



Course Description

Provides an overview of the comprehensive approach to fire prevention within the community. Covers strategic planning and community programs as they relate to fire safety prevention and terrorist incidents. Explores the plan review process, code development, code enforcement, fire investigation, and evaluating prevention programs.

Course Textbook

Shaw, R. (Ed.). (2012). *Community-based disaster risk reduction*. Bingley, England: Emerald.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Become champions of risk reduction.
2. Develop and meet risk reduction objectives.
3. Identify and develop intervention strategies.
4. Implement a risk reduction program.
5. Review and modify risk reduction programs.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Units I-V, VII, and VIII contain Reading Assignments from one or more chapters from the textbook. A Suggested Reading is listed in the Unit VII study guide. The reading itself is not provided in the course, but students are encouraged to read the resource listed if the opportunity arises as it has valuable information that expands upon the lesson material.
4. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
6. **Unit Assignments:** Students are required to submit for grading Unit Assignments in each unit. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each Assignment. Specific information about accessing these rubrics is provided below.
7. **Research Paper:** Students are required to submit for grading a Research Paper in Unit VIII. Specific information and instructions regarding this assignment are provided below. A grading rubric is included with this assignment. Specific information for accessing this rubric is included below

8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on "CSU Online Library." You can also access the CSU Online Library from the "My Library" button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library's chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit I Assignment

Building a Demographic Profile of Your Community

Introduction: In this Assignment, you will practice using *American Fact Finder*, create a demographical, social, economic, and housing profile of your community, profile how your community has developed and changed over the past 20 years, and predict what your community may look like 10 years from now.

A. Practice Using American Fact Finder

Using this website, you will first locate your local jurisdiction by city. Follow the instructions below to access information on your community.

- Go to the U.S. Census Bureau Fact Finder website at <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>. Type the City and State in the search box for the community you would like to research.

B. Build a Demographical Profile of Your Home Community

1. Use Fact Finder to build a current demographical profile of your home community. Develop a profile of the people who live in your community (age, gender, race, ethnicity, incomes, poverty, etc.). Perform the same actions for housing (type of homes, age, owner versus renter, etc.). Also, explore a profile of employment. A worksheet (with prompting questions) is provided to assist you.
 - The demographic information will be used throughout the course.
 - You must have this information available throughout the course in order to process the in-class activities and the culminating project for the course. Saving the information on a memory device or printing hard copies is highly recommended. All Fact Finder categories can be downloaded or printed. You also may wish to save the Census Bureau site as a favorite on your PC.
 - Explore the FAQ's page for Fact Finder. The link to the page is located on the top right of the Fact Finder site.
2. Once information has been gathered, consider how your home community has developed over time (past 20 years). Also consider how it may change as time progresses. As part of this Assignment, develop a short narrative on how your community has changed over the past 20 years and what its profile appear 10 years from now.
 - One last huge point to consider: The U.S. census is collected and processed every 10 years. Community demographics can change dramatically in that timeframe. EFOs must remain knowledgeable of their home community's changing demographics.

- It is wise to have a discussion with your local planning or community development professionals. If you have such a discussion, please include your findings as part of the narrative for this section.
- Being able to explain and use the demographical, social, and cultural development of your community is essential to the effectiveness and credibility of a strategic decision maker.

Click [here](#) to access a PDF of the Demographic Worksheet example.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III Assignment

Using your judgment and the information you gathered from previous units, select the three leading hazards in your community and complete the following worksheet for each hazard.

Click [here](#) to access the Community Hazards worksheet. Complete the worksheet, save it using your last name and student ID, and submit it.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Assignment

Assess your community's vulnerability for each of the three hazards identified in the Unit III Assignment. It is essential that each area of vulnerability be considered for each hazard.

Next, consider all factors associated with each hazard discussed in this unit. Assign a level of priority to each hazard. Also, consider your community's acceptable level of risk based on your experience and knowledge of your community.

Finally, rank your three hazards according to their level of priority. Click [here](#) to access the Word document of the High Risk Populations worksheet. Complete the worksheet, save it using your last name and student ID, and submit it.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Assignment

Read the article referenced below in the CSU Online Library, Academic Search Complete database.

