

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**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:

<u>Course Student Learning Outcome</u> <u>[SLO]</u>	<u>Program Student Learning Outcome</u> <u>[PSLO]</u>	<u>GER</u> <u>[If Applicable]</u>	<u>ISLO &amp; SUBSETS</u>	
Explain training and documentation needs and methods for creating simulated emergency and disaster scenarios.	Students will demonstrate an advanced understanding of the core concepts, theories, and doctrine related to emergency and disaster management.		5-Ind, Prof, Disc, Know Skills ISLO ISLO	None Subsets Subsets Subsets
Record and analyze tasks and actions performed during participation in simulations using industry standard reporting templates.	Students will develop written communications related to emergency management and present projects in multiple formats.		1-Comm Skills ISLO ISLO	W Subsets Subsets Subsets
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.	Students will work individually and/or collaboratively to address challenges and issues related to emergency mitigation, preparedness, response, and recovery.		4-Soc Respons ISLO ISLO	T Subsets Subsets Subsets
Apply emergency management and leadership knowledge, skills, and abilities in emergency and/or disaster scenarios.	Students will collect, analyze, and synthesize information in making critical judgements, some of which can be time sensitive in emergencies or disasters.		2-Crit Think ISLO ISLO	CA Subsets Subsets Subsets
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KEY	<b>Institutional Student Learning Outcomes [ISLO 1 – 5]</b>
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

\*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:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Classroom/Lab | <input type="checkbox"/> Civic Engagement              |
| <input type="checkbox"/> Internship               | <input type="checkbox"/> Creative Works/Senior Project |
| <input type="checkbox"/> Clinical Placement       | <input type="checkbox"/> Research                      |
| <input type="checkbox"/> Practicum                | <input type="checkbox"/> Entrepreneurship              |
| <input type="checkbox"/> Service Learning         | (program, class, project)                              |
| <input type="checkbox"/> Community Service        |  |

K. **TEXTS:**

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

L. **REFERENCES:**

None

M. **EQUIPMENT:** None  Needed:

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

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

- Discussion Boards
- Written Papers
- Participation

P. **DETAILED COURSE OUTLINE:**

I. **EMERGENCY MANAGEMENT TRAINING**

- Theory of the use of simulations in emergency management training and exercises.**
- How systems theory applies to emergency management and the use of technology.**
- Role of technology infrastructure in emergency management training.**

II. **TYPES OF SIMULATIONS**

- Recognize the value of simulating realism into training and exercises.**
- Introduction to Virtual Reality (VR) training.**
- Introduction to moulage.**
- Introduction to games and other simulations.**

III. **PARTICIPATION IN SIMULATIONS**

- Students will participate in simulated (internet) emergency management training to allow for the use of skills gained in the program. Scenarios may include:**
  - Public Health Emergency Management**
  - Natural Disasters**
  - Humanitarian Assistance and Sheltering**
  - Infrastructure Protection**
  - 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**