

Graduate Council Minutes  
Email meeting  
May 10, 2011

College of Nursing-**ALL APPROVED**

Master of Science in Disaster Preparedness and Emergency  
Graduate Certificate in Disaster Health  
DPEM 5513 Incident Command System Instructor Course  
DPEM 5522 Protecting Law Enforcement Agents at Chemical, Biological, Nuclear and Explosive Incidents Instructor Course  
DPEM 5533 Chemical, Biological, Radiological, Nuclear and Explosive Awareness Instructor Course  
DPEM 5543 Teaching Emergency Response  
DPEM 5613 Radiological Emergencies  
DPEM 6103 Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management  
DPEM 6113 Theory Development in Disaster Preparedness and Emergency Management  
DPEM 6123 Research Design and Methodologies in Disaster Preparedness And  
DPEM 6133 Ethics and Legal Considerations in Disaster Preparedness And Emergency Management  
DPEM 6143 Global Perspectives in Disaster Preparedness in Disaster Preparedness and Emergency Management  
DPEM 6153 Crisis Communication in Disaster Preparedness and Emergency Management  
DPEM 6163 Managing Incidents in Disaster Preparedness and Emergency Management  
DPEM 6213 Informatics in Disaster Preparedness and Emergency Management  
DPEM 6223 Epidemiology of Disasters  
DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management  
DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management  
DPEM 6273 Vulnerable Populations in Disasters  
DPEM 6543 Pandemic Planning  
DPEM 6553 Leading Hospital Response to Mass Casualties  
DPEM 6563 Leading Hospital Response to Mass Casualties Instructor Course  
DPEM 6573 Complex Radiological Emergencies  
DPEM 661V Seminar Topics in Disaster Preparedness & Emergency Management  
DPEM 6631 Disaster Preparedness And Or Emergency Management Conference  
DPEM 6643 Practicum Experience

## New Program/Certificate Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

**New Certificate or Degree Program** (The following critical elements are taken directly from the Arkansas Department of Higher Education's "Criteria and Procedures for Preparing Proposals for New Programs".) Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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 Department Curriculum Committee Chair

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 Date

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 COPE Chair (if applicable)

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 Date

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 Department Chair

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 Date

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 General Education Committee Chair (if applicable)

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 Date

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 College Curriculum Committee Chair

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 Date

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 Undergraduate Curriculum Council Chair

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 Date

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 College Dean

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 Date

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 Graduate Curriculum Committee Chair

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 Date

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 Vice Chancellor for Academic Affairs & Research

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 Date

### 1. Proposed Program Title

Master of Science in Disaster Preparedness and Emergency and Graduate Certificate in Disaster Health

### 2. CIP Code Requested

43.0302

### 3. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN  
 School of Nursing  
 College of Nursing and Health Professions  
 Arkansas State University – Jonesboro  
 P.O. Box 910  
 State University, AR 72467.  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
 870-972-3318

### 4. Proposed Starting Date

Fall, 2011

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

#### To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".

9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

## **PROPOSAL – 1**

### **NEW CERTIFICATE AND DEGREE PROGRAM**

#### **1. PROPOSED PROGRAM TITLE**

Graduate Certificate in Disaster Health and Master of Science Disaster Preparedness and Emergency Management (MSDPEM)

#### **2. CIP CODE REQUESTED**

43.0302

#### **3. CONTACT PERSON**

Name	Deborah J Persell, PhD, RN, APN Susan Hanrahan, Dean
Name of Institution	College of Nursing & Health Professions Arkansas State University
Address	P.O. Box 910 State University (Jonesboro), AR 72467
E-mail Address	dpersell@astate.edu/hanrahan@astate.edu
Phone Number	870-972-3074

#### **4. PROPOSED STARTING DATE**

Fall 2011

#### **5. PROGRAM SUMMARY**

**Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.**

List existing degree programs that support the proposed program.

In 2005, in response to an unmet need for disaster education within the health professions at Arkansas State University (ASU) and the broader health care community in the region and state, the College of Nursing and Health Professions (CNHP) became the only Regional Center for Disaster Preparedness Education in the state certified to offer courses in Basic and Advanced Disaster Life Support. These courses are nationally standardized, multi-disciplinary, and developed by an education consortium including all disciplines in disaster response. Community professionals completing these courses include allied health, nursing, medicine, Emergency Medical Services, fire fighters as well as local and university officials. Then, in 2006, CNHP through the Regional Center, again responded to community, regional and state needs by offering a multidisciplinary minor in Homeland Security and Emergency Management. Since that time the field of disaster preparedness, emergency management and homeland security has continued to develop. However, degree programs across the country lack uniformity in name, courses and effectiveness. Thus CNHP, through the Regional Center, is once again stepping forward to meet a need for academic preparation to offer three degrees in disaster preparedness and emergency management: the Associate of Applied Science, the Bachelor of Professional

Studies and the Master of Science in Disaster Preparedness and Emergency Management and a Graduate Certificate in Disaster Health.

### Proposal

Three degree pathways are being proposed:

- 1) An Associate of Arts degree in Applied Sciences (AAS) in Disaster Preparedness and Emergency Management [National Training Plan entry level]
- 2) A Baccalaureate of Professional Studies (BPS) with a concentration in Disaster Preparedness and Emergency Management [National Training Plan practitioner]
- 3) A Masters of Science degree in Disaster Preparedness and Emergency Management [National Training Plan Advanced/Mastery]
- 4) Graduate certificate in Disaster Health [National Training Plan Advanced/Mastery]

The professional courses within these degrees will be offered so that students have access to them from any geographical location. Core and emphasis courses may be taken on-line from ASU. Graduate transfer credits may not exceed nine hours. The Associate and Bachelor degrees will incorporate prior learning assessment and the student may submit a professional portfolio to be evaluated for academic credit. Some courses will include both didactic and clinical or practicum content. The Associate and Bachelor degrees will admit students during the usual and customary admission time of ASU. The Master's degree will be offered in modules that allow year round admission. All students must meet admission criteria for Arkansas State University in order to receive academic credit. All students enrolled in a degree program must meet graduation requirements to receive the degree. All students applying for admission for the Disaster Health Certificate or MSDPEM must first be admitted to the graduate school.

## 6. NEED FOR THE PROGRAM

**Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.**

**Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate programs.**

**Provide names/types of organizations/businesses surveyed.**

**Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.**

**Indicate if employer tuition assistance is provided or other enrollment incentives.**

A program needs assessment was conducted for all three degree programs. Included in the assessment were current and former students at ASU, employers of students at ASU, directors of the 50 state emergency management departments (including Arkansas Department of Emergency Management [ADEM]), and officials at the Federal Center for Domestic Preparedness. Students and former students were queried via classroom discussion and survey monkey. Employers, including state emergency managers, were asked to complete a survey on survey monkey. Dr. Persell went to Little Rock to visit with the top officials of ADEM. Dr. Cooksey, Dr. Hanrahan and

Dr. Persell traveled to Anniston, AL to visit with the top officials of the CDP and they have since visited the campus of ASU.

Students expressed a robust interest in the range of degrees in Disaster Preparedness and Emergency Management. Four ASU classes with disaster/emergency management specific contact were queried. Enrollment in each class was between 20 and 30. Every student expressed interest with a quarter of them seeking further information and declaring a desire to obtain a degree in the field. At least three students were unwilling to wait for ASU to offer the degree and transferred to other educational institutions who did offer the degree. Sixty-six persons responded to the potential student survey. Of those responding to the survey, 46 or 64% would be interested in pursuing a degree: 21 or 32% wanted an Associate's Degree, 18 or 27% a Bachelor's Degree and 7 or 10% a Master's Degree. The smaller percentage represented in the Master's category is a direct representation of and is consistent with of the lack of undergraduate degrees in this field. With such a strong interest in the Associate and Bachelor degrees, the future interest in the Master's degree seems certain. Interestingly enough, those responding to the survey currently work in the field of emergency management. This clearly demonstrates a strong interest in the field and the potential for increased enrollment in the degree as the series of degrees become established at ASU.

The employer needs survey was conducted using employers from the region, state and nation. Nine employers responded to the survey. Five employers skipped the question that asked if they had positions for students with this degree. Those responding indicated they had positions for degrees at all levels, thus the percentages reported below in some cases total more than 100%. Of the employers in the region, two or 50% had positions for graduates with a masters in disaster preparedness and emergency management. No employers were willing to commit to a number of positions they had requiring the degree. Three employers responded to the question asking if a degree would be required for their open positions. Two said if the degree were offered they would then require their employee to have the degree. All three, or 100%, of the employers said they would give preference to hiring someone if they had this degree. Internships were offered by employers as a means of support for the program. Of those choosing to answer the question, all of the employers indicated a willingness to serve on an advisory board. Employers said this program was needed because of the geographic proximity to students needing the course. One employer noted they were a graduate of the Arkansas Tech program but would have preferred to acquire the degree closer to home. Employers also stated that they thought the program would be flexible enough to apply to a wide range of positions.

Included in the employer survey were departments of emergency management or the equivalent in all 50 states. We did not receive any responses other than from ADEM. On their invitation Dr. Persell traveled to meet with them. She took a copy of the degree plans contained in this document. The Director, Assistant Director and the official responsible for the state's curriculum were present. The officials offered support of the program and offered to provide assistance as possible; for example, doing a presentation for one or more classes. They kept the proposal for further evaluation and provided written feedback.

Three employers also indicated the skills they most desired to see in graduates from the proposed degrees. Skills unanimously agreed upon are: analytical reasoning, adaptability to change, follow-up and follow-through, conflict resolution, interpersonal relations, written and oral communications, planning and organization and leadership or initiative. These skills are all represented in the proposed curriculum. Additional skills selected by one or two of the employers and also included in the proposed curriculum are: supervision, budgeting, computer applications, data analysis, and teaching.

While regional focus is important, the significance of addressing the national implications cannot be ignored. The state of Arkansas averages 29 tornados every year, 84 floods, 81 flash floods and 2.5 severe winter storms. The northeast portion of the state, in which ASU resides, sits on the New Madrid fault. According to Arkansas State's hazard vulnerability assessment, the probability that a significant earthquake will occur on this fault in the next 50 years is 25-40%. We cannot wait to get experts in place if planning is to be sufficient to limit the potential damage. In fact, according to the same assessment, there is seismic activity in this region every month. There has not been a year in the last 10 in which major or federally declared disasters have not occurred in Northeast Arkansas. This level of disaster requires federal assistance. If the region, its people and its employers are to receive all the federal resources available to them, it is essential that emergency managers be educated in interacting with federal officials. Further, many disasters cross state lines. Therefore, it is prudent to look beyond our region and consider the need for emergency managers nationally.

Nationally, there is a long standing need for experts in disaster preparedness and emergency management. It is difficult to find a profession in which the prospective employer would not prefer an employee with this expertise. On one day alone, there were over 1,100 positions posted within the Federal Emergency Management Agency web site. Health care is an obvious employment sector for those with this degree as victims of disaster will present to their health care provider/facilities for treatment following a disaster. Increasingly governmental and facility accreditation standards include expertise in disaster preparedness. At the government level, city and county emergency managers are increasingly being required to have a degree in addition to any certifications or on-the-job training they may have. Disasters have a major economic impact and business continuity plans are now being included as a necessity for economic survival. These are but a few of the highlighted employer options.

Based on the needs survey of both employers and students, it is clear a need for this program exists.

## **7. CURRICULUM OUTLINE**

**Provide curriculum outline by semester**

**Give total number of semester credit hours required for the program**

**Identify new courses (provide course descriptions)**

**Identify required general education courses, core courses and major courses**

**Identify courses currently offered via distance technology**

**State program admission requirements**

**Describe specified learning outcomes and course examination procedures.**

**Include a copy of the course evaluation to be completed by the student.**

## **GRADUATE CERTIFICATE IN DISASTER HEALTH**

### **Program Description**

The Graduate Certificate in Disaster Health is an interdisciplinary program that begins the preparation for professionals to engage in disaster preparedness, mitigation, planning, response and recovery. The program requires 18 hours of graduate-level courses related to disaster health. Hours completed in the certificate program may be applied toward the MSDPEM degree. Students may transition from the certificate program to the MSDPEM program with permission of the graduate faculty.

## **Admission Requirement**

Students interested in pursuing a Graduate Certificate in Disaster Health must have a bachelor's degree in any discipline. Applicants must meet the admission requirements of the Graduate School, <http://www2.astate.edu/a/graduate/> . Send completed graduate application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Students wishing to complete the certificate must meet the same prerequisites (listed below) as for the MS degree in Disaster Preparedness and Emergency Management.

Students must schedule a personal interview with a MSDPEM adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the certificate program. The adviser and the student will analyze the appropriateness of the certificate consistent with the student's goals and career objectives, the certificate requirements and the student's academic progress to date. Admission to the certificate program is conditional upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness (Anniston, AL). The Center for Domestic Preparedness has the authority to review applications to ensure eligibility requirements are met for clinical placement prior to program entry, <http://cdp.dhs.gov/registration/index.html> .

## **Financial Assistance**

Students interested in financial assistance should contact the financial aid department of the university. <http://www.astate.edu/finaid/>

## **Pre-Requisites**

The United States Government has instituted a National Incident Management System to standardize the countries response to disasters and other emergencies. The Incident Command System (ICS) describes the chain-of-command and organizational structure of managing emergencies. Completion of courses in ICS is required by employers and is necessary to receive reimbursement from the Federal Government when a federal declaration of a disaster has been obtained. Courses in the graduate certificate and MSDPEM build on this foundational knowledge. Therefore, students wishing to be admitted to the MSDPEM degree must have completed these four courses prior to admission. They are offered free of charge, on-line, from the Federal Emergency Management Institute: <http://www.training.fema.gov/IS/NIMS.asp>

The required pre-requisite ICS courses include:

- Introduction to Incident Command System (ICS – 100) There are several discipline specific ICS-100 courses. Students need only complete one and should choose the one most relative to their career goals.
- Incident Command System (ICS – 200) for Single Resources and Initial Action Incidents
- Incident Command System (ICS – 700) Introduction to the National Incident Management System
- Incident Command System (ICS – 800) Introduction to the National Response Framework

In addition to the Incident Command System prerequisites, students must have current Core and Basic Disaster Life Support certifications. Information regarding these certifications can be obtained from the Regional Center for Disaster Life Support in the College of Nursing and Health Professions, American Medical Association or the National Disaster Life Support Foundation.

**The following courses comprise the Graduate Certificate Disaster Health**

- DPEM 5613 Radiological Emergencies
- DPEM 6223 Epidemiology of Disasters
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6273 Vulnerable Populations in Disasters
- DPEM 6543 Pandemic Planning
- DPEM 6553 Leading Hospital Response to Mass Casualties

**Total Hours: 18**

**These courses will be offered as 7 week courses and may be taken in any order**

## **MASTERS OF SCIENCE DEGREE IN DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT**

### **Program Description**

The Master of Science degree in Disaster Preparedness & Emergency Management (DPEM) is an interdisciplinary degree program that prepares professionals to effectively meet the demands of disaster preparedness, mitigation, planning, response and recovery. The program requires 42 hours of graduate-level courses that include a variety of teaching methodologies and activities. All courses completed for the Graduate Certificate in Disaster Health apply to the MSDPEM. Some courses include student experiences at the Center for Domestic Preparedness in Anniston, AL. The degree culminates in an internship, research project or thesis

### **Admission Requirements**

Students interested in pursuing a Master of Science in Disaster Preparedness & Emergency Management degree must have a Bachelor's degree in any discipline. Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. They should send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Applicants must schedule a personal interview with a MSDPEM adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the MSDPEM program. The adviser and the student will analyze the appropriateness of the degree consistent with the student's goals and career objectives, the degree's requirements and the student's academic progress to date. Admission to this degree program is conditional upon completion of prerequisite course(s) required and acceptance by clinical agencies for practicum experiences. Admission to the MSDPEM program is conditional upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness (Anniston, AL). The Center for Domestic Preparedness has the authority to review applications to ensure eligibility requirements are met for clinical placement prior to program entry, <http://cdp.dhs.gov/registration/index.html>.

### **Financial Assistance**

Students interested in financial assistance should contact the financial aid department of the university. <http://www.astate.edu/finaid/>

### **Pre-Requisites**

The United States Government has instituted a National Incident Management System to standardize the countries response to disasters and other emergencies. The Incident Command System (ICS) describes the chain-of-command and organizational structure of managing emergencies. Completion of courses in ICS is required by employers and is necessary to receive reimbursement from the Federal Government when a federal declaration of a disaster has been obtained. Courses in the



graduate program build on this foundational knowledge. Therefore, students wishing to be admitted to the MSDPEM degree must have completed these four courses prior to admission. They are offered free of charge, on-line, from the Federal Emergency Management Institute:

<http://www.training.fema.gov/IS/NIMS.asp>

The required pre-requisite ICS courses include:

- Introduction to Incident Command System (ICS – 100) There are several discipline specific ICS-100 courses. Students need only complete one and should choose the one most relative to their career goals.
- Incident Command System (ICS – 200) for Single Resources and Initial Action Incidents
- Incident Command System (ICS – 700) Introduction to the National Incident Management System
- Incident Command System (ICS – 800) Introduction to the National Response Framework

In addition to the Incident Command System prerequisites, students must have current Core and Basic Disaster Life Support certifications. Information regarding these certifications can be obtained from the Regional Center for Disaster Life Support in the College of Nursing and Health Professions, American Medical Association or the National Disaster Life Support Foundation.

#### **Arkansas State University Requirements**

- **Completion of MSDPEM Core Courses (21 hours)**

<b>21 Hours</b>	<b>MSDPEM Core Requirements</b>	
3	DPEM 6103	Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management
3	DPEM 6113	Theory Development in Disaster Preparedness and Emergency Management
3	DPEM 6123	Research Design and Methodologies in Disaster Preparedness and Emergency Management
3	DPEM 6133	Ethics and Legal Considerations in Disaster Preparedness and Emergency Management
3	DPEM 6143	Global Perspectives in Disaster Preparedness and Emergency Management
3	DPEM 6153	Crisis Communication in Disaster Preparedness and Emergency Management
3	DPEM 6163	Managing Incidents in Disaster Preparedness and Emergency Management

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- Completion of MSDPEM Emphasis requirements (21 hours)

<b>21 Hours</b>		
9 hours Emphasis 5000 – 6000 Level	In consultation with their advisor, students select courses within one area of emphasis.	See emphasis courses in DPEM listed below. Total of 9 hours required.
6 hours Practicum 6000 level	In consultation with their advisor, students select courses within the practicum courses.	See practicum courses in DPEM listed below. Total of 6 hours required.
6 hours	DPEM 665V (1-6 hours)	Internship, Thesis or Research Project at the direction and with permission of the faculty. Total of 6 hours required.

#### **Select 9 hours from these Emphasis Courses in DPEM**

- DPEM 5513 Incident Command System (ICS) Instructor Course
- DPEM 5523 Law Enforcement Protection Instructor Course
- DPEM 5533 All Hazards Awareness Instructor Course
- DPEM 5543 Teaching Emergency Response
- DPEM 5613 Radiological Emergencies
- DPEM 6563 Leading Hospital Response to Mass Casualties Instructor Course
- DPEM 6573 Complex Radiological Emergencies
- DPEM 6213 Informatics in Disaster Preparedness and Emergency Management
- DPEM 6223 Epidemiology of Disasters
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management
- DPEM 6273 Vulnerable Populations in Disasters
- DPEM 6543 Pandemic Planning
- DPEM 6553 Leading Hospital Response to Mass Casualties

#### **Select 6 hours from these Practicum Courses in DPEM**

DPEM 661V Seminar Topics in Disaster Preparedness and Emergency Management (1 -3 credit hours)

DPEM 662V Research Assistant (1-3 credit hours)

DPEM 6631 Disaster Preparedness and/or Emergency Management Conference Presentation (1 credit hour)

DPEM 6643 Practicum Experience – 60 contact hours

**Total Hours for MSDPEM: 42**

**Full Time – 18 - 24 months**

#### **7 Modules**

The MSDPEM program is designed by 7 modules. Each module will contain 2 courses and students can enter the program in any module. The Internship, Thesis or Project will be completed in Module

VII regardless of the module in which they entered the program. Module VII will be taken after the student completes the other 6 modules, regardless of the order in which they were taken. Each module will be 7 weeks duration. Four to five modules/calendar year will be offered. Should a student choose to take only one course of a module, they can take the remaining course the next time that module is offered.

### **Module I – Theoretical Framework for Disaster Preparedness and Emergency Management**

#### **Core Course(s)**

- DPEM 6113 Theory Development in Disaster Preparedness and Emergency Management

#### **Emphasis Course(s)**

- DPEM 6223 Epidemiology of Disasters

OR

Practicum Courses 1-3 hours

### **Module II – Communication in Disaster Preparedness and Emergency Management**

#### **Core Course(s)**

- DPEM 6153 Crisis Communication in Disaster Preparedness and Emergency Management

#### **Emphasis Course(s)**

- DPEM 6213 Informatics in Disaster Preparedness and Emergency Management

OR

Practicum Courses 1-3 hours

### **Module III – Management Principles in Disaster Preparedness & Emergency Management**

#### **Core course**

- DPEM 6163 Managing Incidents in Disaster Preparedness and Emergency Management

#### **Emphasis Course (choose 1 course)**

- DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management
- DPEM 6553 Leading Hospital Response to Mass Casualties

Or

Practicum Courses 1-3 hours

### **Module IV – Research Topics in Disaster Preparedness and Emergency Management**

#### **Core Course(s)**

- DPEM 6123 Research Design and Methodologies in Disaster Preparedness and Emergency Management

#### **Emphasis Course(s)**

- DPEM 6273 Vulnerable Populations in Disasters

OR

Practicum Courses 1-3 hours

May take Internship, Project or Thesis hours after completing this module

### **Module V – Humanitarian Perspectives in Disaster Preparedness and Emergency Management**

Core Course(s)

- DPEM 6143 Global Perspectives on Disaster Preparedness and Emergency Management
- DPEM 6133 Ethics and Legal Considerations in Disaster Preparedness and Emergency Management

OR

Practicum Courses 1-3 hours

**Module VI – Collaboration in Disaster Preparedness & Emergency Management**

Emphasis Courses (Choose 2)

- DPEM 5613 Radiological Emergencies
- DPEM 6103 Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6543 Pandemic Planning

OR

Practicum Courses 1-3 hours

**Module VII – Internship, Research Project or Thesis**

- DPEM 665V (1-6 HOURS)

**8. FACULTY**

**List the names and credentials of all faculty teaching courses in the proposed program. (For associate and above: A minimum of one full-time faculty member with appropriate credentials is required.)**

**Total number of faculty required (number of existing faculty, number of new faculty). For new faculty provide the expected credentials/experience and expected hire date.**

**For proposed graduate programs provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date.**

Existing Faculty:

Deborah J Persell, PhD, RN, APN Associate Professor, PhD in Nursing Homeland Security; Certified in Incident Command System 100, 200, 300, 400, 700 & 800; REAC/TS; HAZMAT Awareness through Technician; Research Fellowship at the Radiation Effects Research Foundation in Hiroshima, Japan; Coordinator of the Regional Center for Disaster Preparedness Education; Vice-Chair of the Academic Review Committee for the National Disaster Life Support Education Consortium; Member of the nursing research committee for the World Association of Disaster and Emergency Medicine; Member of the Advisory Board to the EnRICH project, a pan-Canadian project on the underserved and disaster response; researcher in disaster related projects.

Brent Cox, BS in Emergency Management & Administration, MS in Homeland Security & Emergency Management student – degree completion 2012

Debbie Shelton, MSN, RN, APN current PhD student; Faculty for the Regional Center's Disaster Life Support courses, Certified in ICS 100, 200, 300, 400, 700 & 800; researcher in disaster related projects; International health care provider

Paige Wimberley, PhD (c), RN; Faculty for the Regional Center's Disaster Life Support courses

Nonie Wiggins, EdD (c), RN; Faculty for the Regional Center's Disaster Life Support courses

New Faculty:

One 12 month faculty will be hired July 1, 2011 with at minimum a master's degree and credentials in BDLS, ADLS and certifications in ICS.

One 9 month faculty will be hired Aug 15, 2012 with credentials as noted above.

Other adjunct faculty may be contracted as necessary dependent upon enrollment and content expertise.

## **9. DESCRIPTION OF RESOURCES**

**Current library resources in the field**

**Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)**

**New resources required, including costs and acquisition plan**

Because the College of Nursing and Health Professions' School of Nursing and Department of Social Work, the College of the Humanities and Social Sciences' Departments of Criminology, Political Science, and Sociology as well as the College of Communications' Department of Radio/TV have been sponsors of the minor in Homeland Security and Emergency Management, multiple resources for this degree program already exist on the ASU Jonesboro campus.

The College of Nursing and Health Professions has sufficient classroom space to support these new programs. With the addition of Smith Hall (90 and 45 seat classroom) and the new Donald W Reynolds Center for Health Sciences (5 new classrooms) to the existing CNHP building (9 classrooms), scheduling state of the art classrooms for these programs will not be a problem. The college also supports two computer labs in addition to complementary labs as noted below. Student study rooms are also available for these students.

Equipment and supplies routinely utilized by the Regional Center to offer the Disaster Life Support courses will compliment and supplement this new program. These include: Purified Air Respirators, Level B HAZMAT suits, pairs of steel toed boots and other level C boots, quantities of chemical tape, auto-injectors for nerve agents, smallpox needles, full face masks, high-fidelity mannequins, triage tarps, bull horns and other radio communications, triage mannequins and many other supplies unique to disaster response.

Library resources have been developed, including access to the U.S. Naval Digital Database for Homeland Security. Professional simulation exercises have been purchased for high-fidelity mannequins in the clinical learning laboratory in CNHP.

The College of Nursing and Health Professions has a research laboratory in the Arkansas Sciences Bioscience Institute. Students in the master's program may participate in disaster related research in this facility. Current research there includes studying the allostatic impact of disasters on children's overall well being by analyzing salivary cortisol, IgA and alpha amylase.

## **10. NEW PROGRAM COSTS – Expenditures for the first 3 years of program operation**

**New administrative costs****Number of new faculty (full-time and part-time) and costs****New library resources and costs****New/renovated facilities and costs****New instructional equipment and costs****Distance delivery costs (if applicable)****Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.)****No new costs (Explain)**

New costs to support all of the degree programs over two years include two new faculty lines (\$212,625) and adjunct faculty (\$49,000).

Faculty costs – One new 12 month FTE in year one plus FB to support additional coursework at all levels (\$121,500). One 9 month faculty line in year two plus FB (\$91,125). Adjunct faculty costs are estimated at \$49,000 in year 2. The remainder of the program will be supported by existing faculty. Total costs in year two: \$261,625.

Library Resources are sufficient. – Because of the minor in homeland security and emergency management, the library resources are already in progress. Research literature appropriate to graduate education will be added through annual purchase requests.

New Instructional equipment will be minimal and purchased by the college with infrastructure and other funds. Because of the teaching activities of the Regional Center for Disaster Preparedness, specialized equipment has already been purchased.

Distance Delivery costs – Current distance delivery modalities used in the disaster courses are already taught at ASU. Blackboard, including the use of Tegrity (or other distance education instructional platforms) will be integral to the success of the masters program. Travel costs for practicum experiences are the responsibility of the student.

Disaster Preparedness Learning Center – There will be repurposed space devoted exclusively to disaster preparedness education. All of the nursing disaster courses are already taught in the same classroom/equipment space (CNHP 504). This space is located in the College of Nursing and Health Professions building. This building is currently undergoing renovation. Proposed renovations for this classroom include current student desks be replaced with tables and chairs that can be moved to form small groups to facilitate tabletop exercises. A reconfiguration of the space also includes storage shelves along the concrete block wall so that the equipment needed for decontamination and other drill exercises is organized and readily available to students.

The college has funds for start-up research and funding for faculty who may need enhanced credentials or travel to disseminate research results. There is existing equipment in the college that will be utilized by this program as well as classroom and lab spaces.

## 11. SOURCES OF FUNDING – Income for the first 3 years of program operation

Reallocation from which department, program, etc.

Tuition and fees (projected number of students multiplied by tuition/fees)

State revenues (projected number of students multiplied by state general revenues)

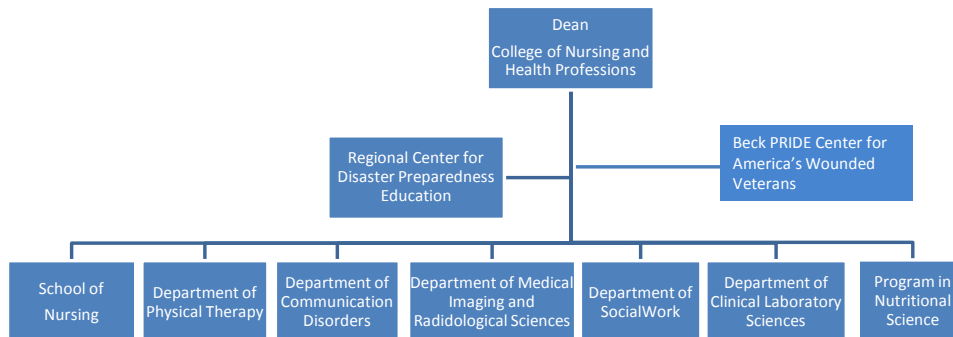
Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

Tuition will be the primary source of income for program operation. (Tuition and fee structure is pending discussion with the provost.)

## 12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

Proposed program will be housed in (department/college)

The programs will be housed in the College of Nursing and Health Professions, specifically located in the Regional Center for Disaster Preparedness Education.



## 13. SPECIALIZED REQUIREMENTS

Specialized accreditation requirements for program (name of accrediting agency)

Licensure/certification requirements for student entry into the field

**Provide documentation of Agency/Board approvals (education, nursing--initial approval required, health-professions, counseling, etc.)**

There are no accreditation requirements for programs in Disaster Preparedness. However, this program can be accredited under the National Association of Schools of Public Affairs and

Administration. The chair of the Political Science Department, Dr. Richard Wang (Dr. Will McLean, summer 2011) have agreed to assist in this process. The self study and accreditation process will begin upon approval of the degree program by Arkansas Dept. of Higher Education.

There is an optional accreditation process for programs in Emergency Management. This program is being designed to be eligible to apply for accreditation in Emergency Management.

There are currently two-levels of certification available for Emergency Management. Graduates from this program should be able to write for the highest certification level as long as they are employed in the field of emergency management. ASU students already licensed as a Registered Nurse and employed as a nurse would be required to maintain their nursing licensure. There are no current certifications in nursing required for this degree. It is essentially a new degree with few certification opportunities.

#### **14. BOARD OF TRUSTEES APPROVAL**

**Provide the date that the Board approved the proposed program**

May 2011

#### **15. SIMILAR PROGRAMS**

**List institutions offering program**

**Proposed undergraduate program – list institutions in Arkansas**

**Proposed master's program – list institutions in Arkansas and region**

**Proposed doctoral program – list institutions in Arkansas, region, and nation**

**Why is proposed program needed if offered at other institutions in Arkansas or region?**

No other university in the state offers a degree in Disaster Preparedness and Emergency Management. Arkansas Technical University (ATU) offers a Bachelor's degree in Emergency Management (it also has an undergraduate minor in emergency management) and has a Master's degree in Emergency Management and Homeland Security. Homeland security is a broader concept than disaster preparedness. ASU's proposed degrees therefore, are more specific to disasters and the management of disasters and other emergencies. In addition, many of the courses to be offered at ASU have a healthcare component that is not addressed by ATU.

Conversations between ATU and ASU have occurred regarding the degree proposals. The Interim Head of ATU's Department of Emergency Management has expressed verbal support of this application and noted there is a need for additional academic programs in the field. He indicated ATU has a strong concentration in corporate homeland security. ASU's emphasis is health care. A copy of the proposed curriculum has been provided to ATU for their comment and input. A verbal agreement was made to continue the conversation and explore areas of collaboration.

The geographic location of ASU also generates interest and need for these degrees in our region. The university is located along the New Madrid fault line; some authorities indicate the probability of a major earthquake in this area is 50% in the next 15 years. In addition, the Federal Emergency Management Agency indicates within the last 10 years there have been over 11 federally declared disasters or emergencies in the counties of Northeast Arkansas.

A copy of the written notification submitted to other institutions is pending.

#### **16. DESEGREGATION**



**State the total number of students, number of black students, and number of other minority students enrolled in related degree programs (if applicable)**

There is no applicable degree program related to these degrees. Using general demographics at the Jonesboro campus, headcount by ethnicity is 17.5% African American, 0.5% American Indian, 0.7% Asian American and 1.1% Hispanic American. The rest of the student population is White American or ethnicity unknown. Nonresident aliens comprise 0.6% of the student body.

