MASTER SYLLABUS

COURSE NUMBER – COURSE NAME
EADM 430 – Simulated Disaster Training

Created by: Dr. M. O'Connor
Updated by: Jay Roorbach

School of Science, Health, and Criminal Justice
Department: Center for Criminal Justice, Intelligence, and Cybersecurity
Semester/Year: Fall 2020
A. **TITLE:** Simulated Disaster Training

B. **COURSE NUMBER:** EADM 430

C. **CREDIT HOURS:** (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity)

    # Credit Hours: 3  
    # Lecture Hours: 3 per week  
    # Lab Hours: per week  
    Other: per week

    Course Length: 15 Weeks

D. **WRITING INTENSIVE COURSE:** Yes ☐ No ☒

E. **GER CATEGORY:** None: ☒ Yes: GER  
   *If course satisfies more than one:* GER

F. **SEMESTER(S) OFFERED:** Fall ☒ Spring ☐ Fall & Spring ☐

G. **COURSE DESCRIPTION:**

This course is designed for students to acquire the knowledge and skills necessary to develop, conduct and evaluate simulated emergency and disaster training activities and exercises. Students receive an overview of training and exercise needs and theory as well as techniques used to simulate realism in emergency management. During class sessions, students individually participate, assess, and evaluate training and exercises that simulate emergency and/or disaster situations.

H. **PRE-REQUISITES:** None ☐ Yes ☒ If yes, list below:

    45 credit hours or permission of instructor.

    **CO-REQUISITES:** None ☒ Yes ☐ If yes, list below:
I. **STUDENT LEARNING OUTCOMES:** *(see key below)*

By the end of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>Program Student Learning Outcome [PSLO]</th>
<th>GER [If Applicable]</th>
<th>ISLO &amp; SUBSETS</th>
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<tbody>
<tr>
<td>Explain training and documentation needs and methods for creating simulated emergency and disaster scenarios.</td>
<td>Students will demonstrate an advanced understanding of the core concepts, theories, and doctrine related to emergency and disaster management.</td>
<td>5-Ind, Prof, Disc, Know Skills</td>
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<td>Record and analyze tasks and actions performed during participation in simulations using industry standard reporting templates.</td>
<td>Students will develop written communications related to emergency management and present projects in multiple formats.</td>
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<td>Demonstrate the ability to alert, mobilize, activate, track and demobilize personnel, equipment and other resources for emergency response and maintain operations until the situation is brought under control.</td>
<td>Students will work individually and/or collaboratively to address challenges and issues related to emergency mitigation, preparedness, response, and recovery.</td>
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<td>Apply emergency management and leadership knowledge, skills, and abilities in emergency and/or disaster scenarios.</td>
<td>Students will collect, analyze, and synthesize information in making critical judgements, some of which can be time sensitive in emergencies or disasters.</td>
<td>2-Crit Think</td>
<td>CA</td>
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<td>KEY</td>
<td>Institutional Student Learning Outcomes [ISLO 1 – 5]</td>
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<td><strong>Communication Skills</strong>&lt;br&gt;Oral [O], Written [W]</td>
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<td><strong>Critical Thinking</strong>&lt;br&gt;<em>Critical Analysis [CA]</em>, <em>Inquiry &amp; Analysis [IA]</em>, <em>Problem Solving [PS]</em></td>
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<td><strong>Foundational Skills</strong>&lt;br&gt;<em>Information Management [IM]</em>, <em>Quantitative Lit./Reasoning [QTR]</em></td>
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<td><strong>Social Responsibility</strong>&lt;br&gt;<em>Ethical Reasoning [ER]</em>, <em>Global Learning [GL]</em>, <em>Intercultural Knowledge [IK]</em>, <em>Teamwork [T]</em></td>
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<td><strong>Industry, Professional, Discipline Specific Knowledge and Skills</strong></td>
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*Include program objectives if applicable. Please consult with Program Coordinator*
J. **APPLIED LEARNING COMPONENT:** Yes ☑ No □

If YES, select one or more of the following categories:

- Classroom/Lab
- Internship
- Clinical Placement
- Practicum
- Service Learning
- Community Service
- Civic Engagement
- Creative Works/Senior Project
- Research
- Entrepreneurship (program, class, project)

K. **TEXTS:**

Will be provided to students and include reading materials and links to simulations.

L. **REFERENCES:**

None

M. **EQUIPMENT:** None ☑ Needed:

None

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Discussion Boards
- Written Papers
- Participation

P. **DETAILED COURSE OUTLINE:**

I. **EMERGENCY MANAGEMENT TRAINING**
   A. Theory of the use of simulations in emergency management training and exercises.
   B. How systems theory applies to emergency management and the use of technology.
   C. Role of technology infrastructure in emergency management training.

II. **TYPES OF SIMULATIONS**
   A. Recognize the value of simulating realism into training and exercises.
   B. Introduction to Virtual Reality (VR) training.
   C. Introduction to moulage.
   D. Introduction to games and other simulations.

III. **PARTICIPATION IN SIMULATIONS**
   A. Students will participate in simulated (internet) emergency management training to allow for the use of skills gained in the program. Scenarios may include:
      a. Public Health Emergency Management
      b. Natural Disasters
      c. Humanitarian Assistance and Sheltering
      d. Infrastructure Protection
      e. Community and Personal Preparedness
IV. POST INCIDENT SIMULATIONS FOR ANALYSIS
A. Recognize the importance of simulation in the analysis of incidents.

V. DOCUMENTATION
A. Demonstrate and understanding of task and action analysis.
B. Write reports detailing training objectives, analysis of performance, and lessons learned / corrective actions.

Q. LABORATORY OUTLINE:  None ☒  Yes ☐