Barnett, D. J., Balicer, R. D., Blodgett, D., Fews, A. L., Parker, C. L., & Links, J. M. (2005). The Application of the Haddon Matrix to Public Health Readiness and Response Planning. *Environmental Health Perspectives*, 113(5), 561-566. doi:10.1289/ehp.7491c

Using the examples provided, choose two of the following risks to complete the Haddon Matrix worksheet:

1. Cooking fire in the kitchen
2. Firefighter fatalities due to lack of seatbelt use in emergency vehicles
3. Flash flood in rural community
4. Falls in bathrooms of people age 65 and over in their homes.

Using the Haddon Matrix worksheet document linked below, list in each block as many different causal and contributing factors as possible that need to be considered in the prevention and cause of an injury or risk. When complete, highlight the cell, or cells that lend themselves to the greatest opportunities to prevent and/or mitigate risk.

Click [here](#) to access the Haddon Matrix worksheet. Complete the worksheet, save it using your last name and student ID, and submit it.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Assignment

Carefully consider all of the change leadership attributes. Score yourself on the change leadership attributes described on the worksheet. Keep in mind that this assessment is for your leadership of a community risk reduction initiative in your organization and/or community.

If you believe you are highly competent in an area score yourself a "4" or "5." If you believe you are average in an area based on someone at your rank and tenure, score yourself a "3." If you believe you are weak in an area and require more development or training in order to be effective, score yourself a "1" or "2."

Remember, you are not scoring yourself against another person. Your assessment should be of your ability to be an effective leader of a change initiative.

For each area you scored yourself a "3" or more, justify your answer based on your own experience. If you score a "2" or less in an area, determine personal action you can take to improve your ability in that area. It may be seek out training, participate on a leadership team, volunteer to coordinate a project, etc.

Click [here](#) to access the Word document of the Self-Assessment worksheet. Complete the worksheet, save it using your last name and student ID, and submit it.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Case Study

Watch the video, "Beyond the Flames: The Story of Project Wildfire" at <http://www.youtube.com/watch?v=WUAK8PHnIN0>. It is about a collaborative fire-wise effort dealing with wildland fire interface risk reduction efforts in the community of Bend, Oregon.

Following the video, in one to two pages, answer the questions listed below. Be as specific as possible.

- a. What was the critical risk reduction issue for Bend, Oregon?
- b. Who were the members of the leadership team for the initiative?
- c. Which of the eight stages of change were used by the leadership team?
- d. What were the leadership keys to the success of the initiative?
- e. Identify and explain the leadership lessons that you found in this video.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Case Study

Click [here](#) to access a PDF of the Community Values Case Study. Read the case study, and make notes on the impact of community values on the recruitment and hiring of a woman firefighter. Consider your own experiences with community values as a leader in your department if applicable.

In one to two pages answer the questions following the case history. Be sure you answer each question completely.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Research Paper

Unit I Research Paper Topic

For this unit, you will identify what risk-reduction you will research in the particular community where you live (examples include flooding, drought, tornadoes, evacuation, earthquake, hazardous materials, etc.).

After you choose what risk-reduction to address in your community, you should write a brief description on why you identified the particular risk-reduction topic. Your submission should be one page. You do not need a cover page but should include a separate reference page if resources are used in your assignment.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit II Research Paper Outline

Create an outline for your community risk-reduction project. The outline should include the type of disaster or hazard impacting the community, who will be involved in assisting the creation of the risk-reduction plan, types of organizations that are community stakeholders, what types of NGOs may be involved, political figures who would be supportive of such

a measure, length of project to completion, probable pitfalls that may be associated with the project, cultural considerations (demographics, those who have experienced a disaster in this location, etc.), what types of volunteers will be needed to serve during times of crisis, funding for the project, and how sustainability will be used for maintaining the project/program several years from its inception.

