

Course Instructor:

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Office Hours: Tu: 10:00 – 12:00 or by appointment. Please email appointment requests. I am available on Tuesdays during office hours although I am typically in the office from Monday – Friday. Please feel free to drop in if I am in and my office door is open.

Course Description:

This course provides a multi-disciplinary perspective on disaster preparedness and response utilizing an all-hazards approach in working with vulnerable populations. It provides an overview of current thoughts on emergency planning, as well as local, state and federal response networks and organizations. Students acquire fundamental knowledge of responding to disaster victims including sheltering, mass care, case management, psychological first aid and crisis intervention.

Course Delivery Description:

This course is a web-based course delivered online (asynchronous) via Canvas. Online modules, interactive classroom discussions and assignments are found on the course site. This course does not meet face to face and there are no set synchronous meetings. During this course students complete a series of learning modules which include video presentations, online Federal Emergency Management Agency (FEMA) Independent Study Modules, learning activities, discussion posts and a group project

Course Prerequisites:

None

Required Course Materials:

Baker, L.R. & Cormier, L.A. (2015). *Disasters and Vulnerable Populations: Evidence-Based Practice for the Helping Professions*. New York, NY: Springer Publishing. ISBN: 978-0-8261-9845-7. The textbook can be purchased from the Samford bookstore or online from retailers such as Amazon.com and BarnesandNoble.com. The first reading assignment from the text will be in Module 2.

Permission of Use Statement:

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Technology Requirements:

Samford utilizes the Canvas Learning Management System (LMS). Canvas is best accessed using the most recent versions of Chrome or Firefox web browsers. Students are expected to have access to the following for successful completion of the course:

- *Samford Bulldog Email and Canvas accounts (required)*
- *Access to a computer and stable internet connection*
- *High-speed internet connection (DSL or cable modem, preferred)*
- *Headset with microphone or computer with built-in speakers and microphone*
- *Microsoft Office products (e.g. – MS Word, PowerPoint, Excel, etc.)*

[Technology Services](#) offers telephone, email, and in-person support to all Samford student and employees. *Technology Services is located in the lower level of University Library, Room 012. Hours of operation are listed below.*

Hours of Operation

In person: [University Library, Room 012](#), Monday-Friday, 7 a.m.-5 p.m.

Email: support@samford.edu, Monday-Friday, 7 a.m.-5 p.m.

Phone: [205-726-2662](tel:205-726-2662), 7 days a week, 24 hours

Web address: <https://www.samford.edu/departments/technology-services/>

The most recent information concerning computer requirements, training, access, hardware, and software options is available at:

<http://www.samford.edu/ts/Content.aspx?id=21474853371>

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Computer & Digital Literacy Skills Expectations:

To participate and complete an online course, you are expected to have the following computer and digital literacy skills:

Computer Skills

Students are required to know how to use the software in the course. Microsoft Office 365 is available for free download to all current faculty, staff, and students. It is expected that students will be able to create and edit documents, presentations, and spreadsheets using these programs.

Written assignments should be completed using Microsoft Word since Microsoft Office 365 has been provided to all members of Samford University. If Microsoft Word is not used, please convert documents into a PDF prior to uploading into the university's LMS.

Microsoft Office 365 can be downloaded from the [Technology Services website](#). You will need to sign in with your Samford User Name and Password to download and use this software.

LMS Skills

Students are expected to be able to access and use the university's LMS including upload assignment submissions, download course documents, post to discussion board and reply to other students' posts, view recorded presentations, send and receive email via school account, and use video conferencing applications.

Digital Literacy Skills

Digital literacy is the student's ability to locate, assess, utilize, create, and communicate information using technology.

- Locate instructional and research content via advanced search engine commands
- Assess digital content for its authority, purpose, and currency
- Utilize, create, and communicate information using technology
- Understand copyright and licensure practices in a digital environment

Technology can be problematic: Internet connections can be slow or down; computers may malfunction; power outages can cause delays or the inability to connect. Technological issues are not acceptable excuses for late assignments. Be prepared and have a backup plan.

Student Learning Objectives/Course Objectives (COs):

At the completion of this course, the student will be able to:

CO#1: Define and differentiate between natural and man-made disasters.

CO#2: Understand the disaster life cycle and corresponding needs, resources and interventions applicable at different stages.

CO#3: Identify the interaction among appropriate response networks within the local, state and national response framework.

CO#4: Distinguish between typical and vulnerable populations and apply concepts of preparedness and response to their unique needs.

CO#5: Develop an awareness of psychological interventions applicable to post-disaster scenarios including psychological first aid and crisis intervention.

The course objectives align with the following Social Work Competencies (SWCs) from the Council on Social Work Education:

SWC #1: Demonstrate Ethical and Professional Behavior (CO #4, CO #5)

SWC #2: Engage Diversity and Difference in Practice (CO #4, CO #5)

SWC #3: Advance Human Rights and Social, Economic and Environmental Justice (CO #4)

SWC #4: Engage in Practice-informed Research and Research-informed practice (CO #5)

SWC #5: Engage in Policy Practice (CO #3)

SWC #6: Engage with Individuals, Families, Groups, Organizations and Communities (CO #4, CO #5)

Instructional Method and Learning Strategies:

During this course students complete a series of learning modules, which include video presentations, online Federal Emergency Management Agency (FEMA) Independent Study Modules, learning activities, discussion posts and a group project.