Arkansas State University has a robust recruitment and retention plan for minority undergraduate students. Admissions staff travels throughout the Delta region of Arkansas, Tennessee, Mississippi and Missouri for high school and community college visits and college fairs. Additionally, they visit with local students from the migrant community through an area cooperative. The Admissions staff meets with junior high and high school students through TRIO programs and the Discover Diversity Leadership Conference. Recruitment has also occurred through the Arkansas State University website and "word of mouth" to date. Qualified applications have exceeded the number of available positions in degrees programs offered by the College of Nursing and Health Professions. Therefore, these strategies have been successful and the recruitment plan for students from underrepresented groups and disadvantaged backgrounds will incorporate the same strategies.

**17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

Formal agreements between clinical agencies and Arkansas State University will be developed prior to placing students with the agency. These agreements are routinely utilized within the College of Nursing and Health Professions (CNHP) for all clinical or practicum experiences. Signed copies of agreements will be maintained by the office of the Dean of CNHP.

**18. ADDITIONAL INFORMATION REQUESTED BY ADHE STAFF**

**APPENDIX I**  
**Existing Faculty Curriculum Vitas**

## **Curriculum Vitae**

### **I: Name**

Deborah J. Persell, PhD, RN, APN

### **II: Credentials**

Ph.D. in Nursing with a concentration in Homeland Security at UT, Knoxville  
Pediatric Nurse Practitioner (NAPNAP)  
APN Licensure in the state of Arkansas ((A01576)  
24-Hour HAZMAT Technician (IP04190624TC01)  
Hospital Decontamination Certificate (UT042606HOS16)  
Basic Disaster Life Support Instructor  
Advanced Disaster Life Support Instructor

### **III: Current Faculty Appointment**

Associate Professor of Nursing, tenured

### **IV: Current and Previous Employment**

#### **a. Academic:**

**Arkansas State University**, Associate Professor of Nursing & Director of Regional Training Center for Disaster Life Support, February 2001 to present

**University of Michigan**, Clinical Faculty in the Pediatric and Family Nurse Practitioner Program, August 1998 – December 2000

**Tennessee State University**, Assistant Professor of Nursing (FNP program), May 1997 – July 1998

**Iowa Health Systems**, Advanced Practice Faculty Institute for Collaborative Clinical Education, Aug. 1992 - Jan. 1997

**Iowa Methodist School of Nursing**, Faculty, 1993-1997

**Harford Community College**, Clinical Instructor, 1981 - Jan. 1992

**Mid-America Nazarene College**, Assistant Professor of Nursing, 1980 - 1981

#### **b. Practice:**

**Private Practice**, University of Michigan Health Systems, Brighton Pediatric Practice. Winter 2000

**Private Practice**, Dr. Stephens. February 1999 – June 2000

**United Neighborhood Health Services**, Cayce Center – December 1997 – August 1998

**Maternal Child Health Projects** Pediatric Nurse Practitioner, Summer 1993 - December 1996

**Sinai Hospital of Baltimore**, MCH Instructor in Staff Development, Jan. 1992- August 1992

**Franklin Square Hospital Center**, Staff Nurse (PRN Pool), 1990 - Jan. 1992

**Department of the Army**, Parenting class instructor, 1987-1988

**Humana Corporation Staff Nurse (PRN Pool) 1981**

Job Description: Direct patient care with occasional charge nurse duties.

**Associate of Dr. Pommerenke 1981 Pediatric Nurse Practitioner**

Job Description: Functions of a Pediatric Nurse Practitioner in the practice of a Family Practice.

**US Public Health Service at Arkansas Dept. of Health**, Pediatric Nurse Practitioners 1978 - 1980

**Indian Health Service at Shiprock**, Student Nurse Practitioner, New Mexico 1978

**Johnson county Health Department**, Public Health Nurse 1976 – 1977

**Olathe Community Hospital**, Graduate Nurse/R/N., 1976

**V: Education**

University of Tennessee, Knoxville 2005-2008  
Ph.D.

University of Missouri at Kansas City 1977-1978  
MSN (Pediatrics)  
Troost Ave.  
Kansas City, Missouri

University of Kansas at Kansas City 1974-1976  
BSN  
Rainbow Blvd.  
Kansas City, Kansas

Mid-America Nazarene College 1971-1974  
Pre-Nursing

**VI: Awards and Honors**

Alumni Academic Nurse of the Year, University of Missouri-Kansas City, 2010

ASU College and University Faculty Service Award, 2009

Martha E. Rogers Excellence in Scholarship Award from the University of Tennessee, College of Nursing, May 8, 2008.

Outstanding Dissertation Award from Sigma Theta Tau International, Gamma Chi Chapter, Knoxville, TN, 2008.

Who's Who Among Students In American Universities & Colleges, The University of Tennessee, College of Nursing, 2008.

Research fellowship in Japan at the Radiation Effects Research Foundation & Hiroshima International Council for the Care of the Radiation Exposed Hiroshima, Japan, June 3-29, 2007

Citation for Extraordinary Professional Promise, University of Tennessee, Knoxville, 2007

Research & Scholarship Activity Award, College of Nursing and Health Professions at Arkansas State University, 2006

April 2002 Sigma Theta Tau International, Eta Theta Chapter Excellence in Nursing Scholarship Award

April 2002 College of Nursing and Health Professions Research and Scholarship Award

May 1999 Tennessee State University, Outstanding Faculty Award, MSN Class of 1999 Scholarship

Graduate Scholarships:

Fall 2006 Betty Jo McAfee Greene Scholarship, college of Nursing, University of Tennessee, Knoxville

Summer 2006 Professional Nurse Traineeship, University of Tennessee, Knoxville

Fall 2005 Professional Nurse traineeship, University of Tennessee, Knoxville

August 1978 Grant -- National Health Service Corps/U.S. Public Health Service

August 1978 -- Professional Traineeship -- University of Missouri at Kansas City

August 1978 -- University of Missouri at Kansas City

**VII: Publications:**

**Dissertation**

**Persell, D. J.** (2008). The Experience of Faith-Based Disaster Response; A Qualitative and Quantitative Analysis, March 2008, Knoxville, TN: The University of Tennessee, College of Nursing.

**Published Abstracts**

**Persell, D.J.** & Speraw, S. (2010). Lessons Learned from Faith Based Disaster Response following Hurricane Katrina. Prehospital and Disaster Medicine, Vol 25 (1S): s50.

**Persell, D.J.** & Speraw, S. (2010) Impact of Faith-Based Disaster Response on Staff. Prehospital and Disaster Medicine, Vol 25 (1S): s79.

**Journals**

**Persell, D. J.** & Speraw, S. (2008) Toward a Theory of Homeland Security Nursing. Journal of Homeland Security and Emergency Management, 5(1), Article 12. Publishing Company. Pp 111-124.

**Persell, D.** & Robinson, C. (2008). Detection and Early Identification in Bioterrorism Events. Family and Community Health, 31(1): 4-16.

Chen, S-L., Brown, J., Mefford, L., de la Roche, A., & **Persell, D. J.** (2007). A Grounded Theory Study

of Elders' Decisions to Enter Assisted Living Facilities. *Journal of Housing for the Elderly*, 21(3).

Young, C. and **Persell, D. J.** (2004). Biological, chemical and nuclear terrorism readiness: major concerns and preparedness of future nurses. *Disaster Management & Response*. 2(4):109-114.

Stokes, E. N., Gilbert-Palmer, D., Skorga, P., Young, C., & **Persell, D. J.** (2004). Chemical Agents of Terrorism: Preparing Nurse Practitioners. *The Nurse Practitioner* 2004 (29(5):30-41.

Skorga, P., **Persell, D.**, Arangie, P., Gilbert-Palmer, D., Winters. R., Stokes, E. N. & Young, C. (2003). Caring for Victims of Nuclear and Radiological Terrorism. *The Nurse Practitioner* 2003; 28(2):24-43.

**Persell, D. J.**, Arangie, P., Young, C., et al. (2001). Preparing for Bioterrorism: Category A Agents. *The Nurse Practitioner*. December 2001 Vol 26, No 12.

**Persell, D. J.**, Arangie, P., Young, C., et al. (2002). Preparing for Bioterrorism. *Nursing* 2002. February 2002. Vol 32, No 2.

### **Books and Chapters**

**Persell, D. J.** (2006). Local Church Disaster Response Team Instructor Manual. Kansas City, MO: Nazarene Disaster Response.

**Persell, D. J.** (2006). Local Church Disaster Response Team Participant Manual. Kansas City, MO: Nazarene Disaster Response.

**Persell, D. J.** (2006). Local Church Disaster Response Team Course Presentation Materials. Kansas City: Nazarene Disaster Response.

Anderson, A., Bradshaw, W., Eschiti, V., Fruechting, S., Krumm, S., Momeyer, M., O'Neal, C., **Persell, D.**, Schnetter, V., Smith, B., White, C., & Williams, J. (2005). CliffsTextPrep: NCLEX- PN. Hoboken, New Jersey: Wiley Publishing, Inc.

Anderson, A., Bradshaw, W., Eschiti, V., Fruechting, S., Krumm, S., Momeyer, M., O'Neal, C., **Persell, D.**, Schnetter, V., Smith, B., White, C., & Williams, J. (2005). CliffsTextPrep: NCLEX-RN. Hoboken, New Jersey: Wiley Publishing, Inc.

### **Films**

**Persell, D. J.** (2006). Safe Teams First: First Aid Video for Disaster Response. Kansas City: Nazarene Disaster Response in cooperation with Jonesboro, AR, Arkansas State University Radio and Television in cooperation with the College of Nursing.

**Persell, D. J.** (2006). Local Church Disaster Response Team Course Presentation Materials. Kansas City, MO: Nazarene Disaster Response.

## **VIII. Presentation at Learned Forums:**

**Persell, D.** (2010). Keynote Address: The Use of Simulation in Disaster Education. Tennessee Simulation Conference. November 4-5. Nashville, TN.

**Persell, D.** (2010). Lessons Learned from the College of Nursing and Health Professions Involvement in

the University's Response to H1N1. Association of Schools of Allied Health Professions 2010 Annual Conference: Through an Interdisciplinary Looking Glass: Achieving Quality Outcomes Through Research, Education, And Practice, October 20-22, 2010. Charlotte, NC.

Speraw, S. & **Persell, D.** (2010). Unsung Heroes: Disabled Responders to the Rescue following Hurricane Katrina. International Institute for Qualitative Methodology's 2010 "Qualitative Health Research" Conference. October 3-5. Vancouver, B.C.

**Persell, D.** (2010). Lessons learned from faith-based disaster response Following hurricane Katrina. International Preparedness & Response to Emergencies & Disasters. January 11-14, Tel Aviv, Israel.

**Persell, D.** (2009). Partnering with Faith-Based Organizations During Disaster. 16<sup>th</sup> World Congress on Disaster and Emergency Medicine. May 12-15, 2009, Victoria, British Columbia, Canada.

**Persell, D.** (2008). The Experience of Faith-Based Disaster Response After Hurricanes Katrina and Rita. 4<sup>th</sup> Qualitative Health Research Conference, October 3-6, 2008, Banff, Alberta, Canada.

Speraw, S., **Persell, D.**, Fiske, B., & Lee, J. (2007). Nursing Diagnosis Formulations for Multidisciplinary Communication in Emergency Preparedness and Disaster Response. Nursing Diagnosis Utilization for Multi-Disciplinary Communication in Emergency Preparedness. 6<sup>th</sup> European Conference of the Association of Common European Nursing Diagnoses, Interventions and Outcomes, April 19-21, Amsterdam, The Netherlands.

**Persell, D. J.** (2007). Teaching Strategies to Increase Nursing Knowledge and Competence in Disaster Management. Nurses at the Forefront: Dealing with the Unexpected. The International Council of Nurses International Conference: May 27-June 1, 2007, Yokohama, Japan.

**Persell, D. J.** (2007). The Nurse' Role in Disaster Response Preparedness. Greensboro Area Health Education Center. October 19, 2007, Greensboro, North Carolina.

**Persell, D. J.** & Young, C. (2006). In Search of Best Practices for Teaching Disaster Preparedness. 17<sup>th</sup> International Nursing Research Congress Focusing on Evidence-Based Practice. July 19-22, 2006. Montreal, Quebec, Canada.

Young, C. & **Persell, D. J.** (2006). Emerging Trends: Barriers to Disaster Preparedness and the Human Element. 17<sup>th</sup> International Nursing Research Congress Focusing on Evidence-Based Practice. July 19-22, 2006. Montreal, Quebec, Canada.

**Persell, D. J.** (2006). Homeland Security Nursing: a new nursing specialty for a New generation of nurses" Arkansas State Student Nurses Association Convention, October 12 & 13, 2006. Hot Springs, AR.

**Persell, D. J.** (2006). Disaster Preparedness for the School Nurse. 5<sup>th</sup> Annual Conference for School Nurses. June 14, 2006, Knoxville TN.

Chen, S-L., Brown, J., Mefford, L., de la Roche, A., & **Persell, D. J.** (2006). A Grounded Theory Study of elders' Decisions to Enter Assisted Living Facilities. Gamma Chi chapter – Sigma theta Tau International Annual Research Day, March 15, 2006. Knoxville, TN.

Cole, S., Bem, L., Broyles, T., & **Persell, D.** (2006). Hurricane Katrina: A Critical Analysis of the disaster Response. Gamma Chi chapter – Sigma Theta Tau International Annual Research Day, March 15, 2006. Knoxville, TN.

- Persell, D. J. & Young, C. F. (2005).** Is My child Care Center Ready to Respond to A Disaster? 35<sup>th</sup> Annual Early Childhood Education Conference. August 1-3, 2005. Jonesboro, AR.
- Persell, D. J. & Young, C. F. (2005).** Biopharmaceuticals Utilized in Treating Victims of Biological, Chemical, and Nuclear Terrorism: Arkansas' Social and Economic Readiness. 16<sup>th</sup> International Nursing Research Congress. July 14-16, 2005. Waikoloa Hawaii.
- Young, C. F. & Persell, D. J. (2005).** Bridging Learning Barriers Related to Terrorism/Disaster Preparedness. 16<sup>th</sup> International Nursing Research Congress. July 14-16, 2005. Waikoloa Hawaii.
- Persell, D. J. & Young, C. F. (2005).** Biological, Chemical and Nuclear Terrorism Readiness of Health Professionals in Arkansas. Arkansas Department of Health Grand Rounds. March 24 2005. Little Rock, AR.
- Persell, D. J. & Young, C. F. (2005).** Biopharmaceuticals Utilized in treating Victims of Biological, Chemical, and Nuclear Terrorism: Arkansas' Social and Economic Readiness. Eta Theta Chapter Educational Meeting. January 24, 2005 Jonesboro, AR.
- Persell, D. J. & Young, C. F. (2004).** Phases of Professional Recovery from Terrorism. Sigma Theta Tau Tri-Chapter Research Day, Nursing Research and Future Outcomes. April 8, 2004, Jonesboro, AR.
- Persell, D. J. & Young, C. F. (2004).** Terrorism Preparedness for a New Generation of Health Care Providers. Third International Conference of the Post FIPSE-EU Consortium. July 10-13, 2004, Washburn University, Topeka, KS, USA.
- Persell, D. J. & Young, C. F. (2004).** Caring for Victims of Terrorism: A topic for the curriculum. NLN Education Summit 2004: Excellence and Innovation in Nursing Education. September 30-October 2, 2004, Orlando FL.
- Persell, D. J. & Young, C. F. (2004).** Disaster Care in BSN Education Three Years After 9/11. American Association of Colleges of Nursing 2004 Baccalaureate Education conference. November 11- 13, 2004 Sunny Isles Beach, FL.
- Persell, D.J., Wimberley P, & Hall C. (2004).** Recommendations for Faculty Workload at a State University (Poster Presentation). American Association of Colleges of Nursing 2004 Baccalaureate Education Conference. November 11-13, 2004 Sunny Isles Beach, FL.
- Persell, D. J. & Young, C. (2003).** Leading Nursing Students When the Environment is Terrorism 37<sup>th</sup> Biennial Convention of the Honor Society of Nursing, Sigma Theta Tau International, November 1-6, 2003, Toronto, Ontario, Canada.
- Persell, D. J. & Young, C. (2002).** "Inappropriate fear: A need for student centered learning related to caring for victims of terrorism" AACN Baccalaureate Education Conference, November 14-16, 2002 Orlando, Florida.
- Persell, D. J. (2002).** "Terrorism: When The Victims Are Children" 9<sup>th</sup> Annual Pediatric Nursing Conference, November 7-8, 2002, Children's Medical Center, Akron, Ohio.
- Persell, D.J. (2001).** Arkansas Nurses Association, October 2001, Little Rock, AR. "Clinical Preceptors: Nurses Caring for the Next Generation."



**Persell, D.J.** (1998). TSU Nursing Research Day, March, 1998, Nashville, TN "The Credentialing of Preceptors: does the process guarantee a quality clinical experience?"

**Persell, D. J.** (1997) "Biblical Perspectives on Health" October, 1997 Women's Retreat, Goodlettsville Church of the Nazarene at Gatlinburg, TN.

## **IX: Grants**

2010 -- Arkansas Department of Health, Disaster Life Support Course Training for Arkansas Medical Reserve Corps, \$20,000

2010 -- Arkansas Biosciences Institute, \$5,000; School of Nursing, ASU, \$2,500; Regional Center for Disaster Preparedness Education \$1000 and Office of the Dean, College of Nursing and Health Professions \$3000 for a total of \$12,000 for Phase 1 (pilot project) of The allostatic impact of socioeconomic status (SES) and environmental disasters on the well being of children in the Mississippi Delta region of Arkansas.

2007-2008 -- Arkansas State University Faculty Research \$3450

2007 – 2008 -- Vollman Fund with matching funds from Arkansas State University total \$1500

2006 -- \$3455 Special Project Award from Academic Affairs, ASU for Disaster course.

2005 -- \$5000 Special Project Award from College of Nursing and Health Professions for disaster course development, analysis of data, and report of findings.

2005 -- \$8000 Reducing Anxieties & Concerns of Health Care Professions & Students Who May Care for Victims of Terrorism. CDC Cooperative Agreement No. U90/CCU616074-05 "Public Health Preparedness and Response for Bioterrorism." Funded through Arkansas Department of Health.

2005 -- \$10,000 (\$8,000 in two technical service contracts and up to \$2,000 of mailing lists, travel, etc.) Biopharmaceuticals Utilized in Treating Victims of Biological, Chemical and Nuclear Terrorism: Arkansas' Social and Economic Readiness. CDC Cooperative Agreement No. U90/CCU616074-05 "Public Health Preparedness and Response for Bioterrorism." Funded by Arkansas Department of Health.

2004 -- \$500. Office of the Dean of the College of Nursing and Health Professions. Concerns and Learning Needs of Nursing Students in Caring for victims of terrorism.

## **X: Professional and Community Services (Memberships & Offices)**

**Review of chapters for three new textbooks** for Thomson Learning and Pearson Education. The focus of the books was a generic pediatric text, a pediatric case study text, and a disaster nursing text.

**Review of articles for publication in the *Journal of Family and Community Health*.** Focus of articles was disaster nursing.

### **Professional organizations & committees**

H1N1 Incident Commander for Arkansas State University, 2009-1010

NE Arkansas Director of Nazarene Disaster Response, 2008 – present

Work-group member of Craighead County Emergency Management Task Force, 2008 – present

Work-group member of National Disaster Life Support Education Consortium – 2007 – present

Member of National Disaster Life Support Education Consortium

Vice-Chair of the Academic Review Committee – 2009 – present

Member, World Association of Disaster and Emergency Medicine

Member of Nursing Section, Member of Nursing Research Committee –  
2008 –present

Member, Craighead County Emergency Management Task Force – 2008

- present

Member, Northeast Arkansas Hospital Preparedness Committee --- 2008

- present

President, Eta Theta Chapter of Sigma Theta Tau International 2005 –  
2006

President elect, Eta Theta Chapter of Sigma Theta Tau International  
2004-2005

Secretary, Eta Theta Chapter of Sigma Theta Tau International 2002-2004

Member Eta Theta & Gamma Phi Chapters of Sigma theta Tau 2002 –  
present

International Member, National League of Nursing

Member, National Organization of Nurse Practitioner Faculty – 2005 –  
2009

Branch Director/Group Leader for the Health & Medical response to  
disasters at Arkansas State University – 2008 - present

Compassionate Ministries International, Nazarene Disaster Response

January, author and teacher of local church disaster response curriculum 2006 – present

Member of Board of Directors, Our Kids First, Jonesboro AR. 2003-2004

## **XI. Continued Education:**

### **2010**

Tennessee Simulation Conference. November 4-5. Nashville, TN.

Association of Schools of Allied Health Professions 2010 Annual

Conference: Through an Interdisciplinary Looking Glass: Achieving Quality Outcomes Through  
Research, Education, And Practice, October 20-22, 2010. Charlotte, NC.

International Institute for Qualitative Methodology's 2010 "Qualitative  
Health Research" Conference. October 3-5. Vancouver, B.C.

International Preparedness and Emergency Response, January 11-14, Tel  
Aviv, Israel.

Self Assessment Examination, Pediatric Nurse Certification Board

CNHP/SON faculty development

Basic and Advanced Disaster Life Support courses

**2009**

16<sup>th</sup> World Congress on Disaster and Emergency Medicine. May 12-15, 2009, Victoria, British Columbia, Canada.

14<sup>th</sup> Qualitative Health Research Conference, October 3-6, 2008, Banff, Alberta, Canada.

Self Assessment Examination, Pediatric Nurse Certification Board  
CNHP/SON faculty development

**2007**

6<sup>th</sup> European Conference of the Association of Common European  
Nursing Diagnoses, Interventions and Outcomes, April 19-21, Amsterdam, The Netherlands.  
The International Council of Nurses International Conference: May 27  
June 1, 2007, Yokohama, Japan.

Greensboro Area Health Education Center. The Nurse' Role in Disaster  
Response Preparedness. October 19, 2007, Greensboro, North Carolina.  
Self Assessment Examination, Pediatric Nurse Certification Board  
CNHP/SON faculty development

**2006**

17<sup>th</sup> International Nursing Research Congress Focusing on Evidence-  
Based Practice. July 19-22, 2006. Montreal, Quebec, Canada.

5<sup>th</sup> Annual Conference for School Nurses. June 14, 2006, Knoxville  
TN.

Sigma theta Tau International Annual Research Day, March 15, 2006.  
Knoxville, TN.

CNHP/SON faculty development

Self Assessment Examination, Pediatric Nurse Certification Board

**2005**

16<sup>th</sup> International Nursing Research Congress. July 14-16, 2005.  
Waikoloa Hawaii.

Eta Theta Chapter Educational Meeting. January 24, 2005 Jonesboro,  
AR.

CNHP/SON faculty development

Basic and Advanced Disaster Life Support courses

Self Assessment Examination, Pediatric Nurse Certification Board

**X. Other**

Numerous television and newspaper interviews

Active local church involvement:

Teach Sunday School

Choir Member

Drama Participant

Revised 9/2010

**Bobby Brent Cox**

**1604 Edgewood Cr**

**Paragould, AR 72450**

**870-215-2328**

**brentcox@paragould.net**

## Education

### Degree:

Associates of Applied Science in Criminal Justice

Associates of Applied Science in General Education

Bachelors of Science in Emergency Administration Management

Masters of Science in Homeland Security and Emergency Management  
(enrolled full time)

### Relevant Certifications:

Certified Healthcare Emergency Professional...Police Officer

Certification... FEMA Professional Development Series... CPR Instructor...Incident Command

System Curricula Instructor... WMD Standardized Awareness Instructor... Homeland Security

Exercise And Evaluation Program Instructor... Crisis Prevention Intervention Instructor... Basic

Disaster Life Support Instructor... Advanced Disaster Life Support Instructor... Drug Abuse

Resistance Education Instructor... Smart Choices Better Chances Instructor... Hospital Emergency

Response Team Instructor... Haz- Mat Technician...Master Exercise Practioner (April 2011).

*See attached documents outlining all certifications.*

*Completed 1895 hours of training*

## Work Experience

April 2006 to  
present

### Arkansas Methodist Medical Center

*Director of Security and Emergency Management.* Responsible

for ensuring personal safety and security of patients, visitors and employees and protection of property and assets; develop, evaluate, implement, and maintain security, safety and emergency preparedness programs, policies, and procedures; provides ongoing education and monitor activities to ensure compliance with all legal requirements; exercises independent judgment in the course of carrying out overall responsibilities. Coordinates Emergency Preparedness Programs; designs, implements and monitors security policies; and serves as liaison between AMMC and public law enforcement, fire, safety, and other appropriate emergency agencies.

January 2003 to  
April 2006

### Arkansas Methodist Medical Center

*Security.* Oversee all off duty officers working for the

Hospital; set schedules; investigate all crimes that occurred on Hospital property.

August 2001 to  
April 2006

### Paragould Police

*Patrolman.* Patrol the city limits of Paragould, AR; answer emergency and non-emergency calls such as but not limited to, domestic disputes, traffic violations, suicide attempts, burglaries, and medical emergencies; arrest suspects based on probable cause or an issued warrant; collect information and write reports, investigate misdemeanor crimes; control the scene of traffic accidents and other crime scenes; DARE Instructor; Field Training Officer.

December 1997 to  
August 2001

### Greene County Sheriff's Department

*Criminal Investigator-Juvenile Division.* Investigated all juvenile and sex-related crimes; assisted other investigators with their work load; testified in court; spoke to community groups of all ages about Arkansas State Laws, drugs, and alcohol-related topics; participated in "Lunch Buddy Program" with local Elementary Schools.

*Deputy.* Patrolled Greene County; answered emergency and non emergency calls; arrested subjects based on probable cause or an issued warrant; collected information and wrote reports; controlled the scene of traffic accidents; member of the Greene County Entry Team.

*Dispatcher.* Operated the Arkansas Crime Information Center Terminal; managed emergency 911 calls; wrote reports; filed and located warrants; collected bond and citation payments; directed deputies to proper locations; answered phones.

*Sgt. Detention Officer.* Managed jailers on duty; booked, fingerprinted, and filed inmate paperwork; made decisions regarding the safety of inmates; performed all other responsibilities of jailor.

*Jailor.* Cared for essential needs of inmates, including food, medical attention, and escorting inmates to their designated location; maintained security of inmates and the Greene County Jail premises.

## Honors

Recipient of Volunteer Award from Project Head Start...Outstanding Achievement Award in Criminal Justice...Loose Caboose Committee Member and three year president...Greene County Community Fund Board...Sunday School Director...Deacon...Leadership Paragould

## References

Available upon request

## Curriculum Vita

### NAME:

Debbie Shelton

### CREDENTIALS:

Advanced Practice Nurse – License #AO1128, AR State Board of Nursing  
Family Practice Nurse – Board Certified, American Nurses Credentialing Center  
Registered Nurse – License #R36313, Arkansas State Board of Nursing  
Controlled Substance Registration, #MS1430331, Drug Enforcement Administration  
Basic Disaster Life Support – Certificate, ASU Regional Training Center  
Advanced Disaster Life Support – Certificate, ASU Regional Training Center  
Disaster Life Support Instructor, Certificate, University of Tennessee, Knoxville  
CPR/AED, American Heart Association ICS 100, 200, 300, 400, 700, 800

### CURRENT FACULTY APPOINTMENT:

Assistant professor

### CURRENT AND PREVIOUS:

#### Academic:

August 2005 – Present

Arkansas State University – Jonesboro, AR  
Assistant Professor of Nursing

August 2005 – August 2009

Instruct, advise, and provide clinical supervision to nursing students. Courses taught: Health Assessment NRS3392, Health Assessment Practicum NRSP3991, Chronic Illness and Rehabilitation NRS4312, Nursing Care Systems V NRSP 4336.

Developed new syllabus, content, and teach materials for senior-level BSN course NRS4312.

August 2009 – August 2010

Developed Clinical Portfolio for clinical students in NRSP 4336.

Serve as academic advisor for 20 BSN students from sophomore through senior level.

Course coordinator for NRSP4336.

Instructor for Basic and Advanced Life Support courses.

Instruct, advise, and provide clinical supervision to nursing student. Courses taught: Advanced Health Assessment NURS 6023, FNP Clinical Management I Practicum NURS 6514, FNP Clinical Management II Practicum NURS 6614, FNP Clinical Management III Practicum NURS 6818, FNP Clinical Synthesis NURS 6753, FNP Clinical Management I NURS 6613.

Development of Clinical Evaluation Tool for NURS 6514, NURS 6614, and NURS 6818.

Development of new clinical course syllabi with grading rubrics for NURS 6514, NURS 6614, and NURS 6818.

Development of Preceptor Orientation Handbook for all FNP preceptors.

Interim FNP Course Coordinator.

### **Practice:**

June 2006 – Present

Coast-to-Coast Medical Stop  
2201 Horizon Drive, West Memphis, AR 72301  
Advanced Practice Nurse, FNP-BC

December 1994 – August 2005

Riverside Clinic  
105 Nathan, Marked Tree, AR 72365  
Advanced Practice Nurse, FNP-BC

May 1990 – December 1994

St. Jude Children's Research Hospital  
Danny Thomas Lane, Memphis, TN 38101  
Staff RN – Bone Marrow Transplant Unit

### **Administrative:**

### **EDUCATION:**

Doctorate in Nursing Practice

University of Tennessee Health Science Center, Memphis –  
Currently enrolled

Post Graduate FNP Certificate

University of Tennessee, Memphis, May 1996

Master of Science in Nursing

Arkansas State University, Jonesboro, May 1995

Registered Nurse Practitioner

Arkansas State University, Jonesboro, May 1990

Bachelor of Science in Nursing

Arkansas State University, Jonesboro, May 1990

### **AWARDS AND HONORS:**

### **PUBLICATIONS:**

Publication #01 *Target: An introduction to emotional intelligence.*

Number of Pages – 18

Journal: Journal of Holistic Nursing (submitted)

## **PRESENTATIONS TO LEARNED FORUMS (ABSTRACTS)**

### **International**

#### Presentation #01

Stories from Vietnam

Shelton, Debbie

Qualitative Health Research

International Institute for Qualitative Methodology

October 2 – 6, 2010

Vancouver, British Columbia, Canada

### **National**

#### Presentation #01

The Use of Simulation in Disaster Preparedness

Shelton, Debbie; Wiggins, Nonie; Wimberley, Paige; Persell, Deborah

3<sup>rd</sup> Annual Simulation Conference

Tennessee Simulation Alliance

November 2 – 5, 2010

Nashville, Tennessee

#### Presentation #02

Target: A Method of Incorporating Emotional Intelligence into Nursing

Shelton, Debbie

Nursing Education Summit 2010

National League of Nursing

September 29 – 30, 2010

Las Vegas, Nevada

#### Presentation #03

Targeting the Senior Nursing Student: An Exercise in Emotional Intelligence

Shelton, Debbie

Drexel University Nursing Education Institute

Drexel University

June 7 – 10, 2007

Miami, Florida

### **Regional**

#### Presentation #01

An Emotional Capstone for Graduating Baccalaureate Students

Shelton, Debbie

Nurse Educator Institute

March 27-31, 2007

Branson, Missouri

### **State**

#### Presentation #01

Alternative Sites in Advanced practice  
Shelton, Debbie  
Arkansas State Nurses Convention  
Arkansas State Nurses Association  
October 12, 2006  
Hot Springs, Arkansas

#### Presentation #02

Target: A Classroom Game in Emotional Intelligence  
Shelton, Debbie  
Sigma Theta Tau Research Day  
Sigma Theta Tau International Honor Society for Nursing  
April 5, 2007  
Jonesboro, Arkansas

### **GRANTS:**

Dean's Grant  
Summer II 2007  
\$3000.00

Development of Clinical Portfolio for NRSP 4336, implemented in Fall 2007

Dean's Grant  
Summer II 2009  
\$5000.00

Development of Clinical Evaluation Tools for NURS 6514, NURS 6614, NURS 6818,  
implemented Fall 2009

Dean's Grant  
Summer I 2010  
\$5000.00

Scholarly writing, submitted to Journal of Holistic Nursing, July 2010

Dean's Grant  
Summer II 2010  
\$5000.00

Development of Preceptor Orientation Handbook, implemented Fall 2010

### **UNIVERSITY GOVERNANCE (Committee Work for the last three years)**

#### Program BSN

Curriculum Committee	Fall 2007 – present
Admission, Progressions & Credit	Fall 2007 – present
<i>Ad Hoc</i> Clinical Evaluation Committee	Fall 2007 - Fall 2009

#### Program MSN

Curriculum Committee	Fall 2009 – Present
Admission, Progressions & Credit	Fall 2009 – Present

#### School

NLNAC Committee, Standard IV	Spring 2010 – Present
Faculty Development Committee	Fall 2006 – Fall 2009



Bylaws/Nominating Committee	Fall 2008 – Present
Library Committee	Fall 2008 – Present
Ad Hoc Goals Committee	Fall 2009 – Fall 2010

College	
Infection Control Committee	Fall 2006 – Fall 2009
Scholarship and Awards	Fall 2009 – Fall 2011
Curriculum Committee	Fall 2009 – Present
Ethics Committee	January 2008

University	
Board of Trustee Faculty Achievement	Fall 2006
Board of Trustee Faculty Achievement	Fall 2010
University Disaster Preparedness Committee	2009 – 2010

### **PROFESSIONAL AND COMMUNITY SERVICES (MEMBERSHIPS & OFFICES):**

2005 – Present	National League of Nurses
2005 – Present	American Nursing Association
2005 – Present	Arkansas Nursing Association
	District 6 Treasurer 2006 – 2009
1995 – Present	Sigma Theta Tau International Honor Society of Nursing
	Eta Theta Chapter President 2008 – Present
2009 – Present	Medical Reserve Corp
2006 – Present	Regional Training Center for Disaster Preparedness Education
2006 – Present	Northeast Arkansas Nurse Practitioner Association
	President Elect 2009
2007 – Present	Arkansas Hospital Preparedness and Emergency Response Committee

### **CONTINUED EDUCATION: (Last Five Years)**

Basic Disaster Life Support – March 6, 2009 (recertification)  
*"Improving Blood Pressure Control in the Older Adult"*, UAMS Center on Aging (1 contact hour)  
 January 13, 2009  
*"Improving Glycemic Control in the Older Adult"*, UAMS Center on Aging (1 contact hour) May 12, 2009  
*"Simple 7 Oral Clinical Evaluation"*, ASU CNHP (1.5 contact hours) May 13, 2009  
*"Healing Health Professionals", "How Professionals Communicate", "A Passion for the Art of Healing"*, ASU CNHP (4 contact hours) August 17, 2009  
*"Triglyceride-Related Residual Risk following Optimal LDL Control"*, Indiana University School of Medicine  
 (2 contact hours) December 8, 2009  
*"New horizons in breast Cancer surgery that may benefit the elderly"*, Suzanne Klimberg, MD. UAMS  
*"Managing prostate health in the aging male."* Graham F. Greene, MD, UAMS  
 Faculty Development Seminar on Communication with Suzanne Gaddis. Arkansas State University. August 18, 2008  
 National Incident Management System courses 100/200/700/800  
 American Heart Association Healthcare Provider Recertification August 19, 2008  
 Introduction to Statistics, Arkansas State University, fall 2008, 3 credit hours  
*"Arkansas BSN Nurse Educator Sharing Day"*. University of Arkansas for Medical Sciences. February 09, 2007 (2 contact hours).  
*"Nurse Educator Institute 2007"* University of Arkansas for Medical Sciences. March 27-29, 2007

(12.25 contact hours).

