INFO 5634: Disaster/Emergency Management for Information Professionals

Course Syllabus

Introduction to the Course

The course provides you with the basic skills to create a disaster plan for a library or information agency serving information needs related to disasters/emergencies for first responders, clinicians, victims, public health professionals, and the public, and to develop an outreach program to reach these populations.

Disasters resulting from hurricanes (Harvey and Maria), tropical storms (Guatemala), floods (Arkansas & Midwest, 2019), tsunamis (in the Indian Ocean), earthquakes (Italy, Chile, Japan, Nepal), oil spills (in the Gulf of Mexico), tornadoes (Alabama and Florida), volcanoes (Iceland and Hawaii), chemical explosions (West, TX), train accidents (Los Angeles, Philadelphia), terrorist attacks (Manchester, United Kingdom and Paris, France), and airplane crashes (EgyptAir Flight 804 from Paris to Cairo), in addition to the threat of a pandemic (Zika virus, Ebola virus) has created an awareness of the general public about the importance of disaster management.

Often, organizations do not develop an emergency preparedness plan until after a disaster has occurred. Disaster preparedness and planning requires information and teamwork. Librarians as information professionals can play an important role in disaster/emergency management by providing information and tools to those who plan for disasters/emergencies, by supporting those involved during the disaster/emergency, and by providing information support during the recovery period.

Faculty

Ana D. Cleveland, PhD, AHIP, FMLA
Ana.Cleveland@unt.edu (Please use Canvas email unless there is a technology issue)
940-565-2445

Dr. Ana D. Cleveland is a Regents Professor, Sarah Law Kennerly Endowed Professor, and Director of the Health Informatics Program at the University of North Texas. She is recognized educator in the field of health informatics. Under her leadership, UNT’s Health Informatics Program is ranked number six in the nation by US News and World Report. She has received some of the highest awards given by the Medical Library Association, including the Lucretia W. McClure Excellence in Education Award, Janet Doe Lectureship, Marcia C. Noyes Award, and Fellow of the Medical Library Association. In addition, Dr. Cleveland has received other awards including the President's Award from the American Medical Informatics Association.
She has an extensive list of publications, including two textbooks co-authored with Dr. Donald Cleveland, one on indexing and abstracting and the other on health informatics for medical librarians. She has served as a consultant to numerous national agencies, including the National Institute of Health and the National Library of Medicine as well as international organizations in Latin America, the Caribbean, Europe, Australia, and Africa. She worked with the National Library of Medicine and the Medical Library Association on developing the Disaster Information Specialization.

Jodi L. Philbrick, PhD, AHIP
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940-369-5880
Office hours are by appointment.

Learning Outcomes

By the end of the semester, students will be able to:

• Describe basic concepts and terminology related disasters/emergencies.
• Characterize information behaviors of the populations involved in disasters/emergencies.
• Describe the organizations involved in disaster/emergency management from global to local.
• Describe the information resources, systems, and technology related to disasters/emergencies (e.g. alert systems, surveillance, social media, etc.)
• Explain the role of information professionals in disasters/emergencies, including networking and information sharing.
• Design an outreach program on disaster/emergency issues for responders and the public.
• Describe disaster/emergency planning issues in relation to libraries, families, and individuals.
• Identify trends in disaster/emergency management.

Course Content and Organization

The faculty would like to acknowledge the contribution of Margaret Anderson Foster, MS, MPH to the development of the course lectures.

Recently, a variety of disasters as well as emergencies has had a global impact, and without a doubt, we need to be prepared to be able to manage a wide range of situations and issues. Disaster/emergency prevention is not always possible or feasible, but if you have a preparedness plan, it will assist you in dealing with as many scenarios as possible. It is essential that you have an understanding of the information needs of all of the potential populations involved in a disaster/emergency. More and more information resources are being created and are available regarding disaster/emergency management.
This course is organized in three main areas:

- Information behaviors of populations (e.g. first responders, victims, etc) during and after a disaster/emergency
- Resources and programs to meet the information needs of populations during and after a disaster/emergency
- Disaster/emergency planning issues including processes and procedures

**Course Requirements**

There are five course requirements: (1) Reading Summaries, (2) Disaster Information Tools, (3) Course Project, (4) Disaster/Emergency Planning Project, and (5) Chat with Guest Professional.

**Reading Summaries (20%)**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To provide the students with background to issues in disaster/emergency management.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Each of the course modules has associated readings. The readings enhance the module lectures and assignments. You can access the readings through the Modules. For the purposes of this assignment, the Modules have been divided into two parts:</td>
</tr>
<tr>
<td><strong>Part I</strong></td>
<td></td>
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</tbody>
</table>
| • Module 1: Introduction to Disaster and Emergency Management  
• Module 2: Disaster Informatics  
• Module 3: Disaster Management: Research, Organizations, and Information Management | |
| **Part II** | |
| • Module 4: Information Professionals and Disaster and Emergency Management  
• Module 5: Disaster Planning  
• Module 6: Trends and Course Summary | |
| **Instructions** | Pretend that your supervisor has asked for a summary of the five (5) key points from the each part of the Module Readings – Part I and Part II. |
In your summary of each part, include a listing of **five (5)** key points that you gained from module readings. You should provide a brief justification as to why each key point was included in your summary.

Your summary should follow APA format, and at a minimum, include in-text citations and references to at least three (3) readings (one from each module). Provide a list of references at the end of your summary.

**Submission**
Submit each reading summary to Canvas.

**Disaster Information Tools (10%)**

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th>To expose you to key information tools related to disasters/emergencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>You will be completing a quiz with questions related to key information tools.</td>
</tr>
<tr>
<td><strong>Instructions</strong></td>
<td>Answer the questions using the specific instructions presented in the assessment &quot;Disaster Information Tools.&quot;</td>
</tr>
<tr>
<td><strong>Submission</strong></td>
<td>Once you answer all of the questions in the Disaster Information Tools quiz, submit the quiz. Be sure to save your answers to each of the questions.</td>
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</tbody>
</table>

**Course Project (40%)**

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th>To develop an understanding of a specific disaster/emergency event and apply disaster information management principles to the specific disaster/emergency event.</th>
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</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>The project will be developed in three (3) parts.</td>
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</table>

**Part 1**: Overview of the disaster/emergency and the information needs of victims and responders involved in the disaster/emergency

**Part 2**: Resources to meet the information needs of victims and responders involved in a disaster/emergency

**Part 3**: Disaster/emergency outreach program
**Instructions**

You will develop each part of the course project based on the **assigned topic** and **selected real-life event**.

Each student will be assigned one (1) type of disaster as a topic for the course project.

Based on the assigned topic, each student will select a **real-life event** to focus on involving that disaster/emergency **within the past 5 years** (i.e. assigned topic: tornado and selected real-life event: tornadoes in Oklahoma, 2019).

Before you start the course project, you need to familiarize yourself with the following resource:


(Note: There are many components to this site that would be useful for your course project. Be sure to look at the NLM Disaster Preparedness and Response Web Links.)

**Selected List of Topics to be Assigned**

- avalanche
- bioterrorism
- blizzard
- bridge collapse
- cyberterrorism
- drought
- earthquake
- flash flood
- hazardous spill
- hurricane
- plane crash
- radiation
- rioting
- terrorism
- tornado
- train accident
- tsunami
- typhoon
- volcano
- wildfire

**Part 1: Overview Instructions (15%)**

Create a PowerPoint presentation that includes the following elements:
<table>
<thead>
<tr>
<th>Slide 1: Your name and the assigned disaster/emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide 2: Definition of your assigned disaster/emergency</td>
</tr>
<tr>
<td>Slide 3: Statistical information about your assigned disaster/emergency, including frequency, deaths, injuries, losses, and others as applicable. Use state, national, and international statistics as appropriate. The resources below can help you to get started:</td>
</tr>
<tr>
<td>Injury and Damage Statistics from Societal Aspects of Weather at <a href="http://sciencepolicy.colorado.edu/socasp/stats.html">http://sciencepolicy.colorado.edu/socasp/stats.html</a></td>
</tr>
<tr>
<td>Slide 4: The selected real-life disaster/emergency event you have chosen and brief synopsis of the event.</td>
</tr>
<tr>
<td>Slide 5: Description of the victims and responders of your selected real-life disaster/emergency event.</td>
</tr>
<tr>
<td>Slide 6: Description of the information needs of the victims of your selected real-life disaster/emergency event.</td>
</tr>
<tr>
<td>Slide 7: Description of the information needs of the responders of your selected real-life disaster/emergency event.</td>
</tr>
<tr>
<td>Slide 8: List of references in APA format.</td>
</tr>
</tbody>
</table>

**Part 2: Resources Instructions (10%)**

Create a Word document that contains the following elements about your **assigned disaster/emergency**:

- Your name and the assigned disaster/emergency
• Descriptions of ten (10) information resources related to your assigned disaster/emergency. Each entry should include:
  • URL
  • Content covered
  • Target audience
  • Typical question you create that can be answered by the resource
  • Answer to the typical reference question
  • Location where the answer was found (URL)

• Descriptions of a minimum of five (5) organizations that could be involved in your assigned disaster/emergency (i.e. Red Cross, FBI). Each entry should include:
  • URL
  • Purpose of the organization
  • Social media presence
  • Mobile website/application

• Describe current technology (including alert and surveillance systems) available for your assigned disaster/emergency including the delivery channel (e.g. radio, television, sirens, social media) and availability of alert (e.g. everywhere, only large towns).

Part 3: Outreach Program Instructions (15%)

Pretend that you are an information professional in the community that was impacted by the selected real-life disaster/emergency event. Develop an outreach program (after the disaster/emergency) for a target group within the community you have selected (i.e. elementary school students, firefighters).

Keep your target group in mind when developing the outreach program and be creative!

Create a PowerPoint presentation that contains the following elements about your outreach program for the selected real-life disaster/emergency event:

Slide 1: Your name, the assigned disaster/emergency, and selected real-life disaster/emergency event

Slide 2: Title of the outreach program and selected target community group

Slide 3: Goal(s) of the outreach program
**Slide 4:** Objectives of the outreach program

**Slide 5:** Description of the content of the outreach program

**Submission**
- Parts 1 and 3 (PowerPoints) should be posted to the appropriate discussion board in Canvas.
- Part 2 (Word documents) should be submitted to Canvas.

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**Disaster/Emergency Planning Project (25%)**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To provide the students with an opportunity to assess a disaster/emergency plan for a library/information agency and to develop disaster/emergency plan for their families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>This project has two parts:</td>
</tr>
<tr>
<td></td>
<td><strong>Plan A:</strong> assess a library/information agency disaster/emergency plan</td>
</tr>
<tr>
<td></td>
<td><strong>Plan B:</strong> create a disaster/emergency plan for your yourself/family</td>
</tr>
<tr>
<td>Instructions</td>
<td>Create a Word document that contains both plans (A &amp; B).</td>
</tr>
</tbody>
</table>

**Plan A: Library/Information Agency Disaster/Emergency Plan (15%)**

Select an example disaster/emergency plan provided in Module 5: Disaster Planning.

Read through the plan and answer the following questions:
- a. What is the date on the plan? Is there a revision schedule provided?
- b. What is the scope and/or purpose of the document?
- c. Are essential contacts (emergency personnel/staff) and their telephone numbers included?
- d. What are the notification procedures?
- e. Which types of disasters/emergencies are included within the plan?
- f. Which resources/collections are most valuable?
- g. What supplies are available, and where they are located?
- h. What are the evacuation procedures?
i. How will the services be maintained during the disaster/emergency and restored after the disaster/emergency?

j. How are staff trained to handle the disaster/emergency?

By answering these questions about the plan, you will gain an understanding of necessary components of a disaster/emergency plan for a library/information agency.

Plan B: Individual/Family Disaster/Emergency Plan (10%)

1. Provide a brief description of the individuals/animals covered by this plan.
2. Describe the items that you would include in a disaster/emergency supply kit for you and your family.
3. List the FEMA office and any other government offices that could assist you and your family during the disaster/emergency. Provide the location and contact information of the offices.

Be sure to be comprehensive in responding to the above items.

<table>
<thead>
<tr>
<th>Submission</th>
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</thead>
<tbody>
<tr>
<td>Submit your Disaster/Emergency Planning Project to Canvas.</td>
</tr>
</tbody>
</table>

**Chat with Guest Professional (5%)**

**Purpose**
To provide the students with an opportunity to interact with professional(s) in the field.

**Description**
Students are required to attend the chat.

**Instructions**
Log into the chat room assigned via Zoom, and be prepared to interact with the professional. Be sure to think about questions you would like to ask the guest professional.

**Submission**
Information about the guest professional will be provided before the chat. Please notify the instructors in advance if you will not be able to attend the chat.

**Course Grading**

| Course Project | 40% |
Disaster/Emergency Planning Project 25%
Reading Summaries 20%
Disaster Information Tools 10%
Chat with Guest Professional 5%
Total 100%

Technology Requirements

It is important to read and understand the Technology Requirements outlined by the Department of Information Science: [http://informationscience.unt.edu/technology-requirements](http://informationscience.unt.edu/technology-requirements). Be sure to note that Microsoft Office is the standard software for the Department.

Course Policies

Attendance

Students are expected to fulfill their online responsibilities, unless otherwise arranged with the course faculty. Not meeting this requirement can impact your final grade.

Communication

Important course announcements will be posted in the “Announcements” feature of Canvas, and students are expected to monitor this area and read the posts.

Your Canvas e-mails will be read as soon as possible, but please DO NOT EXPECT immediate answers. We make every effort to answer your e-mails within 48 hours.

The Canvas discussions area is a public domain that will be seen by all students. If you have questions or concerns that you do not want made public, please direct them to the course faculty in Canvas e-mail.

PUT YOUR NAME ON EVERYTHING YOU SUBMIT.

Grading

You can expect to have your assignments graded and returned to you within a week or less of submission. If there are any delays in grading assignments, students will be notified via the “Announcements” feature in Canvas.

Late Assignments
Students are expected to submit all of their assignments on time unless other arrangements have been made with the faculty prior to the due date of the assignment(s). Late work will not be accepted unless approved by the faculty.

Tracking

Canvas enables the faculty to track students’ activity in the course.

University Policies

Academic Integrity Standards and Consequences

According to UNT Policy 06.003 (https://policy.unt.edu/policy/06-003), Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty.

Note: In this course, cheating and/or plagiarism will not be tolerated.

ADA Accommodation

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Acceptable Classroom Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the
Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The University’s expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at http://www.unt.edu/csrr/student_conduct/index.html
Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.