There is no minimum length or amount. It will be based on the topic you have developed in Unit I.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Annotated Bibliography

Spend time researching 10 references related to your selected topic that you can use in your research paper. Create an APA formatted annotated bibliography of the 10 articles from your research.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Research Proposal

For this unit you will write a statement of the problem regarding the risk reduction project topic you chose in Unit I.

Your paper should follow APA guidelines for citing and formatting of all resources. You should begin your paper with the proposal type and rationale for this choice. Your paper should be one to two pages in length. You do not need a cover page but should include a separate reference page.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Research Draft

Write a two-page paper for the Research Paper to include:

- Introduction
- Background on the issue
- Key issues for commencing the risk reduction project
- Key stakeholders involved
- Demographics
- Geographic region
- Past/historical disasters for the area

Your paper should follow APA guidelines for formatting of all resources, both in-text citations and references. Your draft paper should include a cover page and should include a separate reference page.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Research Paper

Write a two-page paper incorporating feedback from your instructor on the draft for the course project. The final submission should include:

- Introduction
- Background on the issue
- Key issues for commencing the risk reduction project
- Key stakeholders involved
- Demographics
- Geographic region
- Past/historical disasters for the area

Your paper should follow APA guidelines for formatting of all resources, both in-text citations and references. Your draft paper should include a cover page and should include a separate reference page.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU's Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I's Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting "Tools" and then "My Grades."

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Discussion Boards (8 @ 2%)	= 16%
Assignments (5 @ 6%)	= 30%
Case Studies (2 @ 5%)	= 10%
Unit I Research Paper Topic	= 3%
Unit II Research Paper Outline	= 4%
Unit IV Annotated Bibliography	= 4%
Unit V Research Proposal	= 4%
Unit VI Research Draft	= 4%
Unit VIII Research Paper	= 25%
Total	= 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

Unit I	Introduction to Community Risk Reduction
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 1: Overview of Community-Based Disaster Risk Reduction <input type="checkbox"/> Chapter 2: Government Roles in Community-Based Disaster Risk Reduction <input type="checkbox"/> Chapter 3: Role of NGOs in Community-Based Disaster Risk Reduction
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Assignment by Tuesday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Research Paper Topic by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit II	Community Risk Reduction Stakeholders
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 6: Bangladesh Experiences of Community-Based Disaster Risk Reduction <input type="checkbox"/> Chapter 13: Community-Based Disaster Risk Reduction in Vietnam
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Research Paper Outline by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit III	Risk Reduction Intervention Strategies
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 4: Universities and Community-Based Disaster Risk Reduction <input type="checkbox"/> Chapter 5: Corporate Community Interface: New Approaches in Disaster Risk Reduction <input type="checkbox"/> Chapter 10: Reaching the Unreachable: Myanmar Experiences of Community-Based Disaster Risk Reduction
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Assignment by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit IV	Assessing Community Risk
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 14: Profile of Community-Based Disaster Risk Management in Central America <input type="checkbox"/> Chapter 15: Community-Based Disaster Risk Reduction in Guatemala
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Assignment by Tuesday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Annotated Bibliography by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit V	Intervention and Program Design
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 16: Elements for a Sustainable Community Early Warning System in Cartago City, Costa Rica
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Research Proposal by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit VI	Evaluation
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Reading Assignment: See Study Guide.
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Assignment by Tuesday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Research Draft by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit VII	Leading Organizational and Community Change
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 8: Civil Society Organization and Disaster Risk Reduction in Indonesia: Role of Women, Youth, and Faith-Based Groups <input type="checkbox"/> Chapter 9: Partnership Between City Government and Community-Based Disaster Prevention Organizations in Kobe, Japan <input type="checkbox"/> Suggested Reading: See Study Guide
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Assignment by Tuesday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Case Study by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	

Unit VIII	Organizational and Community Leadership
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 20: Future Perspectives of Community-Based Disaster Risk Reduction
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
Submit:	<input type="checkbox"/> Case Study by Tuesday, 11:59 p.m. CST (Central Time) <input type="checkbox"/> Research Paper by Tuesday, 11:59 p.m. CST (Central Time)
Notes/Goals:	