The Cross Course Module is developing an exercise in Exercise Design.

## Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>HPM Competencies</i>
1.	Students will learn the different kinds of evacuations, insight into how to assess the need for evacuations, what coordination that has to occur, and the crisis communications that has to be disseminated	Analytical Thinking Innovative Thinking Political Savvy Accountability
2.	Students will take a critical look at the military systems and what emerging roles they play in disaster management, as well as volunteer groups	Political Savvy Change Management Professionalism
3.	Students will conduct analysis of the various components of a successful economic and psychological recovery from all emergencies, including cyber-attacks and disease epidemics.	Innovative Thinking Professionalism Political Savvy Change Management
4.	Students will design their own table top exercise and learn the importance of the team approach in exercise building, as well as the importance of utilizing measurable objectives to promote clear plan updates.	Innovative Thinking Professionalism

**Resources:** (e.g., website, text, articles, web sources, other resources, etc.)

Website: HPM 423 has its own website using Sakai software (<http://sakai.unc.edu>)

Text: All readings are included in SAKAI on the course website as either links or PDF attachments.

Class: All classes will be conducted in the CPDM Meeting Room in ADOBE Connect.

**Requirements and Expectations:** (e.g., discussion forums, class participation, cell phones and laptops, etc.)

In addition to the one bi-weekly, evening class meetings, students participate in weekly on-line discussion forums. A question or topic relevant to the course material is posted at the start of each module on Wednesday afternoon on the course website under "Forums." Students should use readings from the course and their own experiences in discussing these questions. The purpose of these discussions is to explore what students know about an issue, how to apply that knowledge in various settings, how issues compare and contrast with each other, and how to evaluate selected issues.

Students work in assigned groups for the purpose of completing the Cross Course Module which is an important part of the course. Groups are assigned during orientation. Groups are assigned because we want to make sure each group is diverse in terms of everyone's backgrounds, experience and work disciplines. Each group is responsible for an assigned paper to be submitted to the Cross Course Instructor.

Students are expected to use resources from the library, Internet, and course materials in documenting their work. (Include a list of resources, including websites and the date you visited each site in your final paper.) Projects should integrate concepts from course lectures and readings, and from other academic and professional literature.

Group project grades are based on the following:

- Logical, appropriate, evidence-based conclusions, analyses, and recommendations in the paper
- Effectiveness of group management
- Clearly written paper with topics arranged logically. Well-designed tables and figures that convey relevant, important information
- Effective, appropriate application of course materials and other resources

**Evaluation / Grading:** (e.g., grade components, grading scale, exams, evaluation criteria, etc. )

Eight individual assignments are required to be completed, as well as, a semester long individual assignment which will be graded as the final exam. Class attendance every other week is mandatory, or reviewing the class recording if you have an excused absence, and providing a bulleted summary to the instructor.

Component	% of Grade
Individual Assignments	70
Individual Assignment / Final Exam	20
Class Attendance	10

**Guidelines on Use of Laptops and Other Electronics in Classroom:**

Students are requested to log out of all other applications during LIVE classroom sessions. This reduces student inattention and increases the band width of the ADOBE Connect classroom.

## **Recognizing, Valuing, and Encouraging Diversity:**

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

## **Disability Accommodation**

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone 919-962-8300 or email [accessibility@unc.edu](mailto:accessibility@unc.edu). Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

## **UNC Honor Code:**

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (<http://instrument.unc.edu>).

## Course Evaluation:

HPM participates in the UNC-CH's online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment. For Spring 2019, the system will be open for students to complete evaluations at the end of the semester, last week of April.

## Course Schedule (include with the syllabus)

January – April , 2019

HPM 423	<b>Emergency Management II: Disaster Management</b>	<b>Module 1:</b> Evacuations Decisions Crisis Communications	4 wks		Chip Patterson <a href="mailto:Jpboys4@bellsouth.net">Jpboys4@bellsouth.net</a>
		<b>Module 2:</b> Military's Role in Disaster Management Volunteer Organizations	4 wks		Mike Patterson <a href="mailto:Mike.patterson@uss.salvationarmy.org">Mike.patterson@uss.salvationarmy.org</a>
		<b>Module 3:</b> Issues in Recovery Issues in Mitigation	4 wks		Don Markle <a href="mailto:dmarkle120@yahoo.com">dmarkle120@yahoo.com</a>
		<b>Module 4:</b> Reputation Management & Personal Branding	4 wks		Bill Gentry <a href="mailto:wgentry@email.unc.edu">wgentry@email.unc.edu</a>
		<b>Cross-Course Project – Exercise Design</b>			Bill Gentry <a href="mailto:wgentry@email.unc.edu">wgentry@email.unc.edu</a>