Course Outline/Schedule:

DATE	FOCUS	ASSIGNMENTS
Week one (January 3-4)	Course Introductions	Review Getting Started Module Review Students Services and Online Policies
Week Two	Learning Module 1: Disasters and Early Warning Systems	Module 1 (CO #1 & 2)
Week Three	Learning Module 2: Disaster Response/NRF	Module 2 (CO #2 & 3) Baker & Cormier (Chapter 1)

Week Four Monday MLK (21 st)	Learning Module 3: NIMS	Module 3 (CO #3) Baker & Cormier (Chapter 1)
Week Five	Learning Module 4: Voluntary Organizations Active in Disaster	Module 4 (CO #3)
Week Six	Learning Module 5: Disaster Preparedness	Module 5 (CO #4) Baker & Cormier (Chapter 2)
Week Seven	Learning Module 6: Responding to Individuals: Psychological Services	Module 6 (CO #4 & 5) Baker & Cormier (Chapter 3)
Week Eight	Learning Module 7: Responding to Individuals: Chronic Mental Health Issues	Module 7 (CO #3 & 5) Baker & Cormier (Chapters 7)
Week Nine	Learning Module 8: Responding to Individuals: Alcohol and Substance Use	Module 8 (CO #4 & 5) Baker & Cormier (Chapter 8)
Week Ten	Learning Module 9: Responding to Individuals: Concrete Services	Module 9 (CO # 4 & 5)
Week Eleven		Spring Break
Week Twelve	Learning Module 10: Vulnerable Populations: Pregnant Women, Infants & Children	Module 10 (CO #4 & 5) Baker & Cormier (Chapter 4)
Week Thirteen	Learning Module 11: Vulnerable Populations: Persons with Disabilities	Module 11 (CO #4 & 5) Baker & Cormier (Chapter 5)
Week Fourteen	Learning Module 12: Vulnerable Populations: Older Adults	Module 12 (CO #4 & 5) Baker & Cormier (Chapter 6)
Week Fifteen	Learning Module 13: Vulnerable Populations: Persons with Animals and Pets	Module 13 (CO #4 & 5) Baker & Cormier (Chapter 9)
Week Sixteen	Course Review	
	Final Exams	

Course Activities, Assessments, & Interactions:

Grading:

Assignment	Points
FEMA Modules (10 points each) <ul style="list-style-type: none">IS 248 – IPAWS (CO #2)IS-800: National Response Framework (CO #3)IS-909: Community Preparedness (CO #4)IS-700a: National Incident Management System (NIMS) (CO #3)IS-288: The Role of Voluntary Agencies in Emergency Management (CO #3)	50
Beat the Quake (CO #4)	5
Discussion Forums (CO #1-5) (5 points each)	75
Discussion Forum Moderator (CO #1-5)	10
Preparedness Plan (CO #4)	20
Group Presentation (CO #4,5)	40
Total Points	200

Grade determination will be based on the following scale:

A 93-100%	B+ 87-89.9%	C+ 77-79.9%	D+ 67-69.9%	F below 59.9%
A- 90-92.9%	B: 83-86.9%	C 73-76.9%	D 63-66.9%	
	B- 80-82.9%	C- 70-72.9%	D- 60-62.9%	

Getting Started with this Course:

Samford University uses the Canvas Learning Management System (LMS). To get started with the course, do the following:

1. Log onto the Samford access point by going to: portal.samford.edu.

2. Next select the Canvas icon on the upper left side of the screen. The Canvas dashboard will open, and your courses will be displayed in the middle of the screen.
3. Select your course to begin.
4. The course welcome page will open. Read the welcome section and follow the instructions for getting started.

You will need your Samford User Name and Password to log in to the course. If you do not have or don't know your Samford User Name, contact Technology Services at [205-726-2662](tel:205-726-2662) or support@samford.edu.

Course & University Policies:

Attendance

Although this is an online class students are expected to participate fully in all discussions and assignments

Assignments

Detailed descriptions and assignment rubrics can be found on the course site. Late assignments will not be accepted. A detailed description of expectations can be found on the course site under Student Expectations.

Academic Integrity

Students, upon enrollment, enter into voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity; they must respect knowledge and practice academic honesty. Those who cheat on an examination or class assignment are not only academically dishonest, but also completely deficient in the scholarly maturity necessary for college study. Those detected in dishonesty are subject to severe punishment. The more dependence on cheating, the more inevitable becomes ultimate failure, often accompanied by public disgrace.