*"Faculty Development Seminar on Doctoral Education.* Arkansas State University. April 13, 2007 (1 contact hour).

Sigma Theta Tau Tri-Chapter Research Day. Arkansas State University. April 05, 2007 (4.5 contact hours).

The Teaching Professor Conference. Magna. May 18-20, 2007.

*"Drexel University Nursing Education Institute 2007".* Miami, FL June 8-10, 2007 (10 contact hours).

*"National Nursing Education Initiatives"* Dr. Elizabeth Stokes. Arkansas BSN Nurse Educator Sharing Day. February 10, 2006 (1 contact hour).

*"Clinical Simulation Framework: Developing Simulations in Nursing Education"* Debra L. Spunt, MS, RN. Arkansas BSN Nurse Educator Sharing Day. February 10, 2006 (1.5 contact hours).

Basic Disaster Life Support. American Medical Association. March 21, 2006 (7.5 contact hours).

Advanced Disaster Life Support. American Medical Association. March 22, 2006 - March 23, 2006 (13 contact hours).

National Disaster Life Support Instructor. American Medical Association. March 24, 2006

Sigma Theta Tau Tri-Chapter Research Day. Conway Regional Health System. April 13, 2006 (4.2 contact hours).

The Teaching Professor Conference. Magna. May 19 - 21, 2006

*"Diabetes Update."* ASU College of Nursing and Health Professions. June 15, 2006 (5.25 contact hours).

*"Managing & Motivating the Generations: Implications for the Classroom and the Clinic."* ASU College of Nursing and Health Professions. August 11, 2006. (5 contact hours).

#### OTHER:

Development of Clinical Portfolio for NRSP 4336

Development of Clinical Evaluation Tools for NURS 6514, NURS 6614, & NURS 6818

Development of Preceptor Orientation Handbook

Development of NRS 4312 to online course

Research Interests:

Emotional intelligence in the classroom, emotional intelligence in nursing

PTSD among Vietnam Veterans

Revised 9/2010

## **Curriculum Vita**

### **NAME:**

Paige Wimberley

[pwimberley@astate.edu](mailto:pwimberley@astate.edu)

### **CREDENTIALS:**

BSN, MSN, APN, RNP, RN-CS, CNE

Licensed in State of Arkansas as Registered Nurse, since 1982. Expiration date 1/31/2012.

Licensed in State of Arkansas as Registered Nurse Practitioner, since 1994. Expiration date 1/31/2012.

Certified Nurse Educator, National League for Nursing. Expiration 12/32/2010. Certification Number 392720

Clinical Specialist in Medical-Surgical Nursing - American Nurses Credentialing Center.  
Expiration date November 30, 2013. Certification Number 03255573.

Basic/Advanced/Instructor Disaster Life Support, 2006-present

**CURRENT FACULTY APPOINTMENT:**

Assistant Professor of Nursing  
RN-BSN Program Coordinator

**EDUCATION:**

St. Louis University enrolled since 2007 seeking Ph.D. in Nursing. (Focus of study: Breast Cancer Survivorship)

Arkansas State University, Jonesboro, Arkansas - December 1992  
Master of Science in Nursing - (Major focus of study - Adult Health)

Arkansas State University, Jonesboro Arkansas - May 1982 Bachelor of Science in Nursing

**CURRENT AND PREVIOUS Positions:**

Academic:

Arkansas State University - (August 1996 - present).  
Assistant Professor of Nursing. Teaching assignments included Fundamentals, Health Assessment, Junior and Senior BSN Clinicals, Pharmacology, and Nutrition.  
Coordinator of the RN-BSN program.

Arkansas State University - (August 1995 - May 1996).  
Part-time clinical instructor. Responsible for assisting and directing junior and senior BSN students during a medical surgical rotation.

Practice:

St. Bernard's Medical Center Staff Support (1999-2004)

Central Arkansas Hospital (May 1996 - September 1998).  
Critical Care Unit - Staff RN  
Responsible for planning and delivery of care to critically ill patients.

St. Bernard's Regional Medical Center (July 1995 - January 1996).

Cardiac Step Down - Staff RN  
Responsible for planning and delivery of care for cardiac patients.

White County Medical Center (June 1991 - July 1995).

Emergency - Staff RN, staff support position. Responsible for triage, assessment and delivery of direct patient care.(May 1995 - July 1995).

Central Arkansas Hospital - (August 1986 - May 1991).

Infection Control. Responsible for the surveillance and reporting of

infectious diseases. (October 1990 - May 1991).

Woodruff County Public Health Unit, (August 1985 - July 1986).

Public health nurse. Responsible for the delivery and care of home bound patients, administration of WIC, family planning, and TB clinics.

St. Bernard's Regional Medical Center (March 1980 - June 1985).

Oncology Staff RN.

Responsible for the planning and delivery of direct patient care, including the administration of chemotherapy. (June 1983 - June 1985).

Cardiac Step Down Staff RN.

Responsible for planning and delivery of care to seriously ill patients. (May 1982 - June 1983).

#### **Administrative:**

White County Medical Center

Clinical Nurse Manager Post-surgical.

Responsible for scheduling, budgeting, interviewing prospective employees, evaluating staff, and patient care. (October 1994 - May 1995).

Director of Education.

Responsible for designing and delivering in-services for nursing staff, supervision and evaluation of employees, budgeting, preparation for JCAHO and ASHD surveys, designing and implementing computerized documentation of nursing care. (June 1991 – October 1994).

Central Arkansas Hospital

Step Down Unit Charge RN.

Responsible for planning and delivery of care to seriously ill patients, and monthly unit in-services. Also served as chairperson and secretary of hospital policy and procedure committee. (July 1987 - October 1990).

#### **AWARDS AND HONORS:**

Arkansas State University, School of Nursing Outstanding Alumni Award, 2008

Arkansas State Nurses Association District 6 Outstanding Educator Award, 2007

Nominated by students for Arkansas State University Advisor of the Year, 2005

College of Nursing and Health Professions Faculty Achievement Award for Teaching 2003.

## **PUBLICATIONS**

### **Journals:**

Hall, C.P., Hall, J.D., Pfriemer, J., **Wimberley, P.** & Jones, C. H. (2007). Effects of a culturally sensitive education program on the breast cancer knowledge and beliefs of Hispanic women. *Oncology Nursing Forum*, 34, 1195-1202.

Hall, C.P., **Wimberley, P.** Hall, J.D., Pfriemer, J., Hubbard, E., Stacy, A. & Gilbert, J.D. (2005).

Teaching Breast Cancer Screening to African American Women in the Arkansas Mississippi River Delta. *Oncology Nursing Forum*, 32, 857-863.

**Wimberley, P.D.**, Isaacson, J., Stacy, A., Wiggins, N., Walden, D., & Miller, R.S. (2005) "HIPAA

and Nursing Education: How to Teach in a Paranoid Healthcare Environment" *Journal of Nursing Education*, 44, 489-482.

**Wimberley, P.** & Wiggins, N. (2004). How Much Do You Know about Anticoagulant Therapy? *Nursing Management* 35, (2), 46-47.

### **Contributor:**

Wilkinson, J.M. & Van Leuven, K. (2008). *Fundamentals of Nursing: Theory, Concepts & Applications*. F.A. Davis.

### **Reviews:**

#### **Books:**

Carpenito, L. (2006). *Nursing Care Plans and Documentation* for Lippincott, Williams & Wilkins.

Weber (2006) *Health Assessment in Nursing* for Lippincott, Williams & Wilkins.

Karch, A. (2003). *Focus on Nursing Pharmacology* (2<sup>nd</sup> ed.) Philadelphia: Lippincott, Williams, & Wilkins.

#### **Book chapters:**

Potter, P. A. & Perry, A. G. (in press). *Fundamentals of Nursing* (8<sup>th</sup> ed.). Chapter 2: The Health Care Delivery System, Chapter 19: Cultural Diversity, and Chapter 35: Immobility. Elsevier.

Delmar Medical Surgical Allergic Dysfunction: Nursing Management, Asthma, Cystic Fibrosis & Lower Airway Dysfunction: Nursing Management, & Mass Casualty. (2006)

Kozier, B., Erb, G., Berman, A., & Snyder, S. J. (2004). *Fundamentals of Nursing*. (7<sup>th</sup> ed.). Upper Saddle River, N.J.: Prentice Hall.

#### **Software:**

Clinical Nursing Concepts & Skills Scenario Modules. Professional Development Software, Inc. (2001).

## **PRESENTATIONS TO LEARNED FORMUMS :**

### **Podium:**

#### National Presentation #1

Title of Paper: The Use of Simulation in Disaster Preparedness  
(Keynote Address)

Co-authors: Persell, D. Shelton, D., Wiggins, N., **Wimberley, P.**

Learned Forum: 3<sup>rd</sup> Annual Simulation Conference

Date and place of meeting: November 4-5, 2010, Nashville, TN

#### National Presentation # 2

Title of Paper: HIPAA and Nursing Education: Strategies for Success

Co-authors: **Wimberley, P.**, Wiggins, N., Stacy, A., Isaacson, J., Miller, R. S., & Walden, D.

Learned Forum: AACN Baccalaureate Education Conference

Date and place of meeting: November 17, 2003, San Antonio TX

#### State Presentation #1

Title of Paper: Can the California Critical Thinking and HESI be used to Predict NCLEX?

Presenter: **Wimberley, P.**

Learned Forum: Educational Leadership, Curriculum, and Special Education Fall Conference

Date and place of meeting: December 2, 2006, Jonesboro, AR

#### State Presentation # 2

Title of Paper: "Teaching Breast Cancer Detection to African-American Women in the Delta: A Study of Beliefs, Knowledge and Behavior"

Presenters: **Wimberley, P.**, Hall, C., Stacy, A., Pfriemer, J., Hubbard, L., Hall, J., & Gilbert, J.

Learned Forum: Arkansas State Nurses Association 90<sup>th</sup> Convention, "Nursing: No Power Shortage"

Date and place of Meeting: October 29-31, 2003, Little Rock, AR

#### Poster:

##### International Presentation #1

Title of Poster: "Beyond the Pink Ribbon: The Lived Experience of Breast Cancer Survivors"

Presenter: **Wimberley, P.**

Learned Forum: 16<sup>th</sup> Qualitative Health Research Conference

Date and place of meeting: October 3-5 2010, Vancouver, British Columbia, Canada

#### National Presentation #1

Title of Poster: Assisting Students to Develop Appropriate Patient Education Materials

Presenter: **Wimberley, P.**

Learned Forum: Mosby's Faculty Development Institute

Date and place of meeting: January 5-6, 2009, Orlando, FL

#### National Presentation #2

Title of Poster: Teaching Breast Cancer Screening to Hispanic Women: Evaluation of a Multifaceted Approach

Presenters: Hall, C.P., Hall, J.D., Pfriemer, J., & **Wimberley, P.**

Learned Forum: Nursing 2007 Symposium: The Conference for Clinical Excellence

Date and place of meeting: April 19-22, 2007, Lake Buena Vista, FL

#### National Presentation #3

Title of Poster: Can the California Critical Thinking and HESI Be Used to Predict NCLEX?

Presenter: Wimberley, P.

Learned Forum: 7<sup>th</sup> Annual Nurse Educators Institute

Date and place of meeting: March 27-30, 2007, Branson, MO

#### National Presentation #4

Title of Poster: Designing a Better RN to BSN Clinical Rotation

Presenter: Wimberley, P.

Learned Forum: 7<sup>th</sup> Annual Nurse Educators Institute

Date and place of meeting: March 27-30, 2007, Branson, MO

#### National Presentation #5

Title of Poster: Assigning Students to Collaborative Learning Groups".

Presenters: **Wimberley, P.** & Walden, D.

Learned Forum: Nursing Education: Navigating toward New Horizons. NLN

Date and place of meeting: September 30-October 1, 2005 Baltimore, MD.

#### National Presentation #6

Title of Poster: Recommendations for Faculty Workload at a State University

Presenters: Persell, D., Hall, C., & **Wimberley, P**

Learned Forum: AACN Baccalaureate Education Conference

Date and place of meeting: November 11, 2004, Orlando, FL.

#### National Presentation # 7

Title of Poster: Student Perceptions of Skill Retention Following Graded vs. Non-Graded Return Demonstrations

Presenters: **Wimberley, P.**

Learned Forum: Fifth National Conference on Nursing Skills Laboratories

Date and place of meeting: June 26-28, 2003, San Antonio TX

#### National Presentation # 8

Title of Poster: Teaching Breast Cancer Detection Methods to African-American Women of the Delta

Presenters: **Wimberley, P.**, Hall, C., Stacy, A., Pfriemer, J., Hubbard, L., Hall, J., & Gilbert, J.

Learned Forum: The Susan G. Komen Breast Cancer Foundation

National Mission Conference Delivering the Promise

Date and place of meeting: June 8-10, 2003, Washington, D.C.

#### National Presentation #9

Title of Poster: Faculty Perspective of Instructor Guided NCLEX Preparation Course

Presenters: **Wimberley, P.**

Learned Forum: "Mosby's Faculty Development Summer Institute 2001: Innovations In Teaching: Strategies for Nurse Educators"

Date and place of meeting: August 5-8, 2001, San Francisco, CA

#### National Presentation #10

Title of Poster: Reality Based Senior Clinical Experience

Presenters: Wiggins, N., **Wimberley, P.**, Young, C., Stacy, A., & Isaacson, J.

Learned Forum: Mosby's Faculty Development Summer Institute 2001: Innovations In Teaching: Strategies for Nurse Educators"

Date and place of meeting: August 5-8. 2001, San Francisco, CA

National Presentation #11

Title of Poster: Senior Culminating Clinical Experience

Presenters: Wimberley, P., Wiggins, N., Isaacson, J., Stacy, A. & Young, C.

Learned Forum: "Creative Teaching Workshops"

Date and place of meeting: March 12-14, 2000, Memphis, TN



#### State Presentation #1

Title of Poster: Breast Cancer Detection Method Utilization Among African-American Women

Presenters: **Wimberley, P.**, Hall, C., Stacy, A., Pfriemer, J., Hubbard, L., Hall, J., & Gilbert, J.

Learned Forum: Sigma Theta Tau International, Tri-Chapter Research Day

Date and place of meeting: April 13, 2001, Jonesboro, AR

#### State Presentation # 2

Title of Poster: Effectiveness of Instructor-Guided NCLEX Preparation

Presenters: **Wimberley, P.**, Wiggins, N., Young, C., Stacy, A., & Isaacson, J.

Learned Forum: Arkansas State Nurses Association Annual Meeting

Date and place of meeting: October 19, 2001, Hot Springs, AR

#### State Presentation # 3

Title of Poster: Clinical End-loading

Presenters: **Wimberley, P.**, Wiggins, N., Isaacson, J., Stacy, A., & Young, C.

Learned Forum: Arkansas State Nurses Association Annual Meeting

Date and place of meeting: October 13, 2000, Springdale, AR

#### Local Presentation # 1

Title: A Study on Senior Experience

Presenters: **Wimberley, P.**, & Wiggins, N.

Learned Forum: Department of Nursing Faculty

Date and place of meeting: October 27, 2000, Jonesboro, AR

#### Other:

##### **Providing Continuing Education:**

ADLS: April 4, 2009, November 7-8, 2008; March 28-29, 2008; March 9-10, 2007; November 3-4, 2006

BDLS: February 6, 2009, October 10, 2008; February 23, 2008; January 19, 2007; February 16, 2007. September 15, 2006; October 5, 2006;

ACLS: Stable/Unstable Tachycardia: February 10 & 11, 2005, February 22 & 23, 2005, Mega Code February 9 & 10, 2006, August 18, 2006

ACLS Instructor Course February 9 & 10, 2005.

Health Care Provider CPR: August 19, 2008; January 31, 2007; September 28 & 29, 2006

CPR Instructor Trainer Course, St. Bernard's Medical Center. Jonesboro, AR. Dec. 17, 2003.

Basic Arrhythmia Course, St. Bernard's Medical Center, Jonesboro, AR. Target Audience: Staff nurses; April –May 2002

OSHA Bloodborne Pathogens. Buffalo Island EMS, Monette, AR. Presentation. Target Audience: Paramedics, EMT's and First Responders. May 2002.

#### **GRANTS:**

##### **Funded**

Hall, C. P., Pfriemer, J. & Wimberley, P. "Teaching Breast Cancer Screening to Hispanic

Women in the Arkansas Mississippi River Delta.” (2006) NEA Clinic Charitable Foundation.  
Funded \$2718.76

Wimberley, P.D., and Hall, C. “Teaching Breast Cancer Detection to African-American Women in the Delta: A study of Beliefs, Knowledge and Behavior.” (2002)  
Susan G. Komen Arkansas Affiliate. Funded \$1600.00

Wimberley, P.D. and Hall, C. and Stacy, A. Teaching Breast Cancer Detection to African-American Women in the Delta: A study of Beliefs, Knowledge and Behavior.” Eta Theta Chapter Sigma Theta Tau. (2001). Funded \$100.00

### **Professional and Community Service:**

#### **Memberships:**

Sigma Theta Tau International Honor Society	1985-present
Eta Theta Faculty Counselor	1998-2000; 2005-2009
Eta Theta Eligibility Committee Chairperson	2006-2008
Eta Theta Nominations Committee Chairperson	2005-2007
Eta Theta President	2001-2003
Eta Theta President Elect	2000-2001
Eta Theta Vice President	2000-2001
Eta Theta Awards Chairman	1997-1999
Eta Theta Delegate, Biennial Sigma Theta Tau International Convention	1997; 2001
Epsilon Omicron Chapter Treasurer	1993-1995
Midwest Nursing Research Society	2007-present
National League for Nursing Arkansas State University NLN Ambassador	2006-present
Arkansas Nurses Association	1995-present
State Board of Directors	2006-2008
District 6, President	2006-2008
District 6 Treasurer	1997-1999
District 6 Delegate to State Convention	1997, 2005, 2006, 2007

#### **DEPARTMENT COMMITTEES:**

BSN Curriculum Recorder (1999-present)	1995-present
BSN Admissions, Progression, & Credits Recorder (1999-present)	1995-present
Bylaws/Nominating Committee	2010-2012
PRT	2009-2012
Nursing CE Provider Committee	2006-present
Faculty Search Committee	2003-2004
NLNAC Standard III and V Committee	2001-2003
Health Fair 2000 Planning Committee	2000
Workload Committee	2000-2008
Pharmacology Committee, co-chair	1999-2001
Department of Nursing Handbook	1997-1998

#### **COLLEGE COMMITTEES:**

Constitution and Bylaws	2009-2012
Faculty Handbook	2008-2010
Admissions and Credits	2002-2007
Scholarship and Awards Committee	2003-2005
Curriculum (chair 2001-2004)	2001-2004
Student and Alumni Affairs	2001-2002
Infection Control	2000-2002

#### UNIVERSITY COMMITTEES:

Grievance and Hearing	2006-2010
Admissions, Progressions, and Credits	2004-2008
Faculty Achievement Awards	2001-2003
Development, Communication and Alumni Committee	2000-2002
Fall Preview Day Committee	2001

#### Community Service:

American Heart Association, Basic Life Support Instructor	1991-2009
American Heart Association, Basic Life Support Instructor Trainer	1995-2008
American Heart Association, Advanced Life Support Instructor	1995-2008
Gideon's International Auxiliary	2001-present
St. Bernard's Medical Center Community Training Center Board	2003-2007
St. Bernard's Medical Center Community Training Center Faculty	2001-2007
St. Bernard's Outpatient Diabetes Self-management Training Programs Advisory Board	2002-2006
American Heart Association Regional ACLS Faculty	2003-2005
National Advanced Leadership Camp for Nursing Educators	2003
Wynne Volunteer Firemen Ladies Auxiliary Chaplin, 1999-2000	1999-present

#### **CONTINUING EDUCATION:**

Limited to the previous 5 years.

*Maximizing the Effectiveness of Professional Partnerships in the University Setting.* 4 Contact Hours. ASU CNHP School of Nursing, Jonesboro, AR. August 16, 2010  
*Very Low Weight Gain or Weight Loss Not Recommended for Most Obese Pregnant Women.* 0.5 Contact Hour. Independent Study.

*Diagnosis and Management of H pylori Infection.* 0.5 Contact Hour. Independent Study.

*Interruptions Linked to Medication Errors by Nurses.* 0.5 Contact Hour. Independent Study.

*End-of-Life Care in the Setting of Cancer: Withdrawing Nutrition and Hydration.* 1.5 Contact Hour. Independent Study.

*Walking Protects Women Against Stroke: WHS Long-Term Follow-Up.* 0.5 Contact Hour. Independent Study.

*Cognitive Decline Increased in Middle-aged Patients with Type 2 Diabetes.* 0.5 Contact Hour. Independent Study.

*Endometriosis Management Reviewed.* 0.5 Contact Hour. Independent Study.

*Evidence-based Practices for Redesigning Your Nursing Curricula: Focus on Patient Safety and Quality Care.* 5.5 Contact Hours. Jonesboro, AR. April 27, 2010.

*Redesigning Nursing Education: Challenges and Opportunities.* 5.5 Contact Hours. St. Louis, MO. March 26, 2010.

*Basic Disaster Life Support.* 7.5 Contact Hours. Wynne, AR. June 15-16, 2009

Part I: *Healing Health Professionals*, Part II: *How Professionals Communicate*, Part III: *A Passion for the Art of Healing.* 4 Contact Hours. CNHP School of Nursing. Jonesboro, AR. May 13, 2009.

*Simple 7 Oral Clinical Evaluation.* 1.5 Contact hours. CNHP School of Nursing .Jonesboro, AR. May 13, 2009.

SLA. 2 Contact hours. CNHP School of Nursing .Jonesboro, AR. May 13, 2009.

*Evaluation of Undergraduate Honors Student Research; Instilling Accountability and Responsibility in Students for Classroom Preparation and Conduct ; Understanding and Healing Nurse to Nurse Hostility.* 5.75 contact hours. Russellville, AR. February 13, 2009.

*Mosby's Faculty Development Institute*, 13.75 contact hours. Orlando, FL, January 5-6, 2009

*Livin', Laughin', and Learning...through the years.* Barb Bancroft, RN, MSN, 2.5 contact hours Jonesboro, AR, August 22, 2007.

*Interpretation of Lab Tests.* Barb Bancroft, RN, MSN, 2.5 contact hours Jonesboro, AR, August 22, 2007.

*Nurse Educator Institute: Educational Strategies for Highly Effective Nurse Educators.* 10.25 contact hours. UAMS, Branson, MO., March 27-29, 2007

*Nursing: Caring Across Generations.* 7.4 contact hours. ARNA, Hot Springs, October 10-12, 2006.

*Visual Spatial Abilities and Fall Risk: An Assessment Tool for Individuals with Dementia* 2.5 contact hours. Independent Study.

*Strategies to Increase Research-Based Practice: Interplay with Unit Culture.* 3 contact hours. CE Group, Lippincott, Williams, & Wilkins. April 3, 2006.

## **Curriculum Vita**

### **NAME:**

**Wynona M. (Nonie) Wiggins**

### **CREDENTIALS:**

Licensed in State of Arkansas as Registered Nurse since 1983.

Basic Disaster Life Support Instructor – Medical College of Georgia

Advanced Disaster Life Support Instructor – Medical College of Georgia

### **CURRENT FACULTY APPOINTMENT:**

**Assistant Professor of Nursing, Arkansas State University**

### **EDUCATION:**

2008 - Present	Doctoral student in Educational Leadership, Arkansas State University-Jonesboro. Expected graduation August 2011
2009 EdS	Specialist in Community College Teaching Arkansas State University, Jonesboro
1993 MSN	University of Tennessee, Memphis Major – Critical Care Nursing Minor – Nursing Administration
1983 BSN	Arkansas State University, Jonesboro, Arkansas Major: Nursing

### **CURRENT AND PREVIOUS POSITIONS:**

#### **Academic**

1993 - Present      Arkansas State University – Assistant Professor of Nursing

Fall 1991      Arkansas State University - Part-time clinical instructor

#### **Appointed Position**

2001 – Present      NCAA Faculty Athletic Representative (appointed by the Chancellor)

#### **Practice**

1979 – 1993      St. Bernards Regional Medical Center

One Day Surgery – Staff RN and charge nurse. Responsible for preparing and recovering patients for same day surgery. August 1990 - October 1991.

Labor and Delivery – Staff RN. Responsible for planning and delivery of care to patients during labor and delivery and through post-partum stay. Also responsible for planning and delivery of care to post-operative gynecological surgical patients. August 1989 – August 1990.

Critical Care Unit – Staff RN. Responsible for planning and delivery of care to critically ill patients. May 1983 – November 1985.

Cardiopulmonary Services – EKG Technician. Responsible for running 12-lead EKGs on patients admitted to the hospital. Also monitored EKGs during codes and placement of temporary pacemakers. Transcribed interpretations of EKGs from physician recordings.

### **Administrative**

Cardiac Step Down – Patient Care Manager. Responsible for scheduling, budgeting, interviewing prospective employees, evaluating staff and providing direct patient care of a 27 bed cardiac step-down unit. February 1992 – August 1993.

Human Resources – Hospital Recruiter. Responsible for recruiting professional level employees to the hospital. Performed all professional level screening interviews. April 1989 – August 1989.

Nursing Service – Director of Special Projects – Responsible for preparation for JCAHO visit and quality assurance projects in nursing service. July 1988 – April 1989.

Critical Care Unit – Nursing Director. Responsible for scheduling, budgeting, interviewing prospective employees, evaluating staff, and providing direct patient care of an 18 bed combined critical care unit.

June 2006 – present Outpatient Surgical Center, Jonesboro  
Part-time staff nurse during summer and breaks. Work primarily preparing patients for surgery and Phase 2 recovery.

### **PUBLICATIONS:**

Publication #02 How to Teach in a Paranoid Health Care Environment.

Number of Pages – 4

Journal: Nursing Education Volume: 44 Number 11.

Wimberley, P., Isaacson, J., Walden, D., Wiggins, N., Miller, R., and Stacy, A.

Date: November 2005

Publication #01 How Much Do You Know About Anticoagulant Therapy?

Number of Pages – 2

Journal: Nursing Management

Wimberley, P. and Wiggins, W.

Date: February 2004

### **PRESENTATIONS TO LEARNED FORUMS:**

## National

### Presentation #04

#### Reducing Subjectivity in Clinical Grading Using a Behavioral Outcomes Rubric

Wiggins, N. and Wimberley, P.

Mosby's Faculty Development Institute

January 3-5, 2011

Orlando, FL

### Presentation #03

#### Student Engagement = Student Learning

Wiggins, N. and Wimberley, P.

Mosby's Faculty Development Institute

January 3-5, 2011

Orlando, FL

### Presentation #02

#### Best Practices for NCLEX-RN Success: A Study of BSN Programs in the SREB

Wiggins, W.

2010 Arkansas Nurses Association (ARNA) Annual Convention

October 23, 2010

Little Rock, AR

### Presentation #01

#### Enhancing Student Learning – Addressing Multiple Intelligences in the Classroom

Wiggins, W.

2010 Drexel University Nursing Education Institute

June 22-23, 2010

Myrtle Beach, SC

## Regional

### Presentation #01

#### Presentation #02

#### A Comparison of Cooperative Learning and Direct Instruction on Retention of Cardiovascular Anatomy and Physiology

Wiggins, W.

Paper presented at the Educational Leadership, Curriculum, and Special Education Semi-Annual Conference.

April 2007

Jonesboro, AR

## State

### Presentation #03

Demystifying Academic Advising to the Student-Athlete  
Wiggins, W.  
Arkansas College Personnel Association Annual Meeting  
March, 2009  
Hot Springs, AR

### Presentation #02

Medication Non-compliance in the Elderly  
Wiggins, W.  
Presented as continuing education for health-care professionals.  
October 2005  
Walnut Ridge, AR

### Presentation #01

Hypertention in the Elderly  
Wiggins, W.  
Presented to Arkansas Methodist Hospital Nursing Staff  
July 2004  
Paragould, AR

## **OTHER SCHOLARLY ACTIVITY:**

Reviewer/contributor for Neurologic Disorders for *Pathophysiology made Incredibly Visual*, 2<sup>nd</sup> edition.

Reviewer/contributor for *Nursing Know-How: Interpreting ECGs* (2009). Lippincott, Williams & Wilkins. Philadelphia

Contributor for "Portable ECG Interpretation." (2008). Lippincott, Williams, & Wilkins. Philadelphia.

Chapter Reviewer for Pharmacology: Connections to Nursing Practice, 1e. Prentiss Hall (2006).

## **PROFESSIONAL AND COMMUNITY SERVICES (MEMBERSHIPS & OFFICES):**

### **Professional Organizations**

#### **National and International**

2008 – Present	Golden Key International Honor Society
1986 – Present	Sigma Theta Tau International Honor Society of Nursing Region 2 Research Award Committee (1998)
1990 – Present	American Nurses Association



1991- Present American Association of Critical Care Nurses

1998 – Present National League of Nursing

## State

1993 – Present Arkansas Nurses Association  
ARNA Continuing Education Review Committee

(2004-2007) ARNA Task Force For White Paper on General Nursing Practice (1994)  
Advance Practice Committee Member (1994 – 1998)

1985 – Present American Heart Association, Arkansas Affiliate

## Local

2001 – Present NCAA Faculty Athletic Representative (FAR) (appointed by the  
Chancellor). Represent ASU to Sun Belt Conference and the NCAA  
regarding student-athlete welfare.  
Chair – Sun Belt Conference FAR's. 2009 - present.  
Sun Belt Conference Executive Committee – 2009-present.  
NCAA Academic Cabinet – September 2008-July 2010  
NCAA Athletic Personnel and Recruiting Cabinet – September 2010 –  
present.

1993 – Present District 6, Arkansas Nurses Association  
Secretary (2002 – 2007)

1986 – Present Eta Theta Chapter of Sigma Theta Tau International Honor Society for  
Nursing  
President (1997-99; 1986-87)  
Vice-president (1995-97, 2008-present)  
First Counselor (2004-2006)  
Program Chair (1995-97)  
Nominating Committee Chair (1994)  
Bylaws Chair (1998-00)  
Fundraising (2000)

Arkansas State University Alumni Board of Directors – 2003-present.

April 2007 – Assisted the Junior Auxiliary of Jonesboro with Growing Healthy and dissections.

Basic and Advanced Disaster Life Support Instructor for multiple courses during the year.

Student Nurse Association Fund Raiser Banquet – invited speaker. "It's Not Too Early to Think  
about Heart Disease" (February 2006)

Farm Safety Expo – member of planning committee (2002)

Arkansas State University Alumni Board (2000 – present)  
At-large member of executive committee (2002)

NEA Counsel on Family Violence – participated in fund raiser (1999-present)

First Baptist Church – 9<sup>th</sup> grade girls Sunday School teacher (2001 – 2007)

Junior Auxiliary of Jonesboro (1999-2005)

Clothes Closet Committee – member.

Gathered, organized and distributed gently worn clothes for school aged children in Jonesboro.

Girls Enrichment – member.

Mentored junior high girls from Annie Camp and McArthur Junior High Schools one night each month.

Growing Health – co-chair (spring), chair (fall).

Coordinated with 5<sup>th</sup> grade teachers in the Jonesboro school district and the Sixth Grade Academic Center the Berkley Health Curriculum to create a healthier lifestyle among the students. Curriculum focuses on basic anatomy of the cardiac and pulmonary systems and ways to keep these systems healthy. Directed the pig lung dissection with the 5<sup>th</sup> graders and the heart dissections with the 6<sup>th</sup> graders. Reached approximately 650 students.

Consolidates Youth Services – met and directed activities with girls assigned the CYS program one evening per month. Children are assigned to the CYS because of abuse, truancy, trouble with the law and other reasons. Their stay is usually less than 3 months.

Chapter CF PEO -This is a women's organization that promotes and supports education for women. Office held: corresponding secretary, treasurer and president.

Sixth Grade Academic Center – PATHS (Parents and Teachers Helping Students) – board member (2002-2003). Chaired the back to school celebration and assisted with the end of year festivities.

### **AWARDS AND HONORS:**

Golden Key International Honor Society- Inducted November 13, 2008.

Arkansas State University Board of Trustees Faculty Award for Professional Service 2004-2005.

College of Nursing and Health Professions Professional Service Award 2003. and 2005.

Sigma Theta Tau International, Eta Theta Chapter Award for Nursing Leadership 2003.

### **CONTINUING EDUCATION:**

- 
- 4/1/2010 – Tri Chapter Research Day. Jonesboro, AR. 4.0 contact hours.
- 4/7/2009 – “Grief Dynamics I and II: Dying and Its Aftermath” Sandra L. Bertman. Jonesboro, AR 4.5 contact hours.
- 2/13/2009 - Arkansas Nurse Educator Sharing Day. “Evaluation of Undergraduate Honors Student Research;” “Arkansas State Board of Nursing Update;” “Educator Networking;” “Understanding and Healing Nurse to Nurse Hostility.” 5.75 contact hours.

- 3/28/08 – Field Instructor’s Seminar – “The Co-occurrence of domestic violence and child abuse.” And “Mandated reporting of Child Maltreatment.” Sherry Williamson, MPA speaker. Arkansas State University.
- 8/22/07 – “Living”, Laughing: and Learning...through the years.” Barb Bancroft. Jonesboro, AR. 2.5 contact hours.
- 8/22/07 – “Interpretation of Lab Tests.” Barb Bancroft. Jonesboro, AR. 2.5 contact hours.
- 4/21/07 Educational Leadership, Curriculum, and Special Education Semi-Annual Conference, Jonesboro, AR .
- 4/5/07 Sigma Theta Tau International Tri-chapter Research Day. Jonesboro, AR. 4.5 contact hours.
- 2/13/07 – “The Evolution of the ICD: A Historical Perspective”, St. Bernards Medical Center. Jonesboro, AR. 1.0 contact hour.
- 2/9/07 – BSN Sharing Day, University of Central Arkansas, Conway. 2 v v contact hours.
- 1/17/07 – “Getting Started with Student Learning Assessment.” A Magna Online Seminar. Sponsored by ASU. 1.5 contact hours.
- June 23, 2007 – Disaster Life Support Instructor Training, Savannah, GA.
- June 20-22, 2007 – Advanced Disaster Life Support , Savannah, GA
- June 19, 2006 – Basic Disaster Life Support, , Savannah, GA.
- January 2006 – “Insulin Pumps” – Arkansas State University, Jonesboro, AR .
- June 2005 – “Wound/Ostomy Seminar” - St. Bernards Medical Clinical Education Institute, Jonesboro, AR.
- May 2005 – “Nurse Educator Conference” – UAMS College of Nursing, Little Rock, AR.

Insert degree description and plan on page 199 after the MS in Nurse Anesthesia and before the graduate certificate in health sciences education;

## **Graduate Bulletin**

### **GRADUATE CERTIFICATE IN DISASTER HEALTH**

#### **Program Description**

The Graduate Certificate in Disaster Health is an interdisciplinary program that begins the preparation for professionals to engage in disaster preparedness, mitigation, planning, response and recovery. The program requires 18 hours of graduate-level courses related to disaster health. Hours completed in the certificate program may be applied toward the MSDPEM degree. Students may transition from the certificate program to the MSDPEM program with permission of the graduate faculty.

#### **Admission Requirement**

Students interested in pursuing a Graduate Certificate in Disaster Health must have a bachelor's degree in any discipline. Applicants must meet the admission requirements of the Graduate School, <http://www2.astate.edu/a/graduate/>. Send completed graduate application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Students wishing to complete the certificate must meet the same prerequisites (listed below) as for the MS degree in Disaster Preparedness and Emergency Management.

Students must schedule a personal interview with a MSDPEM adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the certificate program. The adviser and the student will analyze the appropriateness of the certificate consistent with the student's goals and career objectives, the certificate requirements and the student's academic progress to date. Admission to the certificate program is conditional upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness (Anniston, AL). The Center for Domestic Preparedness has the authority to review applications to ensure eligibility requirements are met for clinical placement prior to program entry, <http://cdp.dhs.gov/registration/index.html>.

#### **Financial Assistance**

Students interested in financial assistance should contact the financial aid department of the university. <http://www.astate.edu/finaid/>

#### **Pre-Requisites**

The United States Government has instituted a National Incident Management System to standardize the countries response to disasters and other emergencies. The Incident Command System (ICS) describes the chain-of-command and organizational structure of managing emergencies. Completion of courses in ICS is required by employers and is necessary to receive reimbursement from the Federal Government when a federal declaration of a disaster has been obtained. Courses in the graduate certificate and MSDPEM build on this foundational knowledge. Therefore, students wishing to be admitted to the MSDPEM degree must have completed these four courses prior to admission. They are offered free of charge, on-line, from the Federal Emergency Management Institute: <http://www.training.fema.gov/IS/NIMS.asp>

The required pre-requisite ICS courses include:

- Introduction to Incident Command System (ICS – 100) There are several discipline specific ICS-100 courses. Students need only complete one and should choose the one most relative to their career goals.
- Incident Command System (ICS – 200) for Single Resources and Initial Action Incidents
- Incident Command System (ICS – 700) Introduction to the National Incident Management System
- Incident Command System (ICS – 800) Introduction to the National Response Framework

In addition to the Incident Command System prerequisites, students must have current Core and Basic Disaster Life Support certifications. Information regarding these certifications can be obtained from the Regional Center for Disaster Life Support in the College of Nursing and Health Professions, American Medical Association or the National Disaster Life Support Foundation.

**The following courses comprise the Graduate Certificate Disaster Health**

- DPEM 5613 Radiological Emergencies
- DPEM 6223 Epidemiology of Disasters
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6273 Vulnerable Populations in Disasters
- DPEM 6543 Pandemic Planning
- DPEM 6553 Leading Hospital Response to Mass Casualties

**Total Hours: 18**

**These courses will be offered as 7 week courses  
and may be taken in any order**

**MASTERS OF SCIENCE DEGREE IN DISASTER PREPAREDNESS & EMERGENCY  
MANAGEMENT**

**Program Description**

The Master of Science degree in Disaster Preparedness & Emergency Management (DPEM) is an interdisciplinary degree program that prepares professionals to effectively meet the demands of disaster preparedness, mitigation, planning, response and recovery. The program requires 42 hours of graduate-level courses that include a variety of teaching methodologies and activities. All courses completed for the Graduate Certificate in Disaster Health apply to the MSDPEM. Some courses include student experiences at the Center for Domestic Preparedness in Anniston, AL. The degree culminates in an internship, research project or thesis

**Admission Requirements**

Students interested in pursuing a Master of Science in Disaster Preparedness & Emergency Management degree must have a Bachelor's degree in any discipline. Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. They should send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Applicants must schedule a personal interview with a MSDPEM adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the MSDPEM program. The adviser and the student will analyze the appropriateness of the degree consistent with the student's goals and career objectives, the degree's requirements and the student's academic progress to date. Admission to this degree program is conditional upon

completion of prerequisite course(s) required and acceptance by clinical agencies for practicum experiences. Admission to the MSDPEM program is conditional upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness (Anniston, AL). The Center for Domestic Preparedness has the authority to review applications to ensure eligibility requirements are met for clinical placement prior to program entry, <http://cdp.dhs.gov/registration/index.html> .

### **Financial Assistance**

Students interested in financial assistance should contact the financial aid department of the university. <http://www.astate.edu/finaid/>

### **Pre-Requisites**

The United States Government has instituted a National Incident Management System to standardize the countries response to disasters and other emergencies. The Incident Command System (ICS) describes the chain-of-command and organizational structure of managing emergencies. Completion of courses in ICS is required by employers and is necessary to receive reimbursement from the Federal Government when a federal declaration of a disaster has been obtained. Courses in the graduate program build on this foundational knowledge. Therefore, students wishing to be admitted to the MSDPEM degree must have completed these four courses prior to admission. They are offered free of charge, on-line, from the Federal Emergency Management Institute:

<http://www.training.fema.gov/IS/NIMS.asp>

The required pre-requisite ICS courses include:

- Introduction to Incident Command System (ICS – 100) There are several discipline specific ICS-100 courses. Students need only complete one and should choose the one most relative to their career goals.
- Incident Command System (ICS – 200) for Single Resources and Initial Action Incidents
- Incident Command System (ICS – 700) Introduction to the National Incident Management System
- Incident Command System (ICS – 800) Introduction to the National Response Framework

In addition to the Incident Command System prerequisites, students must have current Core and Basic Disaster Life Support certifications. Information regarding these certifications can be obtained from the Regional Center for Disaster Life Support in the College of Nursing and Health Professions, American Medical Association or the National Disaster Life Support Foundation.

### **Arkansas State University Requirements**

- **Completion of MSDPEM Core Courses (21 hours)**

<b>21 Hours</b>	<b>MSDPEM Core Requirements</b>	
3	DPEM 6103	Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management
3	DPEM 6113	Theory Development in Disaster Preparedness and Emergency Management

3	DPEM 6123	Research Design and Methodologies in Disaster Preparedness and Emergency Management
3	DPEM 6133	Ethics and Legal Considerations in Disaster Preparedness and Emergency Management
3	DPEM 6143	Global Perspectives in Disaster Preparedness and Emergency Management
3	DPEM 6153	Crisis Communication in Disaster Preparedness and Emergency Management
3	DPEM 6163	Managing Incidents in Disaster Preparedness and Emergency Management

- Completion of MSDPEM Emphasis requirements (21 hours)

<b>21 Hours</b>		
9 hours Emphasis 5000 – 6000 Level	In consultation with their advisor, students select courses within one area of emphasis.	See emphasis courses in DPEM listed below. Total of 9 hours required.
6 hours Practicum 6000 level	In consultation with their advisor, students select courses within the practicum courses.	See practicum courses in DPEM listed below. Total of 6 hours required.
6 hours	DPEM 665V (1-6 hours)	Internship, Thesis or Research Project at the direction and with permission of the faculty. Total of 6 hours required.

#### Select 9 hours from these Emphasis Courses in DPEM

- DPEM 5513 Incident Command System (ICS) Instructor Course
- DPEM 5523 Law Enforcement Protection Instructor Course
- DPEM 5533 All Hazards Awareness Instructor Course
- DPEM 5543 Teaching Emergency Response
- DPEM 5613 Radiological Emergencies
- DPEM 6563 Leading Hospital Response to Mass Casualties Instructor Course
- DPEM 6573 Complex Radiological Emergencies
- DPEM 6213 Informatics in Disaster Preparedness and Emergency Management
- DPEM 6223 Epidemiology of Disasters
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management
- DPEM 6273 Vulnerable Populations in Disasters

- DPEM 6543 Pandemic Planning
- DPEM 6553 Leading Hospital Response to Mass Casualties

**Select 6 hours from these Practicum Courses in DPEM**

DPEM 661V Seminar Topics in Disaster Preparedness and Emergency Management (1 -3 credit hours)

DPEM 662V Research Assistant (1-3 credit hours)

DPEM 6631 Disaster Preparedness and/or Emergency Management Conference Presentation (1 credit hour)

DPEM 6643 Practicum Experience – 60 contact hours

**Total Hours for MSDPEM: 42**

**Full Time – 18 - 24 months**

**7 Modules**

The MSDPEM program is designed by 7 modules. Each module will contain 2 courses and students can enter the program in any module. The Internship, Thesis or Project will be completed in Module VII regardless of the module in which they entered the program. Module VII will be taken after the student completes the other 6 modules, regardless of the order in which they were taken. Each module will be 7 weeks duration. Four to five modules/calendar year will be offered. Should a student choose to take only one course of a module, they can take the remaining course the next time that module is offered.

**Module I – Theoretical Framework for Disaster Preparedness and Emergency Management**

Core Course(s)

- DPEM 6113 Theory Development in Disaster Preparedness and Emergency Management

Emphasis Course(s)

- DPEM 6223 Epidemiology of Disasters

OR

Practicum Courses 1-3 hours

**Module II – Communication in Disaster Preparedness and Emergency Management**

Core Course(s)

- DPEM 6153 Crisis Communication in Disaster Preparedness and Emergency Management

Emphasis Course(s)

- DPEM 6213 Informatics in Disaster Preparedness and Emergency Management

OR

Practicum Courses 1-3 hours

**Module III – Management Principles in Disaster Preparedness & Emergency Management**

**Core course**

- DPEM 6163 Managing Incidents in Disaster Preparedness and Emergency Management

Emphasis Course (choose 1 course)

- DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management



- DPEM 6553 Leading Hospital Response to Mass Casualties

Or

Practicum Courses 1-3 hours

#### **Module IV – Research Topics in Disaster Preparedness and Emergency Management**

Core Course(s)

- DPEM 6123 Research Design and Methodologies in Disaster Preparedness and Emergency Management

Emphasis Course(s)

- DPEM 6273 Vulnerable Populations in Disasters

OR

Practicum Courses 1-3 hours

May take Internship, Project or Thesis hours after completing this module

#### **Module V – Humanitarian Perspectives in Disaster Preparedness and Emergency Management**

Core Course(s)

- DPEM 6143 Global Perspectives on Disaster Preparedness and Emergency Management
- DPEM 6133 Ethics and Legal Considerations in Disaster Preparedness and Emergency Management

OR

Practicum Courses 1-3 hours

#### **Module VI – Collaboration in Disaster Preparedness & Emergency Management**

Emphasis Courses (Choose 2)

- DPEM 5613 Radiological Emergencies
- DPEM 6103 Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6543 Pandemic Planning

OR

Practicum Courses 1-3 hours

#### **Module VII – Internship, Research Project or Thesis**

- DPEM 665V (1-6 HOURS)

Course Descriptions:

**DPEM 5513: INCIDENT COMMAND SYSTEM INSTRUCTOR COURSE**

Prepares students to utilize presentation techniques, conduct practical applications, and prepare and maintain lesson plans appropriate to Incident Command System (ICS) requirements. Prerequisites: DPEM 3053 & DPEM 4053 (Fall)

**DPEM 5523: LAW ENFORCEMENT PROTECTION INSTRUCTOR COURSE**

Provides students, future law enforcement supervisors and trainers, with the ability to train law enforcement responders in Chemical, Biological, Radiological, Nuclear and Explosive (CBRNE) -

specific skills, reinforcing their ability to identify suspicious activity and respond to a CBRNE event. Prerequisites: DPEM 3053 & DPEM 4053 (Spring)

#### DPEM 5533: ALL HAZARDS AWARENESS INSTRUCTOR COURSE

Provides instruction and guidance on educational methodologies to train others in Awareness Level Weapons of Mass Destruction. Students will participate in and/or develop training opportunities for response professionals. Prerequisites: DPEM 3053 & DPEM 4053 (Summer)

#### DPEM 5543: TEACHING EMERGENCY RESPONSE

Provides students, future emergency responders, with the knowledge and skills to create and deliver Chemical, Biological, Radiological, Nuclear, and Explosives (CBRNE) instruction to the adult learning audience. Prerequisites: CBRNE training course (Spring)

#### DPEM 5613: RADIOLOGICAL EMERGENCIES

Students review, discuss information, and practice skills necessary to effectively respond to a radiological incident. Topics include Radiological Concepts, Radiological Response Team Operations, Commercial Nuclear Power Facilities, Plume Modeling, Radiological Instrumentation, and PPE and Decontamination. Prerequisites: None (Fall)

#### DPEM 6103: HEALTH CARE ISSUES AND POLICIES RELATED TO DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Evaluates existing governmental and institutional policies related to disaster preparedness and emergency management (DPEM). Formulation, implementation and evaluation of policy will be discussed. Students will propose and develop one new policy related to DPEM. Prerequisites: None. (Fall)

#### DPEM 6113: THEORY DEVELOPMENT IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Incorporates the process of theory development in disaster preparedness and emergency management to facilitate formation of a conceptual basis for advanced knowledge and practice. Includes the analysis of various models and case studies. Prerequisites: None. (Fall)

#### DPEM 6123: RESEARCH DESIGN AND METHODOLOGIES IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Considers quantitative and qualitative research methods in disaster preparedness and emergency management (DPEM). Review of current research in the field will be conducted. The course culminates in a research proposal in DPEM. Prerequisites: None. (Spring)

#### DPEM 6133: ETHICS AND LEGAL CONSIDERATIONS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Probes national and international ethical and legal frameworks of disaster preparedness and emergency management. Course content includes human rights and injustices associated with disasters and other emergencies and codes of ethics in emergency management. Prerequisites: None. (Summer)

#### DPEM 6143: GLOBAL PERSPECTIVES IN DISASTER PREPAREDNESS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Evaluates disaster preparedness around the world including the economic, health, political, psychosocial, cultural and religious impact of current and major historical disasters. Prerequisites: None. (Summer)

#### DPEM 6153: CRISIS COMMUNICATION IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT

Analyzes the private and public exchange of information before, during and after a disaster. Multiple communication strategies will be explored, including the use of social media. Prerequisites: None. (Fall)

#### **DPEM 6163: MANAGING INCIDENTS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT**

Concentrates on the management of disasters. Emphasis will be placed on the National Incident Management System and the five pillars of emergency management: prevention, preparedness, mitigation, response and recovery. A practicum experience is included. Prerequisites: None. (Spring)

#### **DPEM 6213: INFORMATICS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT**

Incorporates the use of telecommunications and technology to support response efforts during and after a disaster. Public health biosurveillance will be examined. Legal and ethical considerations in information technology will be analyzed. Prerequisites: None. (Fall)

#### **DPEM 6223: EPIDEMIOLOGY OF DISASTERS**

The study of measurement of adverse health effects of natural and human generated disasters, factors contributing to those effects, assessing the needs of disaster-affected populations, matching resources to prevent further adverse health effects, evaluating program effectiveness, and planning for contingencies. Prerequisites: None. (Fall)

#### **DPEM 6253: MULTI-AGENCY RESPONSE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT**

Examines multi-agency response to disasters and other emergencies to include government agencies, non-government organizations and the private sector. Cooperation and collaboration among the agencies will be analyzed. Pre and post-disaster planning and mobilization of resources will be emphasized. Prerequisites: None. (Fall)

#### **DPEM 6263: GEOGRAPHICAL INFORMATION SYSTEMS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT**

Utilizes geographic information systems (GIS) to support planning, response and recovery efforts during and after a disaster. Includes a laboratory experience in GIS. Prerequisites: None. (Spring)

#### **DPEM 6273: VULNERABLE POPULATIONS IN DISASTERS**

Analyzes the effects of disaster on vulnerable populations. Conceptual frameworks and characteristics of vulnerable population will be utilized to determine preparedness, planning, mitigation, response and recovery during disasters for these groups of people. Prerequisites: None. (Spring)

#### **DPEM 6543: PANDEMIC PLANNING**

Promotes knowledge and skills to effectively plan and prepare for a pandemic, culminating in a practical exercise. Steps for developing an effective planning and preparedness program and development of a pandemic annex are included. Prerequisites: None (Fall)

#### **DPEM 6553: LEADING HOSPITAL RESPONSE TO MASS CASUALTIES**

Prepares hospital leadership to utilize the Hospital Incident Command System (HICS). Integrates the community emergency response network with the operation of an Emergency Treatment Area (ETA). Includes hospital personnel as first responders during a Mass Casualty Incident involving patient contamination. Prerequisites: None (Spring)

#### **DPEM 6563: LEADING HOSPITAL RESPONSE TO MASS CASUALTIES INSTRUCTOR COURSE**

Provides students with instructional presentation guidance specific to Hospital Emergency Response Training (HERT) course materials. Upon completion students may serve as trainers for a hospital emergency response team. Prerequisites: DPEM 6553. (Summer)

#### **DPEM 6573: COMPLEX RADIOLOGICAL EMERGENCIES**

Provides students with skills necessary to respond to and manage incidents involving radiological hazards through a practical, performance-oriented, team-response approach. Includes lectures, hands-on training, and exercises, culminating with an exercise utilizing emergency response skills and training learned. Prerequisites: DPEM 3613 or 5613. (Spring)

#### **DPEM 661V (1-3): SEMINAR TOPICS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT**

Focuses on current events related to disaster preparedness and emergency management. Discussion will focus on analysis of a current event, applicable research, historical events of similar significance and other emergency management issues in the news. Prerequisites: None. (Fall, Spring or Summer)

#### **DPEM 662V (1-3): RESEARCH ASSISTANT/PRACTICUM**

Students will be assigned a mentor who is currently conducting research in disaster preparedness and emergency management. Students may enroll for one, two or three credits per semester. Prerequisites: None. (Fall, Spring or Summer)

#### **DPEM 6631: DISASTER PREPAREDNESS AND/OR EMERGENCY MANAGEMENT CONFERENCE PRESENTATION**

Students develop, submit and present either a poster or platform presentation at a disaster preparedness and/or emergency management conference. This will require coordination with the faculty of record prior to submitting abstract to conference planners. (Fall, Spring or Summer)

#### **DPEM 6643: PRACTICUM EXPERIENCE IN DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT**

Includes a practicum experience totaling 60 hours. The student will work with an expert in disaster preparedness or emergency management. This mentor must be approved by the faculty. (Fall, Spring or Summer)

#### **DPEM 665V (1-6): INTERNSHIP, RESEARCH PROJECT OR THESIS IN DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT**

A culminating experience that is one of the following: an internship with a subject matter expert, a research project or a thesis in Disaster Preparedness & Emergency Management. Prerequisites: Permission of the faculty. (Fall, Spring or Summer)

**New Program/Certificate Proposal-Bulletin Change Transmittal Form**

- ☒ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

**New Certificate or Degree Program** (The following critical elements are taken directly from the Arkansas Department of Higher Education's "Criteria and Procedures for Preparing Proposals for New Programs".) Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs & Research	Date

<b>1. Proposed Program Title</b> Disaster Preparedness and Emergency Management – Graduate Certificate in Disaster Health
<b>2. CIP Code Requested</b> 43.0302
<b>3. Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number) Deborah J Persell, PhD, RN, APN School of Nursing College of Nursing and Health Professions Arkansas State University – Jonesboro P.O. Box 910 State University, AR 72467. <a href="mailto:dpersell@astate.edu">dpersell@astate.edu</a> 870-972-3318
<b>4. Proposed Starting Date</b> Fall, 2011

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".

9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

## **PROPOSAL – 1 NEW CERTIFICATE OR DEGREE PROGRAM**

### **1. PROPOSED PROGRAM TITLE**

Disaster Preparedness and Emergency Management (Associate of Applied Science, Bachelor of Professional Studies, Master of Science, **Graduate Certificate**)

### **2. CIP CODE REQUESTED**

43.0302

### **3. CONTACT PERSON**

Name	Deborah J Persell, PhD, RN, APN Susan Hanrahan, Dean
Name of Institution	College of Nursing & Health Professions Arkansas State University
Address	P.O. Box 910 State University (Jonesboro), AR 72467
E-mail Address	dpersell@astate.edu/hanrahan@astate.edu
Phone Number	870-972-3074

### **4. PROPOSED STARTING DATE**

Fall 2011

### **5. PROGRAM SUMMARY**

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

List existing degree programs that support the proposed program.

In 2005, in response to an unmet need for disaster education within the health professions at Arkansas State University (ASU) and the broader health care community in the region and state, the College of Nursing and Health Professions (CNHP) became the only Regional Center for Disaster Preparedness Education in the state certified to offer courses in Basic and Advanced Disaster Life Support. These courses are nationally standardized, multi-disciplinary, and developed by an education consortium including all disciplines in disaster response. Community professionals completing these courses include allied health, nursing, medicine, Emergency Medical Services, fire fighters as well as local and university officials. Then, in 2006, CNHP through the Regional Center, again responded to community, regional and state needs by offering a multidisciplinary minor in Homeland Security and Emergency Management. Since that time the field of disaster preparedness, emergency management and homeland security has continued to develop. However, degree programs across the country lack uniformity in name, courses and effectiveness. Thus CNHP, through the Regional Center, is once again stepping forward to meet a need for academic preparation to offer three degrees in disaster preparedness

and emergency management: the Associate of Applied Science, the Bachelor of Professional Studies and the Master of Science in Disaster Preparedness and Emergency Management.

### Proposal

Three degree pathways are being proposed:

- 1) An Associate of Arts degree in Applied Sciences (AAS) in Disaster Preparedness and Emergency Management [National Training Plan entry level]
- 2) A Baccalaureate of Professional Studies (BPS) with a concentration in Disaster Preparedness and Emergency Management [National Training Plan practitioner]
- 3) A Masters of Science degree in Disaster Preparedness and Emergency Management [National Training Plan Advanced/Mastery]
- 4) Graduate Certificate in Disaster Health [National Training Plan Advanced/Mastery]

The professional courses within these degrees will be offered so that students have access to them from any geographical location. Core and emphasis courses may be taken on-line from ASU. Transfer credits will be accepted but may not exceed 50%. The Associate and Bachelor degrees will incorporate prior learning assessment should the student wish to submit a professional portfolio to be evaluated for academic credit. Some courses will include both didactic and clinical or practicum content. The Associate and Bachelor degrees will admit students during the usual and customary admission time of ASU. The Master's degree will be offered in modules that allow a student to enter the program during whatever module is being offered at that time. This will be known as year round admission; however, in rare circumstances, courses with clear pre-requisites will still have to be taken in that order. All students must meet admission criteria for Arkansas State University in order to receive academic credit. All students enrolled in a degree program must meet graduation requirements to receive the degree.

The same departments/colleges that have participated in offering the Multi-Disciplinary Minor in Homeland Security and Disaster Preparedness at ASU have courses that support these new degrees. This is not as evident in the AAS degree as it is in the BPS and MS. The current courses include: NRS 4503 Principles of Disaster and Emergency Preparedness; NRS 4513 Physical Care of Chemical, Biological, Radiological and Nuclear Injuries; NRS 4523 Risk Identification and Prevention in Disaster and Emergency Preparedness; NRS 4533 Evidence Based Practice – Disaster Mental Health; MCOM 4603 Crisis Communication; SOC 4063 Sociology of Disasters; and, SOC 4343 Geographic Information System for Social Sciences.

## 6. NEED FOR THE PROGRAM

**Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.**

Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate programs.

Provide names/types of organizations/businesses surveyed.

Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Indicate if employer tuition assistance is provided or other enrollment incentives.

A program needs assessment was conducted for all three degree programs. Included in the assessment were current and former students at ASU, employers of students at ASU, directors of the 50 state emergency management departments (including Arkansas Department of Emergency Management [ADEM]), and officials at the Federal Center for Domestic Preparedness. Students and former students were queried via classroom discussion and survey monkey. Employers, including state emergency managers, were asked to complete a survey on survey monkey. Dr. Persell went to Little Rock to visit with the top officials of ADEM. Dr. Cooksey, Dr. Hanrahan and Dr. Persell traveled to Anniston, AL to visit with the top officials of the CDP and they have since visited the campus of ASU.

Students expressed a robust interest in the range of degrees in Disaster Preparedness and Emergency Management. Four ASU classes with disaster/emergency management specific contact were queried. Enrollment in each class was between 20 and 30. Every student expressed interest with a quarter of them seeking further information and declaring a desire to obtain a degree in the field. At least three students were unwilling to wait for ASU to offer the degree and transferred to other educational institutions who did offer it. Sixty-six persons responded to the survey. Of those responding to the survey, 46 or 64% would be interested in pursuing a degree: 21 or 32% wanted an Associate's Degree, 18 or 27% a Bachelor's Degree and 7 or 10% a Master's. The smaller percentage represented in the Master's category is a direct representation of the lack of undergraduate degrees in this field. With such a strong interest in the Associate and Bachelor degrees, the future interest in the Master's degree seems certain. Interestingly enough, those responding to the survey currently work in the field of emergency management. This clearly demonstrates a strong interest in the field and the potential for increased enrollment in the degree as the series of degrees become established at ASU.

The employer needs survey was conducted using employers from the region, state and nation. Nine employers responded to the survey. Five employers skipped the question that asked if they had positions for students with this degree. Those responding indicated they had positions for degrees at all levels, thus the percentages reported below in some cases total more than 100%. Of the employers in the region, two or 50% had positions for graduates with a masters in disaster preparedness and emergency management. No employers were willing to commit to a number of positions they had requiring the degree. Three employers responded to the question asking if a degree would be required for their open positions. Two said if the degree were offered they would then require their employee to have it. All three, or 100%, of the employers said they would give preference to hiring someone if they had this degree. Internships were offered by employers as a means of support for the program. Of those choosing to answer the question, all of the employers indicated a willingness to serve on an advisory board. Employers said this program was needed because of the geographic proximity to students needing the course. One employer noted they were a graduate of the Arkansas Tech program but would have preferred to acquire the degree closer to home. Employers also stated that they thought the program would be flexible enough to apply to a wide range of positions.

Included in the employer survey were departments of emergency management or the equivalent in all 50 states. We did not receive any responses other than from ADEM. On their invitation Dr. Persell traveled to meet with them. She took a copy of the degree plans contained in this document. The Director, Assistant Director and the official responsible for the state's curriculum were present. The officials offered support of the program and offered to provide assistance as possible; for example, doing a presentation for one or more classes. They kept the proposal and did further evaluation and provided written feedback some time later. That feedback is contained at the end of this application.



Three employers also indicated the skills they most desired to see in graduates from the proposed degrees. Skills unanimously agreed upon are: analytical reasoning, adaptability to change, follow-up and follow-through, conflict resolution, interpersonal relations, written and oral communications, planning and organization and leadership or initiative. These skills are all represented in the proposed curriculum. Additional skills selected by one or two of the employers and also included in the proposed curriculum are: supervision, budgeting, computer applications, data analysis, and teaching.

While regional focus is important, the significance of addressing the national implications cannot be ignored. The state of Arkansas averages 29 tornados every year, 84 floods, 81 flash floods and 2.5 severe winter storms. The northeast portion of the state, in which ASU resides, sits on the New Madrid fault. According to Arkansas State's hazard vulnerability assessment, the probability that a significant earthquake will occur on this fault in the next 50 years is 25-40%. We cannot wait to get experts in place if planning is to be sufficient to limit the potential damage. In fact, according to the same assessment, there is seismic activity in this region every month. There has not been a year in the last 10 in which major or federally declared disasters have not occurred in NE Arkansas. This level of disaster requires federal assistance. If the region, its people and its employers are to receive all the federal resources available to them, it is essential that emergency managers be educated in interacting with federal officials. Further, many disasters cross state lines. Therefore, it is prudent to look beyond our region and consider the need for emergency managers nationally.

Nationally, there is a long standing need for experts in disaster preparedness and emergency management. It is difficult to find a profession in which the prospective employer would not prefer an employee with this expertise. On one day alone, there were over 1,100 positions posted within the Federal Emergency Management Agency web site. Health care is an obvious employment sector for those with this degree as victims of disaster will present to their health care provider/facilities for treatment following a disaster. Increasingly governmental and facility accreditation standards include expertise in disaster preparedness. At the government level, city and county emergency managers are increasingly being required to have a degree in addition to any certifications or on-the-job training they may have. Disasters have major economic impact and business continuity plans are now being included as a necessity for economic survival. These are but a few of the highlighted employer options.

Based on the needs survey of both employers and students, it is clear a need for this program exists.

## **7. CURRICULUM OUTLINE**

- Provide curriculum outline by semester
- Give total number of semester credit hours required for the program
- Identify new courses (provide course descriptions)
- Identify required general education courses, core courses and major courses
- Identify courses currently offered via distance technology
- State program admission requirements
- Describe specified learning outcomes and course examination procedures.
- Include a copy of the course evaluation to be completed by the student.