Any act to obtain an unfair academic advantage is considered dishonest. An academic integrity violation is defined as the act of lying, cheating or stealing academic information to gain academic advantage for oneself or another. Students who commit academic integrity violations will be charged as such and will be subject to the consequences of the violation as deemed by the faculty. Students should follow the complaint process as outlined in the current *Samford University Student Handbook*. <http://www.samford.edu/files/Student-Handbook.pdf>

Netiquette

Netiquette: Refers to "Network Etiquette." For students taking a web-based course, it is essential that you communicate effectively with your instructor and other students. The following are basic rules to be observed while interacting with others in online courses:

Basic Netiquette for All Online Participation

- Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are all part of proper netiquette when taking an online class.
- Adhere to the same standards in your online communications as you would for traditional written language.
- Remember who your audience is when posting to discussion boards, sending emails, or participating in a chat room discussion. You should behave as if you were sitting in a traditional classroom. **Remember:** *The online classroom setting is more formal than in public forums or personal chat groups you may have used.*
- Be clear and concise. Explain your ideas entirely but get quickly to the point.
- Using all capitals is the equivalent of SHOUTING and considered RUDE.
- Avoid "flaming" or attacking someone for their point of view. Remember that it will be read by everyone, including the instructor.
- Read over what you are going to send at least once, just as you would proofread a paper you submit. Remember, once you submit your work, discussion, or email, you cannot change what you have written.
- It is not acceptable for you to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name and the work from which the quotation is taken. Use your own understanding of the work, instead of direct quotes if possible, and give credit to the original author by citing name and source of idea. "Accidental" plagiarism is still plagiarism.

Chat Room Netiquette

- Dominating an online conversation is just as rude as it is in a face-to-face class. Everyone needs equal time.
- Do not lurk. This means that you are just reading and not participating.
- Your instructor's role is not to censor, so please use good taste when involved in a chat.
- Do not use acronyms -- Example ROFL (rolling of the floor laughing). Not all students will know the meanings of these. And use emoticons sparingly to help others understand the tone for your message.
- Remember to stay focused on the Discussion Forum assignment. Do not drift from the assigned topic or purpose of the discussion.
- In a forum/chat room that has a large number of participants, you may often need to clarify which response you are replying to. Be clear and concise.
- Remember that although the instructor may not be participating in your assigned forum/chat, a transcript of the chat is available for the instructor to view later.

Message/Discussion Board Netiquette

- Try to respond to discussion messages within a 24-hour period.
- Remember that since all participants will not be monitoring the message board at the same time, it may take some time for a response to your post.
- Read previous discussions before you comment or ask a question as the information may have already been covered.

- When posting a response, make sure you clarify which post you are responding to.
- If the topic you wish to address is already covered under an existing thread, do not start a new one.
- When responding to a specific comment, quote only the relevant part of the comment.
- If your response is longer than three or four lines, break it up into paragraphs to make it easier to read.
- Check in often. It is easy to fall behind and miss important posts by both instructors and students.

Email Netiquette

- Check your email often--this is the method the instructor will use most often to communicate with you.
- Always use your antivirus software to check files before you send them to others.
- Use your word-processing program to write assignments and check for spelling and grammar errors. Then copy and paste the work in the email to send to the instructor.
- **Most Important:** Always save a copy of your work to your hard drive or print a hard copy of all assignments uploaded or sent through email. Save a copy of any important email that you send to your computer. Things have been known to get lost in cyberspace!

Student Grievance Policy

The student grievance policy can be found in the *Social Work Student Handbook* found in the course site and the *Samford University Student Handbook*.

Americans with Disabilities Act

Samford University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request by contacting Disability Support Services located in University Center Room 205, www.samford.edu/dr or disability@samford.edu, or call #726-4078. A faculty member will grant reasonable accommodations only upon written notification from Disability Support Services. Students who are registered with Disability Resources are responsible for providing me with a copy of their accommodation letter and scheduling a meeting with me to discuss how their approved accommodations will apply to this course. Accommodations will not be implemented until we have met to review your accommodation letter.

Title IX

Samford University is committed to the creation and maintenance of a safe learning environment for students and the University community. In accordance with federal policy all University employees are required to report information related to discrimination and harassment which includes, but is not limited to, sexual assault, relationship violence, stalking, and sexual harassment. For this reason, if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University Title IX Coordinator. If you wish to speak with an employee who is not required to report information, you can find a list of confidential resources listed in

the online student handbook and the Title IX website.

Emergency Readiness

RAVE is the primary method of communication used by Samford University during a campus emergency. If you have not registered for *RAVE* alerts, please use the link provided below and go to the My Contact Information box on your Portal homepage to update your *RAVE* Emergency Alert Information. [Link to RAVE Emergency Alert](#)

Samford University utilizes *Samford Alert* for desktop, laptop, tablet, and mobile devices to provide students with information, procedures, and links about what to do in the event of a variety of emergency situations that could occur on our campus. If you do not already have the *Samford Alert* app on your mobile device, laptop, desktop, or tablet, please click on this [Link to Samford Alert app](#) and go to the *In Case of Emergency* box on your Portal homepage for instructions on downloading the App. Once you have downloaded the App, please take time to review the information provided, it is important that you know what to do in the case of a campus emergency. [.http://www3.samford.edu/ops/publicsafety](http://www3.samford.edu/ops/publicsafety)

Inclement Weather

Inclement weather or other events beyond the control of the University that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal University operations, including cancellation of classes or events; the calendar schedule may be adjusted.