# **GRADUATE CERTIFICATE IN DISASTER HEALTH**

## **Program Description**

The graduate certificate in disaster preparedness and emergency management is an interdisciplinary program that prepares professionals to effectively meet the demands of disaster preparedness, mitigation, planning, response and recovery. The program requires 18 hours of graduate-level courses related to disaster health. Hours completed in fulfillment of a prior degree cannot be counted toward certificate requirements. Hours completed in the certificate program, however, can be applied toward the MS degree. Students may transition from the certificate program to the MS program with permission of the graduate faculty.

## **Admission Requirement**

Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. Send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Students wishing to complete the certificate must meet the same prerequisites as for the MS degree in Disaster Preparedness and Emergency Management. Students interested in pursuing a Graduate Certificate in Disaster Preparedness & Emergency Management must schedule a personal interview with a MS adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the certificate program. The adviser and the student will analyze the appropriateness of the certificate given the student's goals and career objectives, the certificate requirements and the student's academic progress to date. Admission to the certificate program is conditioned upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness. The Center for Domestic Preparedness has the authority to accept or reject any applicant based on criteria and requirements created by the Center for Domestic Preparedness.

## **Financial Assistance**

Students interested in financial assistance should contact the financial aid department of the university.

## **Pre-Requisites**

- Bachelor's degree in any discipline
- ICS -- 100 (comparable to associated country)
- ICS -- 200 (comparable to associated country)
- ICS -- 700 (comparable to associated country)
- ICS -- 800 (comparable to associated country)
- CDLS (Core Disaster Life Support)
- BDLS (Basic Disaster Life Support)

## **The following courses comprise the Graduate Certificate Disaster Health**

- DPEM 5613 Radiological Emergencies
- DPEM 6223 Epidemiology of Disasters
- DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
- DPEM 6273 Vulnerable Populations in Disasters
- DPEM 6313 Pandemics
- DPEM 6733 Managing Mass Casualties in Hospitals

**Total Hours: 18**

**These courses will be offered as 7 week courses**

## 8. FACULTY

List the names and credentials of all faculty teaching courses in the proposed program.  
**(For associate and above: A minimum of one full-time faculty member with appropriate credentials is required.)**

Total number of faculty required (number of existing faculty, number of new faculty). For new faculty provide the expected credentials/experience and expected hire date.

For proposed graduate programs provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date.

### Existing Faculty:

Deborah J Persell, PhD, RN, APN Associate Professor, PhD in Nursing Homeland Security; Certified in Incident Command System 100, 200, 300, 400, 700 & 800; REAC/TS; HAZMAT Awareness through Technician; Research Fellowship at the Radiation Effects Research Foundation in Hiroshima, Japan; Coordinator of the Regional Center for Disaster Preparedness Education; Vice-Chair of the Academic Review Committee for the National Disaster Life Support Education Consortium; Member of the nursing research committee for the World Association of Disaster and Emergency Medicine; Member of the Advisory Board to the EnRICH project, a pan-Canadian project on the underserved and disaster response; researcher in disaster related projects.

Brent Cox, BS in Emergency Management & Administration, MS in Homeland Security & Emergency Management student – degree completion 2012

Debbie Shelton, MSN, RN, APN current PhD student; Faculty for the Regional Center's Disaster Life Support courses, Certified in ICS 100, 200, 300, 400, 700 & 800; researcher in disaster related projects; International health care provider

Paige Wimberley, PhD (c), RN; Faculty for the Regional Center's Disaster Life Support courses

Nonie Wiggins, EdD (c), RN; Faculty for the Regional Center's Disaster Life Support courses

### New Faculty:

One 12 month faculty will be hired July 1, 2012 with at minimum a master's degree and credentials in BDLS, ADLS and certifications in ICS.

One 9 month faculty will be hired Aug 15, 2011 with credentials as noted above.

Other adjunct faculty may be contracted as necessary dependent upon enrollment and content expertise.

## 9. DESCRIPTION OF RESOURCES

Current library resources in the field

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

New resources required, including costs and acquisition plan

Because the College of Nursing and Health Professions' School of Nursing and Department of Social Work, the College of the Humanities and Social Sciences' Departments of Criminology, Political Science, and Sociology as well as the College of Communications' Department of Radio/TV have been sponsors of the minor in Homeland Security and Emergency Management, multiple resources for this degree program already exist on the ASU Jonesboro campus.

The College of Nursing and Health Professions has sufficient classroom space to support these new programs. With the addition of Smith Hall (90 and 45 seat classroom) and the new Donald W Reynolds Center for Health Sciences (5 new classrooms) to the existing CNHP building (9 classrooms), scheduling state of the art classrooms for these program will not be a problem. The college also supports two computer labs in addition to complementary labs as noted below. Student study rooms are also available for these students.

Equipment and supplies routinely utilized by the Regional Center to offer the Disaster Life Support courses will compliment and supplement this new program. These include: Purified Air Respirators, Level B HAZMAT suits, pairs of steel toed boots and other level C boots, quantities of chemical tape, auto-injectors for nerve agents, smallpox needles, full face masks, high-fidelity mannequins, triage tarps, bull horns and other radio communications, triage mannequins and a many other supplies unique to disaster response.

Library resources have been developed, including access to the U.S. Naval Digital Database for Homeland Security. Professional simulation exercises have been purchased for high-fidelity mannequins in the clinical learning laboratory in CNHP.

The College of Nursing and Health Professions has a research laboratory in the Arkansas Sciences Bioscience Institute. Students in the master's program may participate in disaster related research in this facility. Current research there includes studying the allostatic impact of disasters on children's overall well being by analyzing salivary cortisol, IgA and alpha amylase.

#### **10. NEW PROGRAM COSTS – Expenditures for the first 3 years of program operation**

New administrative costs

Number of new faculty (full-time and part-time) and costs

New library resources and costs

New/renovated facilities and costs

New instructional equipment and costs

Distance delivery costs (if applicable)

Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.)

No new costs (Explain)

New costs to the program include two new faculty (157,500) and adjunct faculty (4,950).

Faculty costs – One new 12 month FTE lines to support additional coursework at all levels (90,000). One 9 month faculty line (67,500). Adjunct faculty costs are estimated at (4,950). The remainder of the program will be supported by existing faculty. Total cost: \$162,450

Library Resources are sufficient. – Because of the minor in homeland security and emergency management, the library resources are already in progress. Resources will be added through annual purchases established by the library.

New Instructional equipment will be minimal and purchased by the college with infrastructure and other funds. Because of the teaching activities of the Regional Center for Disaster Preparedness, specialized equipment has already been purchased.

Distance Delivery costs – Current distance delivery modalities used in the disaster courses are already taught at ASU. Blackboard, including the use of Tegrity, will be integral to the success of the masters program. Travel costs for practicum experiences are the responsibility of the student.

Disaster Preparedness Learning Center – There will be repurposed space devoted exclusively to disaster preparedness education. It is already in progress as all of the nursing disaster courses are already taught in the same classroom/equipment space (CNHP 504). This space is located in the College of Nursing and Health Professions building. This building is currently undergoing renovation. Proposed renovations for this classroom include current student desks be replaced with tables and chairs that can be moved to form small groups to facilitate tabletop exercises. A reconfiguration of the space also includes storage shelves along the concrete block wall so that the equipment needed for decontamination and other drill exercises is organized and readily available to students. The college has funds for start-up research and funding for faculty who may need enhanced credentials or travel to disseminate research results. There is existing equipment in the college that will be utilized by this program as well as classroom and lab spaces.

#### **11. SOURCES OF FUNDING – Income for the first 3 years of program operation**

Reallocation from which department, program, etc.

Tuition and fees (projected number of students multiplied by tuition/fees)

State revenues (projected number of students multiplied by state general revenues)

Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

Tuition will be the primary source of income for program operation. Tuition and fee structure is pending discussion with the provost.

#### **12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

Proposed program will be housed in (department/college)

The programs will be housed in the College of Nursing and Health Professions, specifically located in the Regional Center for Disaster Prepared Education.

### 13. SPECIALIZED REQUIREMENTS

Specialized accreditation requirements for program (name of accrediting agency)  
Licensure/certification requirements for student entry into the field

**Provide documentation of Agency/Board approvals (education, nursing--initial approval required, health-professions, counseling, etc.)**

There are no accreditation requirements for programs in Disaster Preparedness. However, this program can be accredited under the National Association of Schools of Public Affairs and Administration. The chair of the Political Science Department, Dr. Richard Wang (Dr. Will McLean, summer 2011) have agreed to assist in this process. The self study and accreditation process will begin upon approval of the degree program by Arkansas Dept. of Higher Education.

There is an optional accreditation process for programs in Emergency Management. This program is being designed to be eligible to apply for accreditation in Emergency Management.

There are currently two-levels of certification available for Emergency Management. Graduates from this program should be able to write for the highest certification level as long as they are employed in the field of emergency management. ASU students already licensed as a Registered Nurse and employed as a nurse would be required to maintain their nursing licensure. There are no current certifications in nursing required for this degree. It is essentially a new degree with few certification opportunities. Those may come in time.

### 14. BOARD OF TRUSTEES APPROVAL

Provide the date that the Board approved the proposed program

August/September, 2011

### 15. SIMILAR PROGRAMS

List institutions offering program

Proposed undergraduate program – list institutions in Arkansas

Proposed master's program – list institutions in Arkansas and region

Proposed doctoral program – list institutions in Arkansas, region, and nation

Why is proposed program needed if offered at other institutions in Arkansas or region?

No other university in the state offers a degree in Disaster Preparedness and Emergency Management. Arkansas Technical University (ATU) offers a Bachelor's degree in Emergency Management (it also has an undergraduate minor in emergency management) and has a Master's degree in Emergency Management and Homeland Security. Homeland security is a broader concept than disaster preparedness. ASU's proposed degrees therefore are more specific to disasters and the management of disasters and other emergencies. In addition, many of the courses to be offered at ASU have a healthcare component that is not addressed by ATU.

Conversations between ATU and ASU have occurred regarding the degree proposals. The Interim Head of ATU's Department of Emergency Management expresses verbal support of this application and noted there is a need for additional academic programs in the field. He indicated ATU has a strong concentration in corporate homeland security. ASU's emphasis is health care. A copy of the proposed curriculum has been provided to ATU for their comment and input. A verbal agreement was made to continue the conversation and look for areas of collaboration.

The geographic location of ASU also generates interest and need for these degrees in our region. The university is located along the New Madrid fault line; some authorities indicate the probability of a major earthquake in this area is 50% in the next 15 years. In addition, the Federal Emergency Management Agency indicates within the last 10 years there have been over 11 federally declared disasters or emergencies in the counties of Northeast Arkansas.

A copy of the written notification submitted to other institutions is pending.

## **16. DESEGREGATION**

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs (if applicable)

There is no applicable degree program related to these degrees. Using general demographics at the Jonesboro campus, headcount by ethnicity is 17.5% African American, 0.5% American Indian, 0.7% Asian American and 1.1% Hispanic American. The rest of the student population is White American or ethnicity unknown. Nonresident aliens comprise 0.6% of the student body.

Arkansas State University has a robust recruitment and retention plan for minority undergraduate students. Admissions staff travels throughout the Delta region of Arkansas, Tennessee, Mississippi and Missouri for high school and community college visits and college fairs. Additionally they visit with local students from the migrant community through an area cooperative. The Admissions staff meets with junior high and high school students through TRIO programs and the Discover Diversity Leadership Conference. Recruitment has also occurred through the Arkansas State University website and word of mouth to date. Qualified applications have exceeded the number of available positions in degrees programs offered by the College of Nursing and Health Professions. Therefore, these strategies have been successful and the recruitment plan for students from underrepresented groups and disadvantaged backgrounds will incorporate the same strategies.

**17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

Formal agreements between clinical agencies and Arkansas State University will be developed prior to placing students with the agency. These agreements are routinely utilized within the College of Nursing and Health Professions (CNHP) for all clinical or practicum experiences. Signed copies of agreements will be maintained by the office of the Dean of CNHP.

**18. ADDITIONAL INFORMATION REQUESTED BY ADHE STAFF**

**APPENDIX I**  
**Existing Faculty Curriculum Vitas**



## **Curriculum Vitae**

### **I: Name**

Deborah J. Persell, PhD, RN, APN

### **II: Credentials**

Ph.D. in Nursing with a concentration in Homeland Security at UT, Knoxville  
Pediatric Nurse Practitioner (NAPNAP)

APN Licensure in the state of Arkansas ((A01576)

24-Hour HAZMAT Technician (IP04190624TC01)

Hospital Decontamination Certificate (UT042606HOS16)

Basic Disaster Life Support Instructor

Advanced Disaster Life Support Instructor

### **III: Current Faculty Appointment**

Associate Professor of Nursing, tenured

### **IV: Current and Previous Employment**

#### **a. Academic:**

**Arkansas State University**, Associate Professor of Nursing & Director of Regional Training Center for  
Disaster Life Support, February 2001 to present

**University of Michigan**, Clinical Faculty in the Pediatric and Family Nurse Practitioner Program,  
August 1998 – December 2000

**Tennessee State University**, Assistant Professor of Nursing (FNP program), May 1997 – July 1998

**Iowa Health Systems**, Advanced Practice Faculty Institute for Collaborative Clinical Education, Aug. 1992 - Jan. 1997

**Iowa Methodist School of Nursing**, Faculty, 1993-1997

**Harford Community College**, Clinical Instructor, 1981 - Jan. 1992

**Mid-America Nazarene College**, Assistant Professor of Nursing, 1980 - 1981

**b. Practice:**

**Private Practice**, University of Michigan Health Systems, Brighton Pediatric Practice. Winter 2000

**Private Practice**, Dr. Stephens. February 1999 – June 2000

**United Neighborhood Health Services**, Cayce Center – December 1997 – August 1998

**Maternal Child Health Projects** Pediatric Nurse Practitioner, Summer 1993 - December 1996

**Sinai Hospital of Baltimore**, MCH Instructor in Staff Development, Jan. 1992- August 1992

**Franklin Square Hospital Center**, Staff Nurse (PRN Pool), 1990 - Jan. 1992

**Department of the Army**, Parenting class instructor, 1987-1988

**Humana Corporation Staff Nurse (PRN Pool) 1981**

Job Description: Direct patient care with occasional charge nurse duties.

**Associate of Dr. Pommerenke 1981 Pediatric Nurse Practitioner**

Job Description: Functions of a Pediatric Nurse Practitioner in the practice of a Family Practice.

**US Public Health Service at Arkansas Dept. of Health**, Pediatric Nurse Practitioners 1978 - 1980

**Indian Health Service at Shiprock**, Student Nurse Practitioner, New Mexico 1978

**Johnson county Health Department**, Public Health Nurse 1976 – 1977

**Olathe Community Hospital**, Graduate Nurse/R/N., 1976

**V: Education**

University of Tennessee, Knoxville 2005-2008  
Ph.D.

University of Missouri at Kansas City 1977-1978  
MSN (Pediatrics)  
Troost Ave.  
Kansas City, Missouri

University of Kansas at Kansas City 1974-1976  
BSN  
Rainbow Blvd.

Kansas City, Kansas

Mid-America Nazarene College  
Pre-Nursing

1971-1974

**VI: Awards and Honors**

Alumni Academic Nurse of the Year, University of Missouri-Kansas City, 2010

ASU College and University Faculty Service Award, 2009

Martha E. Rogers Excellence in Scholarship Award from the University of Tennessee, College of Nursing, May 8, 2008.

Outstanding Dissertation Award from Sigma Theta Tau International, Gamma Chi Chapter, Knoxville, TN, 2008.

Who's Who Among Students In American Universities & Colleges, The University of Tennessee, College of Nursing, 2008.

Research fellowship in Japan at the Radiation Effects Research Foundation & Hiroshima International Council for the Care of the Radiation Exposed Hiroshima, Japan, June 3-29, 2007

Citation for Extraordinary Professional Promise, University of Tennessee, Knoxville, 2007

Research & Scholarship Activity Award, College of Nursing and Health Professions at Arkansas State University, 2006

April 2002 Sigma Theta Tau International, Eta Theta Chapter Excellence in Nursing Scholarship Award

April 2002 College of Nursing and Health Professions Research and Scholarship Award

May 1999 Tennessee State University, Outstanding Faculty Award, MSN Class of 1999 Scholarship

Graduate Scholarships:

Fall 2006 Betty Jo McAfee Greene Scholarship, college of Nursing, University of Tennessee, Knoxville

Summer 2006 Professional Nurse Traineeship, University of Tennessee, Knoxville

Fall 2005 Professional Nurse traineeship, University of Tennessee, Knoxville

August 1978 Grant -- National Health Service Corps/U.S. Public Health Service

August 1978 -- Professional Traineeship -- University of Missouri at Kansas City

August 1978 -- University of Missouri at Kansas City

**VII: Publications:**

**Dissertation**

**Persell, D. J.** (2008). The Experience of Faith-Based Disaster Response; A Qualitative and Quantitative Analysis, March 2008, Knoxville, TN: The University of Tennessee, College of Nursing.

## **Published Abstracts**

**Persell, D.J.** & Speraw, S. (2010). Lessons Learned from Faith Based Disaster Response following Hurricane Katrina. *Prehospital and Disaster Medicine*, Vol 25 (1S): s50.

**Persell, D.J.** & Speraw, S. (2010) Impact of Faith-Based Disaster Response on Staff. *Prehospital and Disaster Medicine*, Vol 25 (1S): s79.

## **Journals**

**Persell, D. J.** & Speraw, S. (2008) Toward a Theory of Homeland Security Nursing. *Journal of Homeland Security and Emergency Management*, 5(1), Article 12. Publishing Company. Pp 111-124.

**Persell, D.** & Robinson, C. (2008). Detection and Early Identification in Bioterrorism Events. *Family and Community Health*, 31(1): 4-16.

Chen, S-L., Brown, J., Mefford, L., de la Roche, A., & **Persell, D. J.** (2007). A Grounded Theory Study of Elders' Decisions to Enter Assisted Living Facilities. *Journal of Housing for the Elderly*, 21(3).

Young, C. and **Persell, D. J.** (2004). Biological, chemical and nuclear terrorism readiness: major concerns and preparedness of future nurses. *Disaster Management & Response*. 2(4):109-114.

Stokes, E. N., Gilbert-Palmer, D., Skorga, P., Young, C., & **Persell, D. J.** (2004). Chemical Agents of Terrorism: Preparing Nurse Practitioners. *The Nurse Practitioner* 2004 (29(5):30-41.

Skorga, P., **Persell, D.**, Arangie, P., Gilbert-Palmer, D., Winters. R., Stokes, E. N. & Young, C. (2003). Caring for Victims of Nuclear and Radiological Terrorism. *The Nurse Practitioner* 2003; 28(2):24-43.

**Persell, D. J.**, Arangie, P., Young, C., et al. (2001). Preparing for Bioterrorism: Category A Agents. *The Nurse Practitioner*. December 2001 Vol 26, No 12.

**Persell, D. J.**, Arangie, P., Young, C., et al. (2002). Preparing for Bioterrorism. *Nursing* 2002. February 2002. Vol 32, No 2.

## **Books and Chapters**

**Persell, D. J.** (2006). Local Church Disaster Response Team Instructor Manual. Kansas City, MO: Nazarene Disaster Response.

**Persell, D. J.** (2006). Local Church Disaster Response Team Participant Manual. Kansas City, MO: Nazarene Disaster Response.

**Persell, D. J.** (2006). Local Church Disaster Response Team Course Presentation Materials. Kansas City: Nazarene Disaster Response.

Anderson, A., Bradshaw, W., Eschiti, V., Fruechting, S., Krumm, S., Momeyer, M., O'Neal, C., **Persell, D.**, Schnetter, V., Smith, B., White, C., & Williams, J. (2005). CliffsTextPrep: NCLEX- PN. Hoboken, New Jersey: Wiley Publishing, Inc.

Anderson, A., Bradshaw, W., Eschiti, V., Fruechting, S., Krumm, S., Momeyer, M., O'Neal, C., **Persell, D.**, Schnetter, V., Smith, B., White, C., & Williams, J. (2005). CliffsTextPrep: NCLEX-RN. Hoboken, New Jersey: Wiley Publishing, Inc.

## **Films**

**Persell, D. J.** (2006). Safe Teams First: First Aid Video for Disaster Response. Kansas City: Nazarene Disaster Response in cooperation with Jonesboro, AR, Arkansas State University Radio and Television in cooperation with the College of Nursing.

**Persell, D. J.** (2006). Local Church Disaster Response Team Course Presentation Materials. Kansas City, MO: Nazarene Disaster Response.

## **VIII. Presentation at Learned Forums:**

**Persell, D.** (2010). Keynote Address: The Use of Simulation in Disaster Education. Tennessee Simulation Conference. November 4-5. Nashville, TN.

**Persell, D.** (2010). Lessons Learned from the College of Nursing and Health Professions Involvement in the University's Response to H1N1. Association of Schools of Allied Health Professions 2010 Annual Conference: Through an Interdisciplinary Looking Glass: Achieving Quality Outcomes Through Research, Education, And Practice, October 20-22, 2010. Charlotte, NC.

Speraw, S. & **Persell, D.** (2010). Unsung Heroes: Disabled Responders to the Rescue following Hurricane Katrina. International Institute for Qualitative Methodology's 2010 "Qualitative Health Research" Conference. October 3-5. Vancouver, B.C.

**Persell, D.** (2010). Lessons learned from faith-based disaster response Following hurricane Katrina. International Preparedness & Response to Emergencies & Disasters. January 11-14, Tel Aviv, Israel.

**Persell, D.** (2009). Partnering with Faith-Based Organizations During Disaster. 16<sup>th</sup> World Congress on Disaster and Emergency Medicine. May 12-15, 2009, Victoria, British Columbia, Canada.

**Persell, D.** (2008). The Experience of Faith-Based Disaster Response After Hurricanes Katrina and Rita. 4<sup>th</sup> Qualitative Health Research Conference, October 3-6, 2008, Banff, Alberta, Canada.

Speraw, S., **Persell, D.**, Fiske, B., & Lee, J. (2007). Nursing Diagnosis Formulations for Multidisciplinary Communication in Emergency Preparedness and Disaster Response. Nursing Diagnosis Utilization for Multi-Disciplinary Communication in Emergency Preparedness. 6<sup>th</sup> European Conference of the Association of Common European Nursing Diagnoses, Interventions and Outcomes, April 19-21, Amsterdam, The Netherlands.

**Persell, D. J.** (2007). Teaching Strategies to Increase Nursing Knowledge and Competence in Disaster Management. Nurses at the Forefront: Dealing with the Unexpected. The International Council of Nurses International Conference: May 27-June 1, 2007, Yokohama, Japan.

**Persell, D. J.** (2007). The Nurse' Role in Disaster Response Preparedness. Greensboro Area Health Education Center. October 19, 2007, Greensboro, North Carolina.

**Persell, D. J.** & Young, C. (2006). In Search of Best Practices for Teaching Disaster Preparedness. 17<sup>th</sup> International Nursing Research Congress Focusing on Evidence-Based Practice. July 19-22, 2006. Montreal, Quebec, Canada.

Young, C. & **Persell, D. J.** (2006). Emerging Trends: Barriers to Disaster Preparedness and the Human Element. 17<sup>th</sup> International Nursing Research Congress Focusing on Evidence-Based Practice. July 19-22, 2006. Montreal, Quebec, Canada.

- Persell, D. J.** (2006). Homeland Security Nursing: a new nursing specialty for a New generation of nurses” Arkansas State Student Nurses Association Convention, October 12 & 13, 2006. Hot Springs, AR.
- Persell, D. J.** (2006). Disaster Preparedness for the School Nurse. 5<sup>th</sup> Annual Conference for School Nurses. June 14, 2006, Knoxville TN.
- Chen, S-L., Brown, J., Mefford, L., de la Roche, A., & **Persell, D. J.** (2006). A Grounded Theory Study of elders’ Decisions to Enter Assisted Living Facilities. Gamma Chi chapter – Sigma theta Tau International Annual Research Day, March 15, 2006. Knoxville, TN.
- Cole, S., Bem, L., Broyles, T., & **Persell, D.** (2006). Hurricane Katrina: A Critical Analysis of the disaster Response. Gamma Chi chapter – Sigma Theta Tau International Annual Research Day, March 15, 2006. Knoxville, TN.
- Persell, D. J.** & Young, C. F. (2005). Is My child Care Center Ready to Respond to A Disaster? 35<sup>th</sup> Annual Early Childhood Education Conference. August 1-3, 2005. Jonesboro, AR.
- Persell, D. J.** & Young, C. F. 2005). Biopharmaceuticals Utilized in Treating Victims of Biological, Chemical, and Nuclear Terrorism: Arkansas’ Social and Economic Readiness. 16<sup>th</sup> International Nursing Research Congress. July 14-16, 2005. Waikoloa Hawaii.
- Young, C. F. & **Persell, D. J.** (2005). Bridging Learning Barriers Related to Terrorism/Disaster Preparedness. 16<sup>th</sup> International Nursing Research Congress. July 14-16, 2005. Waikoloa Hawaii.
- Persell, D. J.** & Young, C. F. (2005). Biological, Chemical and Nuclear Terrorism Readiness of Health Professionals in Arkansas. Arkansas Department of Health Grand Rounds. March 24 2005. Little Rock, AR.
- Persell, D. J.** & Young, C. F. (2005). Biopharmaceuticals Utilized in treating Victims of Biological, Chemical, and Nuclear Terrorism: Arkansas’ Social and Economic Readiness. Eta Theta Chapter Educational Meeting. January 24, 2005 Jonesboro, AR.
- Persell, D. J.** & Young, C. F. (2004). Phases of Professional Recovery from Terrorism. Sigma Theta Tau Tri-Chapter Research Day, Nursing Research and Future Outcomes. April 8, 2004, Jonesboro, AR.
- Persell, D. J.** & Young, C. F. (2004). Terrorism Preparedness for a New Generation of Health Care Providers. Third International Conference of the Post FIPSE-EU Consortium. July 10-13, 2004, Washburn University, Topeka, KS, USA.
- Persell, D. J.** & Young, C. F. (2004). Caring for Victims of Terrorism: A topic for the curriculum. NLN Education Summit 2004: Excellence and Innovation in Nursing Education. September 30-October 2, 2004, Orlando FL.
- Persell, D. J.** & Young, C. F. (2004). Disaster Care in BSN Education Three Years After 9/11. American Association of Colleges of Nursing 2004 Baccalaureate Education conference. November 11- 13, 2004 Sunny Isles Beach, FL.
- Persell, D.J.,** Wimberley P, & Hall C. (2004). Recommendations for Faculty Workload at a State University (Poster Presentation). American Association of Colleges of Nursing 2004 Baccalaureate Education Conference. November 11-13, 2004 Sunny Isles Beach, FL.

**Persell, D. J. & Young, C. (2003).** Leading Nursing Students When the Environment is Terrorism 37<sup>th</sup> Biennial Convention of the Honor Society of Nursing, Sigma Theta Tau International, November 1-6, 2003, Toronto, Ontario, Canada.

**Persell, D. J. & Young, C. (2002).** “Inappropriate fear: A need for student centered learning related to caring for victims of terrorism” AACN Baccalaureate Education Conference, November 14-16, 2002 Orlando, Florida.

**Persell, D. J. (2002).** “Terrorism: When The Victims Are Children” 9<sup>th</sup> Annual Pediatric Nursing Conference, November 7-8, 2002, Children’s Medical Center, Akron, Ohio.

**Persell, D.J. (2001).** Arkansas Nurses Association, October 2001, Little Rock, AR. “Clinical Preceptors: Nurses Caring for the Next Generation.”

**Persell, D.J. (1998).** TSU Nursing Research Day, March, 1998, Nashville, TN "The Credentialing of Preceptors: does the process guarantee a quality clinical experience?"

**Persell, D. J. (1997)** "Biblical Perspectives on Health" October, 1997 Women's Retreat, Goodlettsville Church of the Nazarene at Gatlinburg, TN.

## **IX: Grants**

2010 -- Arkansas Department of Health, Disaster Life Support Course Training for Arkansas Medical Reserve Corps, \$20,000

2010 -- Arkansas Biosciences Institute, \$5,000; School of Nursing, ASU, \$2,500; Regional Center for Disaster Preparedness Education \$1000 and Office of the Dean, College of Nursing and Health Professions \$3000 for a total of \$12,000 for Phase 1 (pilot project) of The allostatic impact of socioeconomic status (SES) and environmental disasters on the well being of children in the Mississippi Delta region of Arkansas.

2007-2008 -- Arkansas State University Faculty Research \$3450

2007 – 2008 -- Vollman Fund with matching funds from Arkansas State University total \$1500

2006 -- \$3455 Special Project Award from Academic Affairs, ASU for Disaster course.

2005 -- \$5000 Special Project Award from College of Nursing and Health Professions for disaster course development, analysis of data, and report of findings.

2005 -- \$8000 Reducing Anxieties & Concerns of Health Care Professions & Students Who May Care for Victims of Terrorism. CDC Cooperative Agreement No. U90/CCU616074-05 “Public Health Preparedness and Response for Bioterrorism.” Funded through Arkansas Department of Health.

2005 -- \$10,000 (\$8,000 in two technical service contracts and up to \$2,000 of mailing lists, travel, etc.) Biopharmaceuticals Utilized in Treating Victims of Biological, Chemical and Nuclear Terrorism: Arkansas’ Social and Economic Readiness. CDC Cooperative Agreement No. U90/CCU616074-05 “Public Health Preparedness and Response for Bioterrorism.” Funded by Arkansas Department of Health.

2004 -- \$500. Office of the Dean of the College of Nursing and Health Professions. Concerns and Learning Needs of Nursing Students in Caring for victims of terrorism.

**X: Professional and Community Services (Memberships & Offices)**

**Review of chapters for three new textbooks** for Thomson Learning and Pearson Education. The focus of the books was a generic pediatric text, a pediatric case study text, and a disaster nursing text.

**Review of articles for publication in the *Journal of Family and Community Health*.** Focus of articles was disaster nursing.

**Professional organizations & committees**

H1N1 Incident Commander for Arkansas State University, 2009-1010

NE Arkansas Director of Nazarene Disaster Response, 2008 – present

Work-group member of Craighead County Emergency Management Task Force, 2008 – present

Work-group member of National Disaster Life Support Education Consortium – 2007 – present

Member of National Disaster Life Support Education Consortium

Vice-Chair of the Academic Review Committee – 2009 – present

Member, World Association of Disaster and Emergency Medicine

Member of Nursing Section, Member of Nursing Research Committee –  
2008 –present

Member, Craighead County Emergency Management Task Force – 2008  
- present

Member, Northeast Arkansas Hospital Preparedness Committee --- 2008  
- present

President, Eta Theta Chapter of Sigma Theta Tau International 2005 –  
2006

President elect, Eta Theta Chapter of Sigma Theta Tau International  
2004-2005

Secretary, Eta Theta Chapter of Sigma Theta Tau International 2002-2004

Member Eta Theta & Gamma Phi Chapters of Sigma theta Tau 2002 –  
present

International Member, National League of Nursing

Member, National Organization of Nurse Practitioner Faculty – 2005 –  
2009

Branch Director/Group Leader for the Health & Medical response to  
disasters at Arkansas State University – 2008 - present

Compassionate Ministries International, Nazarene Disaster Response

January, author and teacher of local church disaster response curriculum 2006 – present

Member of Board of Directors, Our Kids First, Jonesboro AR. 2003-2004



## **XI. Continued Education:**

### **2010**

Tennessee Simulation Conference. November 4-5. Nashville, TN.

Association of Schools of Allied Health Professions 2010 Annual

Conference: Through an Interdisciplinary Looking Glass: Achieving Quality Outcomes Through Research, Education, And Practice, October 20-22, 2010. Charlotte, NC.

International Institute for Qualitative Methodology's 2010 "Qualitative Health Research" Conference. October 3-5. Vancouver, B.C.

International Preparedness and Emergency Response, January 11-14, Tel Aviv, Israel.

Self Assessment Examination, Pediatric Nurse Certification Board

CNHP/SON faculty development

Basic and Advanced Disaster Life Support courses

### **2009**

16<sup>th</sup> World Congress on Disaster and Emergency Medicine. May 12-15, 2009, Victoria, British Columbia, Canada.

14<sup>th</sup> Qualitative Health Research Conference, October 3-6, 2008, Banff, Alberta, Canada.

Self Assessment Examination, Pediatric Nurse Certification Board

CNHP/SON faculty development

### **2007**

6<sup>th</sup> European Conference of the Association of Common European Nursing Diagnoses, Interventions and Outcomes, April 19-21, Amsterdam, The Netherlands.

The International Council of Nurses International Conference: May 27 June 1, 2007, Yokohama, Japan.

Greensboro Area Health Education Center. The Nurse' Role in Disaster

Response Preparedness. October 19, 2007, Greensboro, North Carolina.

Self Assessment Examination, Pediatric Nurse Certification Board

CNHP/SON faculty development

### **2006**

17<sup>th</sup> International Nursing Research Congress Focusing on Evidence-Based Practice. July 19-22, 2006. Montreal, Quebec, Canada.

5<sup>th</sup> Annual Conference for School Nurses. June 14, 2006, Knoxville TN.

Sigma theta Tau International Annual Research Day, March 15, 2006. Knoxville, TN.

CNHP/SON faculty development

Self Assessment Examination, Pediatric Nurse Certification Board

### **2005**

16<sup>th</sup> International Nursing Research Congress. July 14-16, 2005. Waikoloa Hawaii.

Eta Theta Chapter Educational Meeting. January 24, 2005 Jonesboro, AR.

CNHP/SON faculty development

Basic and Advanced Disaster Life Support courses

Self Assessment Examination, Pediatric Nurse Certification Board

## **X. Other**

Numerous television and newspaper interviews  
Active local church involvement:  
Teach Sunday School  
Choir Member  
Drama Participant

Revised 9/2010

**Bobby Brent Cox**  
**1604 Edgewood Cr**  
**Paragould, AR 72450**  
**870-215-2328**  
**brentcox@paragould.net**

## Education

### Degree:

Associates of Applied Science in Criminal Justice  
Associates of Applied Science in General Education  
Bachelors of Science in Emergency Administration Management  
Masters of Science in Homeland Security and Emergency Management  
(enrolled full time)

### Relevant Certifications:

Certified Healthcare Emergency Professional...Police Officer  
Certification... FEMA Professional Development Series... CPR Instructor...Incident Command  
System Curricula Instructor... WMD Standardized Awareness Instructor... Homeland Security  
Exercise And Evaluation Program Instructor... Crisis Prevention Intervention Instructor... Basic  
Disaster Life Support Instructor... Advanced Disaster Life Support Instructor... Drug Abuse  
Resistance Education Instructor... Smart Choices Better Chances Instructor... Hospital Emergency  
Response Team Instructor... Haz- Mat Technician...Master Exercise Practitioner (April 2011).

*See attached documents outlining all certifications.*  
*Completed 1895 hours of training*

## Work Experience

April 2006 to  
present

### Arkansas Methodist Medical Center

*Director of Security and Emergency Management.* Responsible for ensuring personal safety and security of patients, visitors and employees and protection of property and assets; develop, evaluate, implement, and maintain security, safety and emergency preparedness programs, policies, and procedures; provides ongoing education and monitor activities to ensure compliance with all legal requirements; exercises independent judgment in the course of carrying out overall responsibilities. Coordinates Emergency Preparedness Programs; designs, implements and monitors security policies; and serves as liaison between AMMC and public law enforcement, fire, safety, and other appropriate emergency agencies.

January 2003 to  
April 2006

### Arkansas Methodist Medical Center

*Security.* Oversee all off duty officers working for the Hospital; set schedules; investigate all crimes that occurred on Hospital property.

August 2001 to  
April 2006

### **Paragould Police**

*Patrolman.* Patrol the city limits of Paragould, AR; answer emergency and non-emergency calls such as but not limited to, domestic disputes, traffic violations, suicide attempts, burglaries, and medical emergencies; arrest suspects based on probable cause or an issued warrant; collect information and write reports, investigate misdemeanor crimes; control the scene of traffic accidents and other crime scenes; DARE Instructor; Field Training Officer.

December 1997 to  
August 2001

### **Greene County Sheriff's Department**

*Criminal Investigator-Juvenile Division.* Investigated all juvenile and sex-related crimes; assisted other investigators with their work load; testified in court; spoke to community groups of all ages about Arkansas State Laws, drugs, and alcohol-related topics; participated in "Lunch Buddy Program" with local Elementary Schools.

*Deputy.* Patrolled Greene County; answered emergency and non emergency calls; arrested subjects based on probable cause or an issued warrant; collected information and wrote reports; controlled the scene of traffic accidents; member of the Greene County Entry Team.

*Dispatcher.* Operated the Arkansas Crime Information Center Terminal; managed emergency 911 calls; wrote reports; filed and located warrants; collected bond and citation payments; directed deputies to proper locations; answered phones.

*Sgt. Detention Officer.* Managed jailers on duty; booked, fingerprinted, and filed inmate paperwork; made decisions regarding the safety of inmates; performed all other responsibilities of jailor.

*Jailor.* Cared for essential needs of inmates, including food, medical attention, and escorting inmates to their designated location; maintained security of inmates and the Greene County Jail premises.

## **Honors**

Recipient of Volunteer Award from Project Head Start...Outstanding Achievement Award in Criminal Justice...Loose Caboose Committee Member and three year president...Greene County Community Fund Board...Sunday School Director...Deacon...Leadership Paragould

## **References**

Available upon request

## **Curriculum Vita**

### **NAME:**

Debbie Shelton

### **CREDENTIALS:**

Advanced Practice Nurse – License #AO1128, AR State Board of Nursing  
Family Practice Nurse – Board Certified, American Nurses Credentialing Center  
Registered Nurse – License #R36313, Arkansas State Board of Nursing  
Controlled Substance Registration, #MS1430331, Drug Enforcement Administration  
Basic Disaster Life Support – Certificate, ASU Regional Training Center  
Advanced Disaster Life Support – Certificate, ASU Regional Training Center  
Disaster Life Support Instructor, Certificate, University of Tennessee, Knoxville  
CPR/AED, American Heart Association ICS 100, 200, 300, 400, 700, 800

### **CURRENT FACULTY APPOINTMENT:**

Assistant professor

**CURRENT AND PREVIOUS:**

**Academic:**

August 2005 – Present

Arkansas State University – Jonesboro, AR  
Assistant Professor of Nursing

August 2005 – August 2009

Instruct, advise, and provide clinical supervision to nursing students. Courses taught: Health Assessment NRS3392, Health Assessment Practicum NRSP3991, Chronic Illness and Rehabilitation NRS4312, Nursing Care Systems V NRSP 4336.

Developed new syllabus, content, and teach materials for senior-level BSN course NRS4312.

Developed Clinical Portfolio for clinical students in NRSP 4336.

Serve as academic advisor for 20 BSN students from sophomore through senior level.

Course coordinator for NRSP4336.

Instructor for Basic and Advanced Life Support courses.

August 2009 – August 2010

Instruct, advise, and provide clinical supervision to nursing student. Courses taught: Advanced Health Assessment NURS 6023, FNP Clinical Management I Practicum NURS 6514, FNP Clinical Management II Practicum NURS 6614, FNP Clinical Management III Practicum NURS 6818, FNP Clinical Synthesis NURS 6753, FNP Clinical Management I NURS 6613.

Development of Clinical Evaluation Tool for NURS 6514, NURS 6614, and NURS 6818.

Development of new clinical course syllabi with grading rubrics for NURS 6514, NURS 6614, and NURS 6818.

Development of Preceptor Orientation Handbook for all FNP preceptors.

Interim FNP Course Coordinator.

**Practice:**

June 2006 – Present

Coast-to-Coast Medical Stop  
2201 Horizon Drive, West Memphis, AR 72301  
Advanced Practice Nurse, FNP-BC

December 1994 – August 2005

Riverside Clinic  
105 Nathan, Marked Tree, AR 72365  
Advanced Practice Nurse, FNP-BC

May 1990 – December 1994

St. Jude Children's Research Hospital  
Danny Thomas Lane, Memphis, TN 38101  
Staff RN – Bone Marrow Transplant Unit

**Administrative:**

**EDUCATION:**

Doctorate in Nursing Practice

University of Tennessee Health Science Center, Memphis –  
Currently enrolled

Post Graduate FNP Certificate	University of Tennessee, Memphis, May 1996
Master of Science in Nursing	Arkansas State University, Jonesboro, May 1995
Registered Nurse Practitioner	Arkansas State University, Jonesboro, May 1990
Bachelor of Science in Nursing	Arkansas State University, Jonesboro, May 1990

### **AWARDS AND HONORS:**

### **PUBLICATIONS:**

Publication #01 *Target: An introduction to emotional intelligence.*  
Number of Pages – 18  
Journal: Journal of Holistic Nursing (submitted)

### **PRESENTATIONS TO LEARNED FORUMS (ABSTRACTS)**

#### **International**

Presentation #01  
Stories from Vietnam  
Shelton, Debbie  
Qualitative Health Research  
International Institute for Qualitative Methodology  
October 2 – 6, 2010  
Vancouver, British Columbia, Canada

#### **National**

Presentation #01  
The Use of Simulation in Disaster Preparedness  
Shelton, Debbie; Wiggins, Nonie; Wimberley, Paige; Persell, Deborah  
3<sup>rd</sup> Annual Simulation Conference  
Tennessee Simulation Alliance  
November 2 – 5, 2010  
Nashville, Tennessee

Presentation #02  
Target: A Method of Incorporating Emotional Intelligence into Nursing  
Shelton, Debbie  
Nursing Education Summit 2010  
National League of Nursing  
September 29 – 30, 2010  
Las Vegas, Nevada

Presentation #03  
Targeting the Senior Nursing Student: An Exercise in Emotional Intelligence  
Shelton, Debbie  
Drexel University Nursing Education Institute  
Drexel University  
June 7 – 10, 2007

## **Regional**

### Presentation #01

An Emotional Capstone for Graduating Baccalaureate Students  
Shelton, Debbie  
Nurse Educator Institute  
March 27-31, 2007  
Branson, Missouri

## **State**

### Presentation #01

Alternative Sites in Advanced practice  
Shelton, Debbie  
Arkansas State Nurses Convention  
Arkansas State Nurses Association  
October 12, 2006  
Hot Springs, Arkansas

### Presentation #02

Target: A Classroom Game in Emotional Intelligence  
Shelton, Debbie  
Sigma Theta Tau Research Day  
Sigma Theta Tau International Honor Society for Nursing  
April 5, 2007  
Jonesboro, Arkansas

## **GRANTS:**

Dean's Grant  
Summer II 2007  
\$3000.00

Development of Clinical Portfolio for NRSP 4336, implemented in Fall 2007

Dean's Grant  
Summer II 2009  
\$5000.00

Development of Clinical Evaluation Tools for NURS 6514, NURS 6614, NURS 6818,  
implemented Fall 2009

Dean's Grant  
Summer I 2010  
\$5000.00

Scholarly writing, submitted to Journal of Holistic Nursing, July 2010

Dean's Grant  
Summer II 2010  
\$5000.00

Development of Preceptor Orientation Handbook, implemented Fall 2010

## **UNIVERSITY GOVERNANCE (Committee Work for the last three years)**

Program BSN	
Curriculum Committee	Fall 2007 – present
Admission, Progressions & Credit	Fall 2007 – present
Ad Hoc Clinical Evaluation Committee	Fall 2007 - Fall 2009

Program MSN	
Curriculum Committee	Fall 2009 – Present
Admission, Progressions & Credit	Fall 2009 – Present

School	
NLNAC Committee, Standard IV	Spring 2010 – Present
Faculty Development Committee	Fall 2006 – Fall 2009
Bylaws/Nominating Committee	Fall 2008 – Present
Library Committee	Fall 2008 – Present
Ad Hoc Goals Committee	Fall 2009 – Fall 2010

College	
Infection Control Committee	Fall 2006 – Fall 2009
Scholarship and Awards	Fall 2009 – Fall 2011
Curriculum Committee	Fall 2009 – Present
Ethics Committee	January 2008

University	
Board of Trustee Faculty Achievement	Fall 2006
Board of Trustee Faculty Achievement	Fall 2010
University Disaster Preparedness Committee	2009 – 2010

### **PROFESSIONAL AND COMMUNITY SERVICES (MEMBERSHIPS & OFFICES):**

2005 – Present	National League of Nurses
2005 – Present	American Nursing Association
2005 – Present	Arkansas Nursing Association
	District 6 Treasurer 2006 – 2009
1995 – Present	Sigma Theta Tau International Honor Society of Nursing
	Eta Theta Chapter President 2008 – Present
2009 – Present	Medical Reserve Corp
2006 – Present	Regional Training Center for Disaster Preparedness Education
2006 – Present	Northeast Arkansas Nurse Practitioner Association
	President Elect 2009
2007 – Present	Arkansas Hospital Preparedness and Emergency Response Committee

### **CONTINUED EDUCATION: (Last Five Years)**

Basic Disaster Life Support – March 6, 2009 (recertification)  
*"Improving Blood Pressure Control in the Older Adult"*, UAMS Center on Aging (1 contact hour)  
 January 13, 2009  
*"Improving Glycemic Control in the Older Adult"*, UAMS Center on Aging (1 contact hour) May 12, 2009  
*"Simple 7 Oral Clinical Evaluation"*, ASU CNHP (1.5 contact hours) May 13, 2009  
*"Healing Health Professionals"*, *"How Professionals Communicate"*, *"A Passion for the Art of Healing"*, ASU CNHP (4 contact hours) August 17, 2009

*"Triglyceride-Related Residual Risk following Optimal LDL Control"*, Indiana University School of Medicine

(2 contact hours) December 8, 2009

*"New horizons in breast Cancer surgery that may benefit the elderly"*, Suzanne Klimberg, MD. UAMS

*"Managing prostate health in the aging male."* Graham F. Greene, MD, UAMS

Faculty Development Seminar on Communication with Suzanne Gaddis. Arkansas State University.

August 18, 2008

National Incident Management System courses 100/200/700/800

American Heart Association Healthcare Provider Recertification August 19, 2008

Introduction to Statistics, Arkansas State University, fall 2008, 3 credit hours

*"Arkansas BSN Nurse Educator Sharing Day"*. University of Arkansas for Medical Sciences. February 09, 2007 (2 contact hours).

*"Nurse Educator Institute 2007"* University of Arkansas for Medical Sciences. March 27-29, 2007 (12.25 contact hours).

*"Faculty Development Seminar on Doctoral Education."* Arkansas State University. April 13, 2007 (1 contact hour).

Sigma Theta Tau Tri-Chapter Research Day. Arkansas State University. April 05, 2007 (4.5 contact hours).

The Teaching Professor Conference. Magna. May 18-20, 2007.

*"Drexel University Nursing Education Institute 2007"*. Miami, FL June 8-10, 2007 (10 contact hours).

*"National Nursing Education Initiatives"* Dr. Elizabeth Stokes. Arkansas BSN Nurse Educator Sharing Day. February 10, 2006 (1 contact hour).

*"Clinical Simulation Framework: Developing Simulations in Nursing Education"* Debra L. Spunt, MS, RN. Arkansas BSN Nurse Educator Sharing Day. February 10, 2006 (1.5 contact hours).

Basic Disaster Life Support. American Medical Association. March 21, 2006 (7.5 contact hours).

Advanced Disaster Life Support. American Medical Association. March 22, 2006 - March 23, 2006 (13 contact hours).

National Disaster Life Support Instructor. American Medical Association. March 24, 2006

Sigma Theta Tau Tri-Chapter Research Day. Conway Regional Health System. April 13, 2006 (4.2 contact hours).

The Teaching Professor Conference. Magna. May 19 - 21, 2006

*"Diabetes Update."* ASU College of Nursing and Health Professions. June 15, 2006 (5.25 contact hours).

*"Managing & Motivating the Generations: Implications for the Classroom and the Clinic."* ASU College of Nursing and Health Professions. August 11, 2006. (5 contact hours).

#### OTHER:

Development of Clinical Portfolio for NRSP 4336

Development of Clinical Evaluation Tools for NURS 6514, NURS 6614, & NURS 6818

Development of Preceptor Orientation Handbook

Development of NRS 4312 to online course

Research Interests:

Emotional intelligence in the classroom, emotional intelligence in nursing

PTSD among Vietnam Veterans

Revised 9/2010

## **Curriculum Vita**

### **NAME:**

Paige Wimberley

[pwimberley@astate.edu](mailto:pwimberley@astate.edu)



**CREDENTIALS:**

BSN, MSN, APN, RNP, RN-CS, CNE

Licensed in State of Arkansas as Registered Nurse, since 1982. Expiration date 1/31/2012.

Licensed in State of Arkansas as Registered Nurse Practitioner, since 1994. Expiration date 1/31/2012.

Certified Nurse Educator, National League for Nursing. Expiration 12/32/2010. Certification Number 392720

Clinical Specialist in Medical-Surgical Nursing - American Nurses Credentialing Center. Expiration date November 30, 2013. Certification Number 03255573.

Basic/Advanced/Instructor Disaster Life Support, 2006-present

**CURRENT FACULTY APPOINTMENT:**

Assistant Professor of Nursing  
RN-BSN Program Coordinator

**EDUCATION:**

St. Louis University enrolled since 2007 seeking Ph.D. in Nursing. (Focus of study: Breast Cancer Survivorship)

Arkansas State University, Jonesboro, Arkansas - December 1992  
Master of Science in Nursing - (Major focus of study - Adult Health)

Arkansas State University, Jonesboro Arkansas - May 1982 Bachelor of Science in Nursing

**CURRENT AND PREVIOUS Positions:****Academic:**

Arkansas State University - (August 1996 - present).

Assistant Professor of Nursing. Teaching assignments included Fundamentals, Health Assessment, Junior and Senior BSN Clinicals, Pharmacology, and Nutrition.  
Coordinator of the RN-BSN program.

Arkansas State University - (August 1995 - May 1996).

Part-time clinical instructor. Responsible for assisting and directing junior and senior BSN students during a medical surgical rotation.

**Practice:**

St. Bernard's Medical Center Staff Support (1999-2004)

Central Arkansas Hospital (May 1996 - September 1998).

Critical Care Unit - Staff RN

Responsible for planning and delivery of care to critically ill patients.

St. Bernard's Regional Medical Center (July 1995 - January 1996).

Cardiac Step Down - Staff RN

Responsible for planning and delivery of care for cardiac patients.

White County Medical Center (June 1991 - July 1995).

Emergency - Staff RN, staff support position. Responsible for triage, assessment and delivery of direct patient care.(May 1995 - July 1995).

Central Arkansas Hospital - (August 1986 - May 1991).

Infection Control. Responsible for the surveillance and reporting of infectious diseases. (October 1990 - May 1991).

Woodruff County Public Health Unit, (August 1985 - July 1986).

Public health nurse. Responsible for the delivery and care of home bound patients, administration of WIC, family planning, and TB clinics.

St. Bernard's Regional Medical Center (March 1980 - June 1985).

Oncology Staff RN.

Responsible for the planning and delivery of direct patient care, including the administration of chemotherapy. (June 1983 - June 1985).

Cardiac Step Down Staff RN.

Responsible for planning and delivery of care to seriously ill patients. (May 1982 - June 1983).

#### **Administrative:**

White County Medical Center

Clinical Nurse Manager Post-surgical.

Responsible for scheduling, budgeting, interviewing prospective employees, evaluating staff, and patient care. (October 1994 - May 1995).

Director of Education.

Responsible for designing and delivering in-services for nursing staff, supervision and evaluation of employees, budgeting, preparation for JCAHO and ASHD surveys, designing and implementing computerized documentation of nursing care. (June 1991 – October 1994).

Central Arkansas Hospital

Step Down Unit Charge RN.

Responsible for planning and delivery of care to seriously ill patients, and monthly unit in-services. Also served as chairperson and secretary of hospital policy and procedure committee. (July 1987 - October 1990).

## **AWARDS AND HONORS:**

Arkansas State University, School of Nursing Outstanding Alumni Award, 2008

Arkansas State Nurses Association District 6 Outstanding Educator Award, 2007

Nominated by students for Arkansas State University Advisor of the Year, 2005

College of Nursing and Health Professions Faculty Achievement Award for Teaching 2003.

## **PUBLICATIONS**

### **Journals:**

Hall, C.P., Hall, J.D., Pfriemer, J., **Wimberley, P.**, & Jones, C. H. (2007). Effects of a culturally sensitive education program on the breast cancer knowledge and beliefs of Hispanic women. *Oncology Nursing Forum*, 34, 1195-1202.

Hall, C.P., **Wimberley, P.** Hall, J.D., Pfriemer, J., Hubbard, E., Stacy, A. & Gilbert, J.D. (2005).

Teaching Breast Cancer Screening to African American Women in the Arkansas Mississippi River Delta. *Oncology Nursing Forum*, 32, 857-863.

**Wimberley, P.D.**, Isaacson, J., Stacy, A., Wiggins, N., Walden, D., & Miller, R.S. (2005) "HIPAA

and Nursing Education: How to Teach in a Paranoid Healthcare Environment" *Journal of Nursing Education*, 44, 489-482.

**Wimberley, P.** & Wiggins, N. (2004). How Much Do You Know about Anticoagulant Therapy? *Nursing Management* 35, (2), 46-47.

### **Contributor:**

Wilkinson, J.M. & Van Leuven, K. (2008). *Fundamentals of Nursing: Theory, Concepts & Applications*. F.A. Davis.

### **Reviews:**

#### **Books:**

Carpenito, L. (2006). *Nursing Care Plans and Documentation* for Lippincott, Williams & Wilkins.

Weber (2006) *Health Assessment in Nursing* for Lippincott, Williams & Wilkins.

Karch, A. (2003). *Focus on Nursing Pharmacology* (2<sup>nd</sup> ed.) Philadelphia: Lippincott, Williams, & Wilkins.

#### **Book chapters:**

Potter, P. A. & Perry, A. G. (in press). *Fundamentals of Nursing* (8<sup>th</sup> ed.). Chapter 2: The

Delmar Medical Surgical Allergic Dysfunction: Nursing Management, Asthma, Cystic Fibrosis & Lower Airway Dysfunction: Nursing Management, & Mass Casualty. (2006)

Kozier, B., Erb, G., Bermen, A., & Snyder, S. J. (2004). *Fundamentals of Nursing*. (7<sup>th</sup> ed.). Upper Saddle River, N.J.: Prentice Hall.

Software:

Clinical Nursing Concepts & Skills Scenario Modules. Professional Development Software, Inc. (2001).

**PRESENTATIONS TO LEARNED FORMUMS :**

Podium:

National Presentation #1

Title of Paper: The Use of Simulation in Disaster Preparedness  
(Keynote Address)

Co-authors: Persell, D. Shelton, D., Wiggins, N., **Wimberley, P.**

Learned Forum: 3<sup>rd</sup> Annual Simulation Conference

Date and place of meeting: November 4-5, 2010, Nashville, TN

National Presentation # 2

Title of Paper: HIPAA and Nursing Education: Strategies for Success

Co-authors: **Wimberley, P.**, Wiggins, N., Stacy, A., Isaacson, J., Miller, R. S., & Walden, D.

Learned Forum: AACN Baccalaureate Education Conference

Date and place of meeting: November 17, 2003, San Antonio TX

State Presentation #1

Title of Paper: Can the California Critical Thinking and HESI be used to Predict NCLEX?

Presenter: **Wimberley, P.**

Learned Forum: Educational Leadership, Curriculum, and Special Education Fall Conference

Date and place of meeting: December 2, 2006, Jonesboro, AR

State Presentation # 2

Title of Paper: "Teaching Breast Cancer Detection to African-American Women in the Delta: A Study of Beliefs, Knowledge and Behavior"

Presenters: **Wimberley, P.**, Hall, C., Stacy, A., Pfriemer, J., Hubbard, L., Hall, J., & Gilbert, J.

Learned Forum: Arkansas State Nurses Association 90<sup>th</sup> Convention, "Nursing: No Power Shortage"

Date and place of Meeting: October 29-31, 2003, Little Rock, AR

Poster:

International Presentation #1

Title of Poster: "Beyond the Pink Ribbon: The Lived Experience of Breast Cancer Survivors"

Presenter: **Wimberley, P.**

Learned Forum: 16<sup>th</sup> Qualitative Health Research Conference

Date and place of meeting: October 3-5 2010, Vancouver, British Columbia, Canada

National Presentation #1

Title of Poster: Assisting Students to Develop Appropriate Patient Education Materials  
Presenter: **Wimberley, P.**  
Learned Forum: Mosby's Faculty Development Institute  
Date and place of meeting: January 5-6, 2009, Orlando, FL

#### National Presentation #2

Title of Poster: Teaching Breast Cancer Screening to Hispanic Women: Evaluation of a Multifaceted Approach  
Presenters: Hall, C.P., Hall, J.D., Pfriemer, J., & **Wimberley, P.**  
Learned Forum: Nursing 2007 Symposium: The Conference for Clinical Excellence  
Date and place of meeting: April 19-22, 2007, Lake Buena Vista, FL

#### National Presentation #3

Title of Poster: Can the California Critical Thinking and HESI Be Used to Predict NCLEX?  
Presenter: Wimberley, P.  
Learned Forum: 7<sup>th</sup> Annual Nurse Educators Institute  
Date and place of meeting: March 27-30, 2007, Branson, MO

#### National Presentation #4

Title of Poster: Designing a Better RN to BSN Clinical Rotation  
Presenter: Wimberley, P.  
Learned Forum: 7<sup>th</sup> Annual Nurse Educators Institute  
Date and place of meeting: March 27-30, 2007, Branson, MO

#### National Presentation #5

Title of Poster: Assigning Students to Collaborative Learning Groups".  
Presenters: **Wimberley, P.** & Walden, D.  
Learned Forum: Nursing Education: Navigating toward New Horizons. NLN  
Date and place of meeting: September 30-October 1, 2005 Baltimore, MD.

#### National Presentation #6

Title of Poster: Recommendations for Faculty Workload at a State University  
Presenters: Persell, D., Hall, C., & **Wimberley, P**  
Learned Forum: AACN Baccalaureate Education Conference  
Date and place of meeting: November 11, 2004, Orlando, FL.

#### National Presentation # 7

Title of Poster: Student Perceptions of Skill Retention Following Graded vs. Non-Graded Return Demonstrations  
Presenters: **Wimberley, P.**  
Learned Forum: Fifth National Conference on Nursing Skills Laboratories  
Date and place of meeting: June 26-28, 2003, San Antonio TX

#### National Presentation # 8

Title of Poster: Teaching Breast Cancer Detection Methods to African-American Women of the Delta  
Presenters: **Wimberley, P.**, Hall, C., Stacy, A., Pfriemer, J., Hubbard, L., Hall, J., & Gilbert, J.  
Learned Forum: The Susan G. Komen Breast Cancer Foundation  
National Mission Conference Delivering the Promise  
Date and place of meeting: June 8-10, 2003, Washington, D.C.

National Presentation #9

Title of Poster: Faculty Perspective of Instructor Guided NCLEX Preparation Course

Presenters: **Wimberley, P.**

Learned Forum: "Mosby's Faculty Development Summer Institute 2001: Innovations In Teaching: Strategies for Nurse Educators"

Date and place of meeting: August 5-8, 2001, San Francisco, CA

National Presentation #10

Title of Poster: Reality Based Senior Clinical Experience

Presenters: Wiggins, N., **Wimberley, P.**, Young, C., Stacy, A., & Isaacson, J.

Learned Forum: Mosby's Faculty Development Summer Institute 2001: Innovations In Teaching: Strategies for Nurse Educators"

Date and place of meeting: August 5-8. 2001, San Francisco, CA

National Presentation #11

Title of Poster: Senior Culminating Clinical Experience

Presenters: Wimberley, P., Wiggins, N., Isaacson, J., Stacy, A. & Young, C.

Learned Forum: "Creative Teaching Workshops"

Date and place of meeting: March 12-14, 2000, Memphis, TN

#### State Presentation #1

Title of Poster: Breast Cancer Detection Method Utilization Among African-American Women

Presenters: **Wimberley, P.**, Hall, C., Stacy, A., Pfriemer, J., Hubbard, L., Hall, J., & Gilbert, J.

Learned Forum: Sigma Theta Tau International, Tri-Chapter Research Day

Date and place of meeting: April 13, 2001, Jonesboro, AR

#### State Presentation # 2

Title of Poster: Effectiveness of Instructor-Guided NCLEX Preparation

Presenters: **Wimberley, P.**, Wiggins, N., Young, C., Stacy, A., & Isaacson, J.

Learned Forum: Arkansas State Nurses Association Annual Meeting

Date and place of meeting: October 19, 2001, Hot Springs, AR

#### State Presentation # 3

Title of Poster: Clinical End-loading

Presenters: **Wimberley, P.**, Wiggins, N., Isaacson, J., Stacy, A., & Young, C.

Learned Forum: Arkansas State Nurses Association Annual Meeting

Date and place of meeting: October 13, 2000, Springdale, AR

#### Local Presentation # 1

Title: A Study on Senior Experience

Presenters: **Wimberley, P.**, & Wiggins, N.

Learned Forum: Department of Nursing Faculty

Date and place of meeting: October 27, 2000, Jonesboro, AR

#### Other:

##### **Providing Continuing Education:**

ADLS: April 4, 2009, November 7-8, 2008; March 28-29, 2008; March 9-10, 2007; November 3-4, 2006

BDLS: February 6, 2009, October 10, 2008; February 23, 2008; January 19, 2007; February 16, 2007. September 15, 2006; October 5, 2006;

ACLS: Stable/Unstable Tachycardia: February 10 & 11, 2005, February 22 & 23, 2005, Mega Code February 9 & 10, 2006, August 18, 2006

ACLS Instructor Course February 9 & 10, 2005.

Health Care Provider CPR: August 19, 2008; January 31, 2007; September 28 & 29, 2006

CPR Instructor Trainer Course, St. Bernard's Medical Center. Jonesboro, AR. Dec. 17, 2003.

Basic Arrhythmia Course, St. Bernard's Medical Center, Jonesboro, AR. Target Audience: Staff nurses; April –May 2002

OSHA Bloodborne Pathogens. Buffalo Island EMS, Monette, AR. Presentation. Target Audience: Paramedics, EMT's and First Responders. May 2002.

#### **GRANTS:**

##### **Funded**

Hall, C. P., Pfriemer, J. & Wimberley, P. "Teaching Breast Cancer Screening to Hispanic

Women in the Arkansas Mississippi River Delta.” (2006) NEA Clinic Charitable Foundation.  
Funded \$2718.76

Wimberley, P.D., and Hall, C. “Teaching Breast Cancer Detection to African-American Women in the Delta: A study of Beliefs, Knowledge and Behavior.” (2002)  
Susan G. Komen Arkansas Affiliate. Funded \$1600.00

Wimberley, P.D. and Hall, C. and Stacy, A. Teaching Breast Cancer Detection to African-American Women in the Delta: A study of Beliefs, Knowledge and Behavior.” Eta Theta Chapter Sigma Theta Tau. (2001). Funded \$100.00

### **Professional and Community Service:**

#### **Memberships:**

Sigma Theta Tau International Honor Society	1985-present
Eta Theta Faculty Counselor	1998-2000; 2005-2009
Eta Theta Eligibility Committee Chairperson	2006-2008
Eta Theta Nominations Committee Chairperson	2005-2007
Eta Theta President	2001-2003
Eta Theta President Elect	2000-2001
Eta Theta Vice President	2000-2001
Eta Theta Awards Chairman	1997-1999
Eta Theta Delegate, Biennial Sigma Theta Tau International Convention	1997; 2001
Epsilon Omicron Chapter Treasurer	1993-1995
Midwest Nursing Research Society	2007-present
National League for Nursing Arkansas State University NLN Ambassador	2006-present
Arkansas Nurses Association	1995-present
State Board of Directors	2006-2008
District 6, President	2006-2008
District 6 Treasurer	1997-1999
District 6 Delegate to State Convention	1997, 2005, 2006, 2007

#### **DEPARTMENT COMMITTEES:**

BSN Curriculum Recorder (1999-present)	1995-present
BSN Admissions, Progression, & Credits Recorder (1999-present)	1995-present
Bylaws/Nominating Committee	2010-2012
PRT	2009-2012
Nursing CE Provider Committee	2006-present
Faculty Search Committee	2003-2004
NLNAC Standard III and V Committee	2001-2003
Health Fair 2000 Planning Committee	2000
Workload Committee	2000-2008
Pharmacology Committee, co-chair	1999-2001
Department of Nursing Handbook	1997-1998

#### **COLLEGE COMMITTEES:**



Constitution and Bylaws	2009-2012
Faculty Handbook	2008-2010
Admissions and Credits	2002-2007
Scholarship and Awards Committee	2003-2005
Curriculum (chair 2001-2004)	2001-2004
Student and Alumni Affairs	2001-2002
Infection Control	2000-2002

#### UNIVERSITY COMMITTEES:

Grievance and Hearing	2006-2010
Admissions, Progressions, and Credits	2004-2008
Faculty Achievement Awards	2001-2003
Development, Communication and Alumni Committee	2000-2002
Fall Preview Day Committee	2001

#### Community Service:

American Heart Association, Basic Life Support Instructor	1991-2009
American Heart Association, Basic Life Support Instructor Trainer	1995-2008
American Heart Association, Advanced Life Support Instructor	1995-2008
Gideon's International Auxiliary	2001-present
St. Bernard's Medical Center Community Training Center Board	2003-2007
St. Bernard's Medical Center Community Training Center Faculty	2001-2007
St. Bernard's Outpatient Diabetes Self-management Training Programs Advisory Board	2002-2006
American Heart Association Regional ACLS Faculty	2003-2005
National Advanced Leadership Camp for Nursing Educators	2003
Wynne Volunteer Firemen Ladies Auxiliary Chaplin, 1999-2000	1999-present

#### **CONTINUING EDUCATION:**

Limited to the previous 5 years.

*Maximizing the Effectiveness of Professional Partnerships in the University Setting.* 4 Contact Hours. ASU CNHP School of Nursing, Jonesboro, AR. August 16, 2010  
*Very Low Weight Gain or Weight Loss Not Recommended for Most Obese Pregnant Women.* 0.5 Contact Hour. Independent Study.

*Diagnosis and Management of H pylori Infection.* 0.5 Contact Hour. Independent Study.

*Interruptions Linked to Medication Errors by Nurses.* 0.5 Contact Hour. Independent Study.

*End-of-Life Care in the Setting of Cancer: Withdrawing Nutrition and Hydration.* 1.5 Contact Hour. Independent Study.

*Walking Protects Women Against Stroke: WHS Long-Term Follow-Up.* 0.5 Contact Hour. Independent Study.

*Cognitive Decline Increased in Middle-aged Patients with Type 2 Diabetes.* 0.5 Contact Hour. Independent Study.

*Endometriosis Management Reviewed.* 0.5 Contact Hour. Independent Study.

*Evidence-based Practices for Redesigning Your Nursing Curricula: Focus on Patient Safety and Quality Care.* 5.5 Contact Hours. Jonesboro, AR. April 27, 2010.

*Redesigning Nursing Education: Challenges and Opportunities.* 5.5 Contact Hours. St. Louis, MO. March 26, 2010.

*Basic Disaster Life Support.* 7.5 Contact Hours. Wynne, AR. June 15-16, 2009

*Part I: Healing Health Professionals, Part II: How Professionals Communicate, Part III: A Passion for the Art of Healing.* 4 Contact Hours. CNHP School of Nursing. Jonesboro, AR. May 13, 2009.

*Simple 7 Oral Clinical Evaluation.* 1.5 Contact hours. CNHP School of Nursing .Jonesboro, AR. May 13, 2009.

*SLA.* 2 Contact hours. CNHP School of Nursing .Jonesboro, AR. May 13, 2009.

*Evaluation of Undergraduate Honors Student Research; Instilling Accountability and Responsibility in Students for Classroom Preparation and Conduct ; Understanding and Healing Nurse to Nurse Hostility.* 5.75 contact hours. Russellville, AR. February 13, 2009.

*Mosby's Faculty Development Institute,* 13.75 contact hours. Orlando, FL, January 5-6, 2009

*Livin', Laughin', and Learning...through the years.* Barb Bancroft, RN, MSN, 2.5 contact hours Jonesboro, AR, August 22, 2007.

*Interpretation of Lab Tests.* Barb Bancroft, RN, MSN, 2.5 contact hours Jonesboro, AR, August 22, 2007.

*Nurse Educator Institute: Educational Strategies for Highly Effective Nurse Educators.* 10.25 contact hours. UAMS, Branson, MO., March 27-29, 2007

*Nursing: Caring Across Generations.* 7.4 contact hours. ARNA, Hot Springs, October 10-12, 2006.

*Visual Spatial Abilities and Fall Risk: An Assessment Tool for Individuals with Dementia* 2.5 contact hours. Independent Study.

*Strategies to Increase Research-Based Practice: Interplay with Unit Culture.* 3 contact hours. CE Group, Lippincott, Williams, & Wilkins. April 3, 2006.

## **Curriculum Vita**

### **NAME:**

**Wynona M. (Nonie) Wiggins**

### **CREDENTIALS:**

Licensed in State of Arkansas as Registered Nurse since 1983.

Basic Disaster Life Support Instructor – Medical College of Georgia

Advanced Disaster Life Support Instructor – Medical College of Georgia

### **CURRENT FACULTY APPOINTMENT:**

**Assistant Professor of Nursing, Arkansas State University**

### **EDUCATION:**

2008 - Present	Doctoral student in Educational Leadership, Arkansas State University-Jonesboro. Expected graduation August 2011
2009 EdS	Specialist in Community College Teaching Arkansas State University, Jonesboro
1993 MSN	University of Tennessee, Memphis Major – Critical Care Nursing Minor – Nursing Administration
1983 BSN	Arkansas State University, Jonesboro, Arkansas Major: Nursing

### **CURRENT AND PREVIOUS POSITIONS:**

#### **Academic**

1993 - Present      Arkansas State University – Assistant Professor of Nursing

Fall 1991      Arkansas State University - Part-time clinical instructor

#### **Appointed Position**

2001 – Present      NCAA Faculty Athletic Representative (appointed by the Chancellor)

#### **Practice**

1979 – 1993      St. Bernards Regional Medical Center

One Day Surgery – Staff RN and charge nurse. Responsible for preparing and recovering patients for same day surgery. August 1990 - October 1991.

Labor and Delivery – Staff RN. Responsible for planning and delivery of care to patients during labor and delivery and through post-partum stay. Also responsible for planning and delivery of care to post-operative gynecological surgical patients. August 1989 – August 1990.

Critical Care Unit – Staff RN. Responsible for planning and delivery of care to critically ill patients. May 1983 – November 1985.

Cardiopulmonary Services – EKG Technician. Responsible for running 12-lead EKGs on patients admitted to the hospital. Also monitored EKGs during codes and placement of temporary pacemakers. Transcribed interpretations of EKGs from physician recordings.

### **Administrative**

Cardiac Step Down – Patient Care Manager. Responsible for scheduling, budgeting, interviewing prospective employees, evaluating staff and providing direct patient care of a 27 bed cardiac step-down unit. February 1992 – August 1993.

Human Resources – Hospital Recruiter. Responsible for recruiting professional level employees to the hospital. Performed all professional level screening interviews. April 1989 – August 1989.

Nursing Service – Director of Special Projects – Responsible for preparation for JCAHO visit and quality assurance projects in nursing service. July 1988 – April 1989.

Critical Care Unit – Nursing Director. Responsible for scheduling, budgeting, interviewing prospective employees, evaluating staff, and providing direct patient care of an 18 bed combined critical care unit.

June 2006 – present Outpatient Surgical Center, Jonesboro  
Part-time staff nurse during summer and breaks. Work primarily preparing patients for surgery and Phase 2 recovery.

### **PUBLICATIONS:**

Publication #02 How to Teach in a Paranoid Health Care Environment.

Number of Pages – 4

Journal: Nursing Education Volume: 44 Number 11.

Wimberley, P., Isaacson, J., Walden, D., Wiggins, N., Miller, R., and Stacy, A.

Date: November 2005

Publication #01 How Much Do You Know About Anticoagulant Therapy?

Number of Pages – 2

Journal: Nursing Management

Wimberley, P. and Wiggins, W.

Date: February 2004

### **PRESENTATIONS TO LEARNED FORUMS:**

## National

### Presentation #04

#### Reducing Subjectivity in Clinical Grading Using a Behavioral Outcomes Rubric

Wiggins, N. and Wimberley, P.

Mosby's Faculty Development Institute

January 3-5, 2011

Orlando, FL

### Presentation #03

#### Student Engagement = Student Learning

Wiggins, N. and Wimberley, P.

Mosby's Faculty Development Institute

January 3-5, 2011

Orlando, FL

### Presentation #02

#### Best Practices for NCLEX-RN Success: A Study of BSN Programs in the SREB

Wiggins, W.

2010 Arkansas Nurses Association (ARNA) Annual Convention

October 23, 2010

Little Rock, AR

### Presentation #01

#### Enhancing Student Learning – Addressing Multiple Intelligences in the Classroom

Wiggins, W.

2010 Drexel University Nursing Education Institute

June 22-23, 2010

Myrtle Beach, SC

## Regional

### Presentation #01

#### Presentation #02

#### A Comparison of Cooperative Learning and Direct Instruction on Retention of Cardiovascular Anatomy and Physiology

Wiggins, W.

Paper presented at the Educational Leadership, Curriculum, and Special Education Semi-Annual Conference.

April 2007

Jonesboro, AR

## State

### Presentation #03

Demystifying Academic Advising to the Student-Athlete  
Wiggins, W.  
Arkansas College Personnel Association Annual Meeting  
March, 2009  
Hot Springs, AR

### Presentation #02

Medication Non-compliance in the Elderly  
Wiggins, W.  
Presented as continuing education for health-care professionals.  
October 2005  
Walnut Ridge, AR

### Presentation #01

Hypertention in the Elderly  
Wiggins, W.  
Presented to Arkansas Methodist Hospital Nursing Staff  
July 2004  
Paragould, AR

## **OTHER SCHOLARLY ACTIVITY:**

Reviewer/contributor for Neurologic Disorders for *Pathophysiology made Incredibly Visual*, 2<sup>nd</sup> edition.

Reviewer/contributor for *Nursing Know-How: Interpreting ECGs* (2009). Lippincott, Williams & Wilkins. Philadelphia

Contributor for "Portable ECG Interpretation." (2008). Lippincott, Williams, & Wilkins. Philadelphia.

Chapter Reviewer for Pharmacology: Connections to Nursing Practice, 1e. Prentiss Hall (2006).

## **PROFESSIONAL AND COMMUNITY SERVICES (MEMBERSHIPS & OFFICES):**

### **Professional Organizations**

#### **National and International**

2008 – Present	Golden Key International Honor Society
1986 – Present	Sigma Theta Tau International Honor Society of Nursing Region 2 Research Award Committee (1998)
1990 – Present	American Nurses Association

1991- Present American Association of Critical Care Nurses

1998 – Present National League of Nursing

## State

1993 – Present Arkansas Nurses Association  
ARNA Continuing Education Review Committee

(2004-2007) ARNA Task Force For White Paper on General Nursing Practice (1994)  
Advance Practice Committee Member (1994 – 1998)

1985 – Present American Heart Association, Arkansas Affiliate

## Local

2001 – Present NCAA Faculty Athletic Representative (FAR) (appointed by the  
Chancellor). Represent ASU to Sun Belt Conference and the NCAA  
regarding student-athlete welfare.  
Chair – Sun Belt Conference FAR's. 2009 - present.  
Sun Belt Conference Executive Committee – 2009-present.  
NCAA Academic Cabinet – September 2008-July 2010  
NCAA Athletic Personnel and Recruiting Cabinet – September 2010 –  
present.

1993 – Present District 6, Arkansas Nurses Association  
Secretary (2002 – 2007)

1986 – Present Eta Theta Chapter of Sigma Theta Tau International Honor Society for  
Nursing  
President (1997-99; 1986-87)  
Vice-president (1995-97, 2008-present)  
First Counselor (2004-2006)  
Program Chair (1995-97)  
Nominating Committee Chair (1994)  
Bylaws Chair (1998-00)  
Fundraising (2000)

Arkansas State University Alumni Board of Directors – 2003-present.

April 2007 – Assisted the Junior Auxiliary of Jonesboro with Growing Healthy and dissections.

Basic and Advanced Disaster Life Support Instructor for multiple courses during the year.

Student Nurse Association Fund Raiser Banquet – invited speaker. "It's Not Too Early to Think  
about Heart Disease" (February 2006)

Farm Safety Expo – member of planning committee (2002)

Arkansas State University Alumni Board (2000 – present)  
At-large member of executive committee (2002)

NEA Counsel on Family Violence – participated in fund raiser (1999-present)

First Baptist Church – 9<sup>th</sup> grade girls Sunday School teacher (2001 – 2007)

Junior Auxiliary of Jonesboro (1999-2005)

Clothes Closet Committee – member.

Gathered, organized and distributed gently worn clothes for school aged children in Jonesboro.

Girls Enrichment – member.

Mentored junior high girls from Annie Camp and McArthur Junior High Schools one night each month.

Growing Health – co-chair (spring), chair (fall).

Coordinated with 5<sup>th</sup> grade teachers in the Jonesboro school district and the Sixth Grade Academic Center the Berkley Health Curriculum to create a healthier lifestyle among the students. Curriculum focuses on basic anatomy of the cardiac and pulmonary systems and ways to keep these systems healthy. Directed the pig lung dissection with the 5<sup>th</sup> graders and the heart dissections with the 6<sup>th</sup> graders. Reached approximately 650 students.

Consolidates Youth Services – met and directed activities with girls assigned the CYS program one evening per month. Children are assigned to the CYS because of abuse, truancy, trouble with the law and other reasons. Their stay is usually less than 3 months.

Chapter CF PEO -This is a women's organization that promotes and supports education for women. Office held: corresponding secretary, treasurer and president.

Sixth Grade Academic Center – PATHS (Parents and Teachers Helping Students) – board member (2002-2003). Chaired the back to school celebration and assisted with the end of year festivities.

### **AWARDS AND HONORS:**

Golden Key International Honor Society- Inducted November 13, 2008.

Arkansas State University Board of Trustees Faculty Award for Professional Service 2004-2005.

College of Nursing and Health Professions Professional Service Award 2003. and 2005.

Sigma Theta Tau International, Eta Theta Chapter Award for Nursing Leadership 2003.

### **CONTINUING EDUCATION:**

- 
- 4/1/2010 – Tri Chapter Research Day. Jonesboro, AR. 4.0 contact hours.
- 4/7/2009 – “Grief Dynamics I and II: Dying and Its Aftermath” Sandra L. Bertman. Jonesboro, AR 4.5 contact hours.
- 2/13/2009 - Arkansas Nurse Educator Sharing Day. “Evaluation of Undergraduate Honors Student Research;” “Arkansas State Board of Nursing Update;” “Educator Networking;” “Understanding and Healing Nurse to Nurse Hostility.” 5.75 contact hours.



- 3/28/08 – Field Instructor’s Seminar – “The Co-occurrence of domestic violence and child abuse.” And “Mandated reporting of Child Maltreatment.” Sherry Williamson, MPA speaker. Arkansas State University.
- 8/22/07 – “Living”, Laughing: and Learning...through the years.” Barb Bancroft. Jonesboro, AR. 2.5 contact hours.
- 8/22/07 – “Interpretation of Lab Tests.” Barb Bancroft. Jonesboro, AR. 2.5 contact hours.
- 4/21/07 Educational Leadership, Curriculum, and Special Education Semi-Annual Conference, Jonesboro, AR .
- 4/5/07 Sigma Theta Tau International Tri-chapter Research Day. Jonesboro, AR. 4.5 contact hours.
- 2/13/07 – “The Evolution of the ICD: A Historical Perspective”, St. Bernards Medical Center. Jonesboro, AR. 1.0 contact hour.
- 2/9/07 – BSN Sharing Day, University of Central Arkansas, Conway. 2 v v contact hours.
- 1/17/07 – “Getting Started with Student Learning Assessment.” A Magna Online Seminar. Sponsored by ASU. 1.5 contact hours.
- June 23, 2007 – Disaster Life Support Instructor Training, Savannah, GA.
- June 20-22, 2007 – Advanced Disaster Life Support , Savannah, GA
- June 19, 2006 – Basic Disaster Life Support, , Savannah, GA.
- January 2006 – “Insulin Pumps” – Arkansas State University, Jonesboro, AR .
- June 2005 – “Wound/Ostomy Seminar” - St. Bernards Medical Clinical Education Institute, Jonesboro, AR.
- May 2005 – “Nurse Educator Conference” – UAMS College of Nursing, Little Rock, AR.

Code #

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

**1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**

DPEM 5513

**2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).**

INCIDENT COMMAND SYSTEM INSTRUCTOR COURSE

Short title: ICS INSTRUCTOR COURSE

**3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.**

Experiential learning

**4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?**

Standard Letter

**5. Is this course dual listed (undergraduate/graduate)?**

No

**6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)**

No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> Prepares students to utilize presentation techniques, conduct practical application, and prepare and maintain lesson plans appropriate to Incident Command System (ICS) requirements.
<b>8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).</b> a. Are there any prerequisites? Yes; DPEM 3053 & DPEM 4053 b. Why?
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b> Fall
<b>10. Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number) Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; <a href="mailto:dpersell@astate.edu">dpersell@astate.edu</a> ; 870-972-3318
<b>11. Proposed Starting Term/Year</b> Fall 2012
<b>12. Is this course in support of a new program? If yes, what program?</b> Yes; Master of Science in Disaster Preparedness & Emergency Management
<b>13. Does this course replace a course being deleted?</b> No b. If yes, what course? c. Has this course number been used in the past? Attach Course Deletion Proposal-Bulletin Change Transmittal Form.
<b>13. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</b> No
<b>15. Justification should include:</b> A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Graduates from this program will become leaders in the field of disaster preparedness and emergency management. All responders are required to complete training in Incident Command. This course prepares the student to teach the Incident Command courses. B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive. This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management. Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of

disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

**C. Student population served.**

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course prepares students to teach the incident command system to other professionals. This is a leadership function in disaster preparedness and emergency management. Previous learning, regardless of the discipline, will be applied to the education process. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness have additional academic work to meet the required rigor/contact hours for the determined credit hours.

**PREPARATION**

Assigned Reading

Pre-Test

**CENTER FOR DOMESTIC PREPAREDNESS – 32 contact hours**

**DAY ONE**

Welcome & Introductions

ICS Training Challenges and Strategies

**ICS 100 Assignment**

**ICS 100 Team Presentations**

**ICS 100 Exam and Feedback**

**ICS 200 Review**

**DAY TWO**

**ICS 200 Review continued**

**ICS 200 Exam and Feedback**

ICS 300 Introduction

*ICS 300 Unit 2: Review*

*ICS 300 Unit 3: Unified Command (UC)*

*ICS 300 Unit 4: Assessment*

**DAY THREE**

**ICS 300 Unit 4 (Continued)****ICS 300 Unit 5:** Planning**ICS 300 Unit 6:** Resource Management**ICS 300 Unit 7:** Demobilization**DAY FOUR**

ICS 300 Exam and Feedback

ICS 400 Introduction

ICS 400 Unit 2: Review

ICS 400 Unit 3: Complex Incident

ICS 400 Unit 4: Area Command

ICS 400 Unit 5: MAC

Review ICS 400 Test Items

**DISCUSSION****PRACTICUM****EVALUATION/ANALYSIS PAPER****17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Preparation – 5%

Presentation of course certification to faculty of record – 70%

Practicum – 15%

Evaluation/Analysis Paper – 10%

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP expenses are paid for travel, food and lodging. Students will work with an expert in the field of Incident Command to plan, implement and evaluate the course requirement and delivery in a setting of their choosing. Then the student will do an evaluation analysis paper and present it to the mentor, faculty and peers.

**19. Required reading**

Student Manual provided by the CDP; assigned reading by ASU faculty; student discovered literature related to paper and abstract

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU.

**21. What is the primary goal of this course?**

To prepare students to teach the suite of Incident Command courses

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

☐ Communicating effectively☐ Thinking Critically☐ Using mathematics☐ Using Technology☐ Understanding global issues☐ Understanding interdependence☐ Developing a life-long appreciation of the arts and humanities☐ Developing a strong foundation in the social sciences☐ Using science to accomplish common goals☐ Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Describe the intent of NIMS.
2. Analyze the key concepts and principles underlying NIMS.
3. Explore the purpose of the NIMS Components including: Preparedness, Communications and Information Management, Resource Management, and Command and Management.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
PROGRAM**

**Course Number**

**And Title:** DPEM 5513: INCIDENT COMMAND SYSTEM INSTRUCTOR COURSE

**Credit Hours:** 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

Schedule: (TBA)

Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:

The Center for Domestic Preparedness, Anniston, Alabama  
Web supported component at Arkansas State University

**Placement:** Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management

**Faculty:**

Deborah Persell, PhD, RN, APN  
Associate Professor  
Office: Room 312, CNHP Bldg.  
Address: Box 910  
State University, AR 72467-0910  
(UPS) 104 N. Caraway  
Jonesboro, AR 72401  
Telephone: 870- 972-3318; Fax: 870-972-2954

E-mail: [dpersell@astate.edu](mailto:dpersell@astate.edu)

**Course Description:** Prepares students to utilize presentation techniques, conduct practical application, and prepare and maintain lesson plans appropriate to Incident Command System (ICS) requirements. Prerequisites: DPEM 1101, DPEM 1111, DPEM 3053 & 4053 (Fall)

**Course Outcomes:** At the completion of this course, the student will:

1. Describe the intent of NIMS.
2. Analyze the key concepts and principles underlying NIMS.
3. Explore the purpose of the NIMS Components including: Preparedness, Communications and Information Management, Resource Management, and Command and Management.
4. Describe the purpose of the National Integration Center.
5. Demonstrate basic knowledge of the Incident Command System (ICS).
6. Be prepared to coordinate with response partners from all levels of government and the private sector.

### **Teaching/Learning Strategies:**

Discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentation or teaching project, and testing/evaluation. The CDP portion of the course occurs as a facilitated seminar in a classroom environment. Students will be expected to participate as a trainer for one or more of the ICS courses. An evaluation/analysis paper of the practicum portion of this course is expected.

### **Evaluation Strategies:**

Preparation – 5%

Presentation of course certification to faculty of record – 70%

Practicum – 15%

Evaluation/Analysis Paper – 10%

**Grading Scale:**

93-100	= A
83-92.99	= B
75-82.99	= C*
63-74.99	= D
62 and Below	= F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

### Evaluation Strategies at the CDP

Kirkpatrick's four-level model for evaluation of training objectives includes two levels applicable to the evaluation strategy for the WMD LEPM TtT course.

#### **Level 1: Reaction**

To evaluate responders' perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and instructors through end-of-course critiques and Department of Homeland Security (DHS) Level 1 Evaluation form. The end-of-course critiques and course evaluations are completed at the end of instruction. The instructors also gather information and input from the responders for the After Action Report (AAR).

### **Level 2: Learning**

Knowledge and skills acquired or improved due to training provided at the CDP are measured through testing. Responders are administered pre- and post-tests including questions from lecture material in order to assess the knowledge level of responders both prior to and following the course, thus providing an additional measure of learning. Responders must pass the post-test with a score of 80% or better to successfully complete the course and receive a certificate of completion. If a responder does not pass the post-test on the first attempt, a retest will be offered. If the responder does not pass the retest with a score of 80%, a certificate of attendance is issued.

### **Required Textbooks:**

Student Manual provided by the CDP

### **Required Reading:**

As Assigned

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

### Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

### ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file.

Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under "S" for Student Handbook.

### APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.



E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## **COURSE SCHEDULE**

### **PREPARATION**

Assigned Reading

Pre-Test

### **CENTER FOR DOMESTIC PREPAREDNESS – 32 contact hours**

#### **DAY ONE**

Welcome & Introductions

ICS Training Challenges and Strategies

**ICS 100 Assignment**

**ICS 100 Team Presentations**

**ICS 100 Exam and Feedback**

**ICS 200 Review**

#### **DAY TWO**

**ICS 200 Review continued**

**ICS 200 Exam and Feedback**

ICS 300 Introduction

***ICS 300 Unit 2: Review***

***ICS 300 Unit 3: Unified Command (UC)***

***ICS 300 Unit 4: Assessment***

#### **DAY THREE**

***ICS 300 Unit 4 (Continued)***

**ICS 300 Unit 5: Planning**

**ICS 300 Unit 6: Resource Management**

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#### **DAY FOUR**

ICS 300 Exam and Feedback

ICS 400 Introduction

ICS 400 Unit 2: Review

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ICS 400 Unit 5: MAC

Review ICS 400 Test Items

### **DISCUSSION**

### **PRACTICUM**

### **EVALUATION/ANALYSIS PAPER**

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 5523
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  LAW ENFORCEMENT PROTECTION INSTRUCTOR COURSE  Short title: PROTECTION INSTRUCTOR COURSE
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Provides students, future law enforcement supervisors and trainers, with the ability to train law enforcement responders in Chemical, Biological, Radiological, Nuclear and Explosive (CBRNE) -specific skills, reinforcing

their ability to identify suspicious activity and respond to a CBRNE event.

8. **Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).**

a. Are there any prerequisites? Yes; DPEM 3053 & DPEM 4053

b. Why? The prerequisites contain foundational information upon which this course builds

9. **Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.**

Spring

10. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. **Proposed Starting Term/Year**

Fall 2012

12. **Is this course in support of a new program? If yes, what program?**

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. **Does this course replace a course being deleted?**

No

- b. **If yes, what course?**

- c. **Has this course number been used in the past?**

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. **Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.**

No

15. **Justification should include:**

- A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**

Graduates from this program will become leaders in the field of disaster preparedness and emergency management. Students who will be entering the field of law enforcement must be able to identify and employ protective measures for themselves and the public related to CBRNE events.

- B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.**

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. **Student population served.**

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students an opportunity to teach law enforcement professionals how to protect themselves at chemical, biological, radiological, nuclear and explosive incidents. Previous learning, regardless of the discipline, will be applied. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness have additional academic work to meet the required rigor/contact hours for the determined credit hours.

**Preparation:**                      Assigned Reading  
   Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 19.75 contact hours****DAY ONE**

Admin 0.1 Administrative Overview 0.25 hour None

Admin 0.2 Pretest 0.50 hour None

Module 1 Terrorist Threat 3.0 hours 3.0 hours

Module 2 Targets 3.0 hours 3.0 hours

Admin 0.3

Lunch 0.75 hour None

Module 3 Prevention and Deterrence Activities 2.0 hours 2.0 hours

**DAY TWO**

Module 3 Prevention and Deterrence Activities 1.0 hours 1.0 hours

Module 4 CBRNE Hazards 4.0 hours 4.0 hours Admin 0.4 Lunch 0.75 hour None Module 5 Incident Command and Law Enforcement Response Actions 3.0 hours 3.0 hours

Admin 0.5 Post-test 1.0 hour None

Admin 0.6 Graduation and After Training Review 0.50 hour None Total Contact Hours 19.75 hours 16.0 hours

**Discussion Board****Teaching Project****Comparative Analysis Paper****17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Assigned Readings and Pre-test 10%

Successful completion of the CDP portion of the course (awarded completion certificate) 50%

Discussion Board after CDP experience 10%

Teaching Project 10%

Comparative Analysis Paper 20%

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP expenses are paid for travel, food and lodging. Students will participate in a training event as a trainer. Then the student will do a comparative analysis paper on the training strategies and content followed by a presentation to

the mentor, faculty and peers.

**19. Required reading**

Student Manual provided by the CDP; assigned reading by ASU faculty; student discovered literature related to paper and abstract

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU.

**21. What is the primary goal of this course?**

To prepare students to teach CBRNE protective measures to law enforcement professionals

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Evaluate techniques and activities that aid in the prevention of terrorist activities
2. Analyze CBRNE hazards
3. Implement appropriate response actions

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
PROGRAM**

**Course Number And Title:** DPEM 5523: LAW ENFORCEMENT PROTECTION INSTRUCTOR COURSE

**Credit Hours** 3 semester hours This class is on-line but represents three hours (3) credit hours; Students should be engaged in course-related work for a minimum of 9 hours per week (three hours of preparation time for each credit hour + class time).

Class Schedule: (TBA)

Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:

The Center for Domestic Preparedness, Anniston, Alabama  
Web supported component at Arkansas State University

**Placement:** Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management

**Faculty:** Deborah Persell, PhD, RN, APN  
Associate Professor  
Office: Room 312, CNHP Bldg.  
Address: Box 910  
State University, AR 72467-0910  
(UPS) 104 N. Caraway  
Jonesboro, AR 72401  
Telephone: 870- 972-3318; Fax: 870-972-2954  
E-mail: [dpersell@astate.edu](mailto:dpersell@astate.edu)

Center for Domestic Preparedness Faculty

**Course Description:** Provides students, future law enforcement supervisors and trainers, with the ability to train law enforcement responders in CBRNE-specific skills, reinforcing their ability to identify suspicious activity and respond to a CBRNE event. Prerequisites: DPEM 1101, DPEM 1111, DPEM 3053 & DPEM 4053 Be currently serving in a supervisory position with a law enforcement agency or department; Be a certified/authorized trainer within a law enforcement agency or department.  
(Spring)

**Course Outcomes:** At the conclusion of this course, the law enforcement supervisors and trainers will be able to provide training to law enforcement responders so they can:

1. Describe the terrorist threat and indicators of suspicious activities □
2. Analyze potential terrorist targets
3. Evaluate techniques and activities that aid in the prevention of terrorist activities
4. Analyze CBRNE hazards
5. Implement the Incident Command System
6. Execute appropriate response actions

**Teaching/Learning Strategies:** The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. The lectures include radiological concepts, agencies and regulations, IAP development, and instrumentation selection. The course culminates with an extended practical exercise. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report/presentation and discussion of the CDP experience will be expected. Students will participate as a trainer for the content of one model with a selected target audience. Students will evaluate a current CBRNE program offered in their jurisdiction as compared to the content of this course. They will write a paper on the comparative analysis.

**Evaluation Strategies:**

Assigned Readings and Pre-test 10%

Successful completion of the CDP portion of the course (awarded completion certificate) 50%

Discussion Board after CDP experience 10%

Teaching Project 10%

Comparative Analysis Paper 20%

**Grading Scale:** 93-100 = A  
83-92.99 = B  
75-82.99 = C\*  
63-74.99 = D  
62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

**Evaluation Criteria for the CDP portion of the course:**

Kirkpatrick's four-level model for evaluation of training objectives includes two levels applicable to the evaluation strategy for the WMD LEPM TtT course. **Level 1: Reaction**

To evaluate responders' perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and instructors through end-of-course critiques and Department of Homeland Security (DHS) Level 1 Evaluation form. The end-of-course critiques and course evaluations are completed at the end of instruction. The instructors also gather information and input from the responders for the After Action Report (AAR)

**Level 2: Learning**

Knowledge and skills acquired or improved due to training provided at the CDP are measured through testing. Responders are administered pre- and post-tests including questions from lecture material in order to assess the knowledge level of responders both prior to and following the course, thus providing an additional measure of learning. Responders must pass the post-test with a score of 80% or better to successfully complete the course and receive a certificate of completion. If a responder does not pass the post-test on the first attempt, a retest will be offered. If the responder does not pass the retest with a score of 80%, a certificate of attendance is issued.

**Required Textbooks:**

Student Manuals provided by the Center for Domestic Preparedness

**Required Reading:**

As specified by date under course documents in Blackboard or by the CDP.

**Course Policies:**

The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student. This will be coordinated through the CDP.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. ***Late assignments may be assessed 5 points per day at the discretion of the faculty.*** Specific guidelines for



assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed. Students should review the class schedule daily to ensure preparation for the activities and content of the day.

#### APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

#### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

#### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## **COURSE SCHEDULE**

**Preparation:**                      Assigned Reading  
    Pre-test

### **CENTER FOR DOMESTIC PREPAREDNESS – 19.75 contact hours**

#### **DAY ONE**

Admin 0.1 Administrative Overview 0.25 hour None

Admin 0.2 Pretest 0.50 hour None

Module 1 Terrorist Threat 3.0 hours 3.0 hours

Module 2 Targets 3.0 hours 3.0 hours

Admin 0.3

Lunch 0.75 hour None

Module 3 Prevention and Deterrence Activities 2.0 hours 2.0 hours

Revised 4/13/10

## **DAY TWO**

Module 3 Prevention and Deterrence Activities 1.0 hours 1.0 hours

Module 4 CBRNE Hazards 4.0 hours 4.0 hours Admin 0.4 Lunch 0.75 hour None Module 5 Incident Command and Law Enforcement Response Actions 3.0 hours 3.0 hours

Admin 0.5 Post-test 1.0 hour None

Admin 0.6 Graduation and After Training Review 0.50 hour None Total Contact Hours 19.75 hours  
16.0 hours

## **Discussion Board**

## **Teaching Project**

## **Comparative Analysis Paper**

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 5533
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  ALL HAZARDS AWARENESS INSTRUCTOR COURSE  Short title: ALL HAZARDS AWARENESS INSTRUCTOR
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Provides instruction and guidance on educational methodologies to train others in Awareness Level Weapons of

**Mass Destruction. Students will participate in and/or develop training opportunities for response professionals.**

- 8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).**

a. Are there any prerequisites? Yes; DPEM 3053 & DPEM 4053

b. Why?

- 9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.**

Summer

- 10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)**

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

- 11. Proposed Starting Term/Year**

Fall 2012

- 12. Is this course in support of a new program? If yes, what program?**

Yes; Master of Science in Disaster Preparedness & Emergency Management

- 13. Does this course replace a course being deleted?**

No

- b. If yes, what course?

- c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

- 14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.**

No

- 15. Justification should include:**

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the field of disaster preparedness and emergency management. Everyone in disaster response and emergency management must be aware of weapons of mass destruction. Awareness courses are often taught face-to-face. Therefore, students in this course will gain experience in training others at the awareness level.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students an opportunity to provide professional education at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness have additional academic work to meet the required rigor/contact hours for the determined credit hours.

**Preparation:** Assigned Reading  
Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 12 contact hours**

INTRODUCTION AND PRE-TESTING

PREVENTION AND DETERRENCE

RAIN: (R) Recognize, (A) Avoid, (I) Isolate, and (N) Notify.

CHEMICAL AGENTS Module

BIOLOGICAL AGENTS Module

RADIOLOGICAL MATERIALS AND NUCLEAR WEAPONS Module:

EXPLOSIVE DEVICES Module

ADMINISTRATION AND POST-TESTING

**Discussion Board****Teaching Project****17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Assigned Readings and Pre-test 10%

Successful completion of the CDP portion of the course (awarded completion certificate) 50%

Discussion Board after CDP experience 10%

Teaching Project 10%

Comparative Analysis Paper 20%

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP expenses are paid for travel, food and lodging. Students will participate in a training event as a trainer. Then the student will do a comparative analysis paper on the training strategies and content followed by a presentation to the mentor, faculty and peers.

**19. Required reading**

Student Manual provided by the CDP; assigned reading by ASU faculty; student discovered literature related to paper and abstract

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU.

**21. What is the primary goal of this course?**

To prepare students to train others to be aware of weapons of mass destruction

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically
<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology
<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence
<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences
<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Analyze definitions of terrorism and WMD, indicators of potential terrorist acts and targets using the RAIN concept
2. Examine the signs and symptoms of chemical, biological, radiological and nuclear agents along with toxic industrial chemicals using the RAIN method; and the advantages and disadvantages of using chemical agents as a WMD
3. Explore the characteristics of explosives, and the effects of a detonated explosive device

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
PROGRAM**

**Course Number**

**And Title:** DPEM 5533: ALL HAZARDS AWARENESS INSTRUCTOR COURSE

**Credit Hours:**

3 semester hours This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 9 hours per week (three hours of preparation time for each credit hour + class time).

Class Schedule: (TBA)

Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:

The Center for Domestic Preparedness, Anniston, Alabama

Web supported component at Arkansas State University

**Placement:**

Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management

**Faculty:**

Deborah Persell, PhD, RN, APN

Associate Professor

Office: Room 312, CNHP Bldg.

Address: Box 910  
State University, AR 72467-0910  
(UPS) 104 N. Caraway  
Jonesboro, AR 72401  
Telephone: 870- 972-3318; Fax: 870-972-2954  
E-mail: [dpersell@astate.edu](mailto:dpersell@astate.edu)

Center for Domestic Preparedness Faculty

**Course Description:** Provides instruction and guidance on educational methodologies to train others in Awareness Level Weapons of Mass Destruction. Students will participate in and/or develop training opportunities for response professionals. Prerequisites: DPEM 1101, DPEM 1111, DPEM 3053 & DPEM 4053 Trainer status in local jurisdiction. (Summer)

**Course Outcomes:** At the conclusion of this course, the responder will be able to:

1. Analyze definitions of terrorism and WMD, indicators of potential terrorist acts and targets using the RAIN concept
2. Examine the signs and symptoms of chemical agents and toxic industrial chemicals using the RAIN method; and the advantages and disadvantages of using chemical agents as a WMD
3. Consider the signs and symptoms of biological agents using the RAIN method; and the advantages and disadvantages of using biological agents as a WMD
4. Utilize the signs and symptoms of radiation and radiological material using the RAIN method; and the advantages and disadvantages of using radiological material as a WMD
5. Explore the characteristics of explosives, and the effects of a detonated explosive device

**Teaching/Learning Strategies:** The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. The lectures include radiological concepts, agencies and regulations, IAP development, and instrumentation selection. The course culminates with an extended practical exercise. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report/presentation and discussion of the CDP experience will be expected. Students will participate as a trainer for the content of one model with a selected target audience, analyze the training according to the principles taught in the class and then write a comparative analysis paper.

**Evaluation Strategies:**

Assigned Readings and Pre-test 10%

Successful completion of the CDP portion of the course (awarded completion certificate) 50%

Discussion Board after CDP experience 15%

Comparative Analysis Paper 25%

**Grading Scale:** 93-100 = A  
83-92.99 = B  
75-82.99 = C\*

63-74.99 = D

62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

**Evaluation Criteria for the CDP portion of the course:**

At the conclusion of this module, the student will score 80% or better to be certified as trainers for this material.

**Required Textbooks:**

Student Manuals provided by the Center for Domestic Preparedness

**Required Reading:**

As specified by date under course documents in Blackboard or by the CDP.

**Course Policies:**

The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

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APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as "I agree," "Me, too," or "Yes/No" as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation



Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## **COURSE SCHEDULE**

**Preparation:**                      Assigned Reading  
    Pre-test

### **CENTER FOR DOMESTIC PREPAREDNESS – 12 contact hours**

INTRODUCTION AND PRE-TESTING

PREVENTION AND DETERRENCE

RAIN: (R) Recognize, (A) Avoid, (I) Isolate, and (N) Notify.

CHEMICAL AGENTS Module

BIOLOGICAL AGENTS Module

RADIOLOGICAL MATERIALS AND NUCLEAR WEAPONS Module:

EXPLOSIVE DEVICES Module

ADMINISTRATION AND POST-TESTING

**Discussion Board**

**Teaching Project**

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 5543
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  TEACHING EMERGENCY RESPONSE  Short title: TEACHING EMERGENCY RESPONSE
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Provides students, future emergency responders, with the knowledge and skills to create and deliver Chemical,

Biological, Radiological, Nuclear, and Explosives (CBRNE) instruction to the adult learning audience.
<p><b>8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).</b></p> <p>a. Are there any prerequisites? Yes; CBRNE training course</p> <p>b. Why? In order to train others in CBRNE one must already have a baseline knowledge.</p>
<p><b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b></p> <p>Summer</p>
<p><b>10. Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number)</p> <p>Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing &amp; Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; <a href="mailto:dpersell@astate.edu">dpersell@astate.edu</a>; 870-972-3318</p>
<p><b>11. Proposed Starting Term/Year</b></p> <p>Fall 2012</p>
<p><b>12. Is this course in support of a new program? If yes, what program?</b></p> <p>Yes; Master of Science in Disaster Preparedness &amp; Emergency Management</p>
<p><b>13. Does this course replace a course being deleted?</b></p> <p>No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p><b>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</b></p> <p>No</p>
<p><b>15. Justification should include:</b></p> <p>A. <b>Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</b></p> <p>Graduates from this program will become leaders in the field of disaster preparedness and emergency management. Chemical, biological, radiological, nuclear and explosive events trained responders. Much of that training is face-to-face and is best accomplished when the trainer has acquired strategies for teaching an adult learner and is familiar with the content.</p> <p>B. <b>How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</b></p> <p>This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.</p> <p>Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.</p> <p>C. <b>Student population served.</b></p> <p>This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's</p>

## degree in Disaster Preparedness and Emergency Management

### D. Rationale for the level of the course (lower, upper, or graduate).

This advanced course provides students an opportunity to provide professional education from an advanced leadership perspective. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

### 16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness have additional academic work to meet the required rigor/contact hours for the determined credit hours.

#### **PREPARATION:**

Assigned Reading

Pre-test

#### **CENTER FOR DOMESTIC PREPAREDNESS – 40 hours**

##### **DAY ONE**

Admin 0.1 Administration 0.25 hour 0.25 hour

Test 1 Pretest 0.5 hour 0.5 hour

Module FP-1 Adult Learning 1.0 hour 1.0 hour

Module FP-2 Instructor Competencies 1.25 hours 1.25 hours

Module FP-3 Needs and Task Analyses 1.5 hours 1.5 hours

Admin 0.2

Lunch 0.75 hour None

Module FP-4 Risk Management 1.75 hours 1.75 hours

Module FP-5 Learning Objectives and Lesson Plans 1.75 hours

1.75 hours

##### **DAY TWO**

Module FP-6 Assessment Plans 2.0 hours 2.0 hours

Admin 0.3 Administrative Overview/Applied Principles 1.5 hours

1.5hours

Admin 0.4 Lunch 0.75 hour None

Module AP-1 Teaching and Delivery Strategies and Learning

Resources 2.5 hours 2.5 hours

Module AP-2 Multimedia Tools 2.0 hours 2.0 hours

##### **DAY THREE**

Module AP-3 Communication Skills 1.0 hour 1.0 hour

Module AP-4 Learning Environment Management 1.0 hour 1.0 hour

Module AP-5 Development and Delivery of Presentation One

2.0 hours 2.0 hours

Admin 0.5 Lunch 0.75 hour None

Module AP-5 (continued) Development and Delivery of

Presentation One 1.5 hours 1.5 hours

Module AP-6 Development, Delivery, and Evaluation of

Presentation Two 2.5 hours 2.5 hours

**DAY FOUR**

Module AP-6 (continued) Development, Delivery, and Evaluation of  
Presentation Two 4.5 hours 4.5 hours

Admin 0.6 Lunch 0.75 hour None

Module AP-6 (continued) Development, Delivery, and Evaluation of  
Presentation Two 1.0 hours 1.0 hours

Module AP-7 Development and Delivery of Presentation Three  
2.5 hours 2.5 hours

**DAY FIVE** Test 4 Post-Test 0.75 hour 0.75 hour

Module AP-7 (continued) Development and Delivery of Presentation Three  
3.5 hours 3.5 hours

Admin 0.7

Lunch 0.75 hour None

Module AP-7 (continued) Development and Delivery of Presentation Three  
3.25 hours 3.25 hours

Admin 0.9 Graduation and After Action Review 0.5 hour 0.5 hour

**DISCUSSION BOARD****TEACHING PROJECT****JOURNAL ARTICLE****17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Assigned Readings and Pre-test 5%

Successful completion of the CDP portion of the course (awarded completion certificate) 70%

Discussion Board after CDP experience 5%

Teaching Project 10%

Journal article 10%

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP expenses are paid for travel, food and lodging. Students will participate in a training event as a trainer. Then the student will do write and submit a journal article on the experience.

**19. Required reading**

Student Manual provided by the CDP; assigned reading by ASU faculty; student discovered literature related to paper and abstract

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU.

**21. What is the primary goal of this course?**

To prepare students to train others on topics associated with CBRNE.

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

☐ Communicating effectively

☐ Thinking Critically

☐ Using mathematics

☐ Using Technology

☐ Understanding global issues

☐ Understanding interdependence

☐ Developing a life-long appreciation of the arts and humanities

☐ Developing a strong foundation in the social sciences

☐ Using science to accomplish common goals☐ Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Consider the cognitive, affective, and psychomotor domains of learning as applied in CBRNE training environments
2. Demonstrate instructor competencies within the adult learning environment
3. Analyze the process for designing a viable training program based on needs assessment and task analysis, including identification of critical tasks

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
PROGRAM**

**Course Number**

**And Title:** DPEM 5543: TEACHING EMERGENCY RESPONSE

**Credit Hours:**

3 semester hours This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

Class Schedule: (TBA)

Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:

The Center for Domestic Preparedness, Anniston, Alabama  
Web supported component at Arkansas State University

**Placement:**

Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management

**Faculty:**

Deborah Persell, PhD, RN, APN  
Associate Professor  
Office: Room 312, CNHP Bldg.  
Address: Box 910  
State University, AR 72467-0910  
(UPS) 104 N. Caraway  
Jonesboro, AR 72401  
Telephone: 870- 972-3318; Fax: 870-972-2954  
E-mail: [dpersell@astate.edu](mailto:dpersell@astate.edu)

Center for Domestic Preparedness Faculty

**Course Description:** Provides students, future emergency responders, with the knowledge and skills to create and deliver Chemical, Biological, Radiological, Nuclear, and Explosives (CBRNE) instruction to the adult learning audience. Prerequisites: CBRNE training course. (Spring)

**Course Outcomes:** At the completion of this course, the student will:

1. Consider the cognitive, affective, and psychomotor domains of learning as applied in CBRNE training environments
2. Demonstrate instructor competencies within the adult learning environment
3. Analyze the process for designing a viable training program based on needs assessment and task analysis, including identification of critical tasks
4. Explain the steps required to produce a risk management plan to ensure a safe training environment
5. Formulate learning objectives and a lesson plan to teach those objectives
6. Formulate the components of an assessment plan
7. Demonstrate various teaching and delivery strategies and identify learning resources as applied to a CBRNE training environment
8. Demonstrate how to utilize multimedia tools to enhance training delivery
9. Discuss effective communication techniques for an adult learning audience
10. Demonstrate the ability to manage the learning environment effectively, considering the needs of a diverse audience

**Teaching/Learning Strategies:** The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report and discussion of the CDP experience will be expected. Upon completion of the CDP course, the student will develop and provide training related to a CBRNE event to a specified target audience. Students will prepare and submit a journal article.

**Evaluation Strategies:**

Assigned Readings and Pre-test 10%

Successful completion of the CDP portion of the course (awarded completion certificate) 75%

Discussion Board after CDP experience 15%

**Grading Scale:**

93-100	= A
83-92.99	= B
75-82.99	= C*
63-74.99	= D
62 and Below	= F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

Evaluation Strategies by the CDP:

Kirkpatrick's four-level model for evaluation of training includes two levels that are applicable to the evaluation strategy for the ITC Course.

### **Level 1: Reaction**

To evaluate responders' perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and instructors through end-of-course critiques and DHS Level 1 Evaluation forms. The end-of-course critiques and evaluation forms are completed at the end of the fifth day of instruction/practical exercises. The instructors also gather information and input from the responders for the AAR. **Level 2: Learning**

Knowledge and skills acquired or improved due to training provided by the CDP both the Fundamental Principles (FP) and Applied Principles (AP) are measured through testing and performance checklists. ITC focuses on performance-based training; instructors use performance evaluation checklists for all hands-on practical exercises to ensure that responders are gaining the expertise necessary to teach the skills required for response to a CBRNE incident. Responders are administered both a pretest and post-test for the course. Responders must pass the post-test with a score of 80% or better, and efficiently complete the items on the performance checklists to finish the course and receive a certificate of completion. If a responder does not pass the post-test on the first attempt, the responder will be retrained on the deficient objective(s) and a retest will be administered. If the actions on the performance checklist are not successfully completed on the first try, the responder is given a second opportunity. If the responder does not pass the retest with a score of 80% or better or complete all items on the performance checklist, a letter of attendance is then issued. If the responder does not pass the teacher's evaluation of his/her presentations, a letter of attendance is issued.

### **Required Textbooks:**

Student manual supplied by the CDP

### **Required Reading:**

As specified by date under course documents in Blackboard.

### **Course Policies:**

The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. **Late assignments may be assessed 5 points per day at the discretion of the faculty.** Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed. Students should review the class schedule daily to ensure preparation for the activities and content of the day.

### **APA Format:**

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.



**E-mail Policy:** All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## **COURSE SCHEDULE**

### **PREPARATION:**

Assigned Reading

Pre-test

### **CENTER FOR DOMESTIC PREPAREDNESS – 40 hours**

#### **DAY ONE**

Admin 0.1 Administration 0.25 hour 0.25 hour

Test 1 Pretest 0.5 hour 0.5 hour

Module FP-1 Adult Learning 1.0 hour 1.0 hour

Module FP-2 Instructor Competencies 1.25 hours 1.25 hours

Module FP-3

Needs and Task Analyses 1.5 hours 1.5 hours

Admin 0.2

Lunch 0.75 hour None

Module FP-4 Risk Management 1.75 hours 1.75 hours

Module FP-5 Learning Objectives and Lesson Plans 1.75 hours  
1.75 hours

#### **DAY TWO**

Module FP-6 Assessment Plans 2.0 hours 2.0 hours

Admin 0.3 Administrative Overview/Applied Principles 1.5 hours  
1.5hours

Admin 0.4 Lunch 0.75 hour None

Module AP-1 Teaching and Delivery Strategies and Learning

Resources 2.5 hours 2.5 hours

Module AP-2 Multimedia Tools 2.0 hours 2.0 hours

### DAY THREE

Module AP-3 Communication Skills 1.0 hour 1.0 hour

Module AP-4 Learning Environment Management 1.0 hour 1.0 hour      Module AP-5  
Development and Delivery of Presentation One  
2.0 hours 2.0 hours

Admin 0.5 Lunch 0.75 hour None

Module AP-5 (continued) Development and Delivery of  
Presentation One 1.5 hours 1.5 hours

Module AP-6 Development, Delivery, and Evaluation of  
Presentation Two 2.5 hours 2.5 hours

### DAY FOUR

Module AP-6 (continued) Development, Delivery, and Evaluation of  
Presentation Two 4.5 hours 4.5 hours

Admin 0.6 Lunch 0.75 hour None

Module AP-6 (continued) Development, Delivery, and Evaluation of  
Presentation Two 1.0 hours 1.0 hours

Module AP-7 Development and Delivery of Presentation Three  
2.5 hours 2.5 hours

DAY FIVE Test 4 Post-Test 0.75 hour 0.75 hour

Module AP-7 (continued) Development and Delivery of Presentation Three  
3.5 hours 3.5 hours

Admin 0.7

Lunch 0.75 hour None

Module AP-7 (continued) Development and Delivery of Presentation Three  
3.25 hours 3.25 hours

Admin 0.9 Graduation and After Action Review 0.5 hour 0.5 hour

### DISCUSSION BOARD

### TEACHING PROJECT

### JOURNAL ARTICLE

Code #

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Professional Education Head of Unit (If applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

**1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**

DPEM 5613

**2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).**

RADIOLOGICAL EMERGENCIES

Short title: RADIOLOGICAL EMERGENCIES

**3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.**

Experiential learning

**4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?**

Standard Letter

**5. Is this course dual listed (undergraduate/graduate)?**

No

**6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)**

No
<p><b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b></p> <p>Students review, discuss information, and practice skills necessary to effectively respond to a radiological incident. Topics include Radiological Concepts, Radiological Response Team Operations, Commercial Nuclear Power Facilities, Plume Modeling, Radiological Instrumentation, and Personal Protective Equipment (PPE) and Decontamination.</p>
<p><b>8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).</b></p> <p>a. Are there any prerequisites? No</p> <p>b. Why?</p>
<p><b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b></p> <p>Fall</p>
<p><b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b></p> <p>Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing &amp; Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; <a href="mailto:dpersell@astate.edu">dpersell@astate.edu</a>; 870-972-3318</p>
<p><b>11. Proposed Starting Term/Year</b></p> <p>Fall 2012</p>
<p><b>12. Is this course in support of a new program? If yes, what program?</b></p> <p>Yes; Master of Science in Disaster Preparedness &amp; Emergency Management</p>
<p><b>13. Does this course replace a course being deleted?</b></p> <p>No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p><b>13. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</b></p> <p>No</p>
<p><b>15. Justification should include:</b></p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</p> <p>Graduates from this program will become leaders in the field of disaster preparedness and emergency management. Radiological emergencies/disasters are among those for which students need to prepare. The hands on training available in this course will give students experience in a controlled environment before having to respond to a real world event.</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</p> <p>This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.</p>

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

**C. Student population served.**

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness (CDP) who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This course prepares students to respond to radiological emergencies from an advanced leadership perspective. Previous learning, regardless of the discipline, will be applied. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness have additional academic work to meet the required rigor/contact hours for the determined credit hours.

**PREPARATION:**                      Assigned Reading  
   Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 40 contact hours**

**DAY ONE**

Module 0 Introduction and Overview 0.50 hour

Test 1 Pretest 0.50 hour

Module 1 Radiological Concepts 2.00 hours

Admin1

Lunch 0.75 hour

Module 2 Radiological Response Team Operations 2.50 hour

Module 3 Commercial Nuclear Power Facilities 2.50 hours

**DAY TWO**

Admin 2 Knowledge Check 0.25 hour

Admin 3 Homework Review 0.25 hour

Module 4 Plume Modeling 2.25 hour

Admin 4 Lunch 0.75 hour

Module 5 Radiological Instrumentation 3.50 hours

Module 6 Surveying and Monitoring 1.75 hour

**DAY THREE**

Admin 5 Knowledge Check 0.25 hour

Module 7 Personal Protective Equipment and Decontamination 3.75

hours

Admin 6

Lunch 0.75 hour

Module 8 Team Exercises 4.00 hours

#### DAY FOUR

Admin 7 Knowledge Check 0.25 hour

Module 8 Team Exercises (cont.) 3.50 hours

Admin 8

Lunch 0.75 hour

Module 8 Team Exercises (cont.) 3.50 hours

Test 2 Post-test 0.75 hour

#### DAY FIVE

Module 8 Team Exercises (cont.) 3.25 hours

Admin 9 Lunch 0.75 hour

Module 9 Final Exercise 4.00 hours

Module 10 After Action Review 0.50 hour

Admin 10

Graduation 0.25 hour

### DISCUSSION BOARD

### PAPER

### PRESENTATION OR ARTICLE

#### 17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Assigned Readings and Pre-test 5%

Successful completion of the CDP portion of the course (awarded completion certificate) 70%

Discussion Board after CDP experience 5%

Paper 10%

Abstract 10%

#### 18. Special features (e.g. labs, exhibits, site visitations, etc.)

Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP expenses are paid for travel, food and lodging. Students will research a potential radiological threat or past radiological event and do a paper with a comparative analysis between the threat/event and what they learned in this course.

#### 19. Required reading

Student Manual provided by the CDP; assigned reading by ASU faculty; student discovered literature related to paper and abstract

#### 20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty added as needed according to business plan submitted with new program proposal.

#### 21. What is the primary goal of this course?

To prepare students to respond to a radiological emergency

22. If this proposal is for a general education course, please check the primary goal this course addresses:

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Analyze the dynamics and operations of a Radiological Response Team (RRT) as it relates to the Incident Command System.
2. Explain the workings of a commercial nuclear power facility including the nuclear fuel cycle.
3. Create a plume map overlay using plume-modeling software, a tool used to assist in response decision making, during an incident involving radiological materials.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
PROGRAM**

**Course Number And Title:** DPEM 5613: RADIOLOGICAL EMERGENCIES

**Credit Hours:** 3 semester hours

Class Schedule: (TBA)

Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:

The Center for Domestic Preparedness, Anniston, Alabama

Web supported component at Arkansas State University

**Placement:** Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management

**Faculty:** Deborah Persell, PhD, RN, APN  
Associate Professor  
Office: Room 312, CNHP Bldg.

Address: Box 910  
 State University, AR 72467-0910  
 (UPS) 104 N. Caraway  
 Jonesboro, AR 72401  
 Telephone: 870- 972-3318; Fax: 870-972-2954  
 E-mail: [dpersell@astate.edu](mailto:dpersell@astate.edu)

Center for Domestic Preparedness Faculty

**Course Description:** Students review, discuss information, and practice skills necessary to effectively respond to a radiological incident. Topics include Radiological Concepts, Radiological Response Team Operations, Commercial Nuclear Power Facilities, Plume Modeling, Radiological Instrumentation, and Personal Protective Equipment (PPE) and Decontamination. Prerequisites: DPEM 1101, DPEM 1111, DPEM 1121 (Fall)

**Course Outcomes:** At the completion of this course, the student will:

1. Analyze the dynamics and operations of a Radiological Response Team (RRT) as it relates to the ICS. .
2. Explain the workings of a commercial nuclear power facility including the nuclear fuel cycle.
3. Create a plume map overlay using plume-modeling software, a tool used to assist in response decision making, during an incident involving radiological materials.
4. Explain the purpose of each piece of equipment used for surveying and monitoring a radiological incident site.
5. Properly survey and monitor for radiation, collect samples for analysis, and complete the associated forms during a response to an emergency incident involving radiation.
6. Properly don and doff Personal Protective Equipment (PPE) to demonstrate the proper decontamination methods used during the response to a radiological incident.
7. Implement the four phases of response to a radiological incident.
8. Respond to a radiological emergency incident.

**Teaching/Learning Strategies:** The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. or a similar agency with expertise in radiological emergencies. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report and discussion of the CDP experience will be expected. A paper of significance on radiological emergencies will be required. Students will submit an abstract to present at a professional conference or submit the paper to a peer-reviewed journal.

**Evaluation Strategies:**

Assigned Readings and Pre-test 5%

Successful completion of the CDP portion of the course (awarded completion certificate) 70%

Discussion Board after CDP experience 5%



Paper 10%  
Abstract 10%

**Grading Scale:**     93-100 = A  
                              83-92.99 = B  
                              75-82.99 = C\*  
                              63-74.99 = D  
                              62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

#### Evaluation at the CDP:

Performance checklists consist of a list of identified critical skills and tasks pertinent to this course. Learners use performance checklists to self-assess while practicing these critical skills and tasks. In addition, learners practice in pairs to validate performance of the critical skills and tasks. This practice provides learners the opportunity to participate in peer-to-peer assessment. Instructors use the performance checklists to confirm that learners are properly performing the critical skills and tasks necessary for passing this course. Practicing these critical skills and tasks allows learners to gain confidence in their abilities before being evaluated by instructors.

#### **Required Textbooks:**

Student manual provided by the CDP

#### **Required Reading:**

As specified by date under course documents in Blackboard.

#### **Course Policies:**

The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

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Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. ***Late assignments may be assessed 5 points per day at the discretion of the faculty.*** Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed.

Students should review the class schedule daily to ensure preparation for the activities and content of the day.

APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## **COURSE SCHEDULE**

**PREPARATION:** Assigned Reading  
Pre-test

### **CENTER FOR DOMESTIC PREPAREDNESS – 40 contact hours**

#### **DAY ONE**

Module 0 Introduction and Overview 0.50 hour  
Test 1 Pretest 0.50 hour  
Module 1 Radiological Concepts 2.00 hours  
Admin1  
Lunch 0.75 hour  
Module 2 Radiological Response Team Operations 2.50 hour  
Module 3 Commercial Nuclear Power Facilities 2.50 hours

#### **DAY TWO**

Admin 2 Knowledge Check 0.25 hour  
Admin 3 Homework Review 0.25 hour  
Module 4 Plume Modeling 2.25 hour  
Admin 4 Lunch 0.75 hour  
Module 5 Radiological Instrumentation 3.50 hours  
Module 6 Surveying and Monitoring 1.75 hour

#### **DAY THREE**

Admin 5 Knowledge Check 0.25 hour  
Module 7 Personal Protective Equipment and Decontamination 3.75 hours  
Admin 6  
Lunch 0.75 hour  
Module 8 Team Exercises 4.00 hours

#### **DAY FOUR**

Admin 7 Knowledge Check 0.25 hour  
Module 8 Team Exercises (cont.) 3.50 hours  
Admin 8  
Lunch 0.75 hour  
Module 8 Team Exercises (cont.) 3.50 hours  
Test 2 Post-test 0.75 hour

#### **DAY FIVE**

Module 8 Team Exercises (cont.) 3.25 hours  
Admin 9 Lunch 0.75 hour  
Module 9 Final Exercise 4.00 hours  
Module 10 After Action Review 0.50 hour  
Admin 10  
Graduation 0.25 hour

### **DISCUSSION BOARD**

### **PAPER**

**PRESENTATION OR ARTICLE**

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6103
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  HEALTH CARE ISSUES AND POLICIES RELATED TO DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  Short title: HEALTHCARE POLICIES IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>

Evaluates existing governmental and institutional policies related to disaster preparedness and emergency management (DPEM). Formulation, implementation and evaluation of policy will be discussed. Students will propose and develop one new policy related to DPEM.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

a. Are there any prerequisites? No

b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the field of disaster preparedness and emergency management. This course is foundational for those who wish to affect public policy in the field.

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's

degree in Disaster Preparedness and Emergency Management

D. **Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students an opportunity to examine and propose policy from an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)  
Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Week 1

- Nature of Policy & Institutions
  - Core concepts and terms
  - Traditions and trends in policy analysis
  - Policy styles and the political environment
  - Emergencies and disasters as policy and institutional problems
  - Reconciling policy with emergencies and disaster

Week 2

- Policy and Institutional Framework for Emergencies and Disasters
  - Policy and emergency risk management
  - Policy and institutional analysis
  - Policy and politics
- Policy categories in the homeland security domain

Week 3

- Policy formulation and Implementation
- Policy evaluation

Week 4

- International policy in disaster response and emergency management

Weeks 5

- Theories and models of policy change

Week 6

- Case Studies
  - September 11
  - Aviation Security Disasters
  - Earthquakes
  - Hurricanes

Week 7

- Presentations

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Assigned Readings and Pre-test 10%

Successful completion of the CDP portion of the course (awarded completion certificate) 50%

Discussion Board after CDP experience 10%

Presentation 10%

## Comparative Analysis Paper 20%

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

Students will travel to the CDP in Anniston, AL., their state jurisdiction or ASU. For travel to the CDP expenses are paid for travel, food and lodging. Students will research a potential radiological threat or past radiological event and do a paper with a comparative analysis between the threat/event and what they learned in this course.

**19. Required reading**

Handmer J (2007). Handbook of Disaster and Emergency Policies and Institutions.  
Earthscan Publications Ltd

Sylves R. (2008). Disaster Policy and Politics: Emergency Management and Homeland Security. CQ Press.

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU.

**21. What is the primary goal of this course?**

To prepare leaders to participate in, lead and develop public policy regarding disaster preparedness and emergency management.

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Analyze the impact of disasters and emergencies on policies and institutions.
2. Apply selected policy models and frameworks to disaster preparedness and emergency management.
3. Evaluate the effectiveness of select federal/state policies related to disaster preparedness and emergency management.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
MODULE VI**

Course Number and Title: DPEM 6103 Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management



**Credit Hours:** 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

**Placement:** Core course

**Faculty:** Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

**Course Description:** Evaluates existing governmental and institutional policies related to disaster preparedness and emergency management (DPEM). Formulation, implementation and evaluation of policy will be discussed. Students will propose and develop one new policy related to DPEM.  
**Prerequisites:** None (Fall)

**Student Learning Outcomes:** The student will:

1. Analyze the impact of disasters and emergencies on policies and institutions.
2. Apply selected policy models and frameworks to disaster preparedness and emergency management.
3. Evaluate the effectiveness of select federal/state policies related to disaster preparedness and emergency management.
4. Determine gaps in current disaster preparedness and emergency management policies.
5. Propose and develop one new policy related to disaster preparedness and emergency management.
6. Demonstrate cooperation and collaboration with students from multiple disciplines.
7. Apply research to the analysis of public and institutional policies related to disaster preparedness and emergency management.

**Teaching Strategies:**

Discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation, policy paper.

**Evaluation Strategies:**

Discussion group participation, 10%; presentation and critique of policy, 35%; final comprehensive examination, 20%; policy paper, 35%.

- A: 90 – 100
- B: 80 – 89
- C: 70 – 79
- D: 60 – 69
- F: 0 - 59

**Textbooks:**

**Required:**

Handmer J (2007). Handbook of Disaster and Emergency Policies and Institutions.  
Earthscan Publications Ltd

Sylves R. (2008). Disaster Policy and Politics: Emergency Management and Homeland Security. CQ Press.

Supplemental:

Birkland TA. (2006). Lessons of Disaster: Policy Change after Catastrophic Events (American Governance and Public Policy). Georgetown University Press.

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under "S" for Student Handbook.

APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as "I agree," "Me, too," or "Yes/No" as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts

2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## Course Schedule

### Week 1

#### Nature of Policy & Institutions

- Core concepts and terms
- Traditions and trends in policy analysis
- Policy styles and the political environment
- Emergencies and disasters as policy and institutional problems
- Reconciling policy with emergencies and disaster

### Week 2

#### Policy and Institutional Framework for Emergencies and Disasters

- Policy and emergency risk management
- Policy and institutional analysis
- Policy and politics
- Policy categories in the homeland security domain

### Week 3

- Policy formulation and Implementation
- Policy evaluation

### Week 4

- International policy in disaster response and emergency management

### Weeks 5

- Theories and models of policy change

### Week 6

#### Case Studies

- September 11
- Aviation Security Disasters
- Earthquakes
- Hurricanes

### Week 7

- Presentations

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☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6113
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  THEORY DEVELOPMENT IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  Short title: THEORY DEVELOPMENT IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Incorporates the process of theory development in disaster preparedness and emergency management to

facilitate formation of a conceptual basis for advanced knowledge and practice. Includes the analysis of various models and case studies.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

a. Are there any prerequisites? None

b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

- b. If yes, what course?

- c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Theory development is necessary for the field to progress and elevate emergency response across the country/world.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's

degree in Disaster Preparedness and Emergency Management

D. **Rationale for the level of the course (lower, upper, or graduate).**

This advanced course prepares students to utilize and develop theory related to disaster preparedness and emergency management. Previous learning, regardless of the discipline, will be applied. The level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Week 1

Introduction to theory development and utilization  
Introduction to concept analysis

Week 2

Concepts in Disaster Preparedness and Emergency Management

Examples:     Preparedness  
                 Planning  
                 Mitigation  
                 Response  
                 Recovery  
                 Hazard  
                 Risk  
                 Vulnerability  
                 Vulnerable Population  
                 Disaster  
                 Emergency  
                 Leader  
                 Manage  
                 Crisis Communication

Week 3

Theories with Multi-Disciplinary Application

Exmples:     Critical Social Theory  
                 Systems Theory  
                 Middle Range Theories of Nursing  
                 Theory of Political Control of Bureaucracy  
                 Theories of Bureaucratic Politics  
                 Public Institution Theory  
                 Theories of Public Management  
                 Postmodern Theory  
                 Decision Theory  
                 Rational Choice Theory  
                 Theories of Governance

Week 4

Critiquing theory

Weeks 5 & 6

<p>Application of theory and case study to disaster preparedness and emergency management</p> <p>Examples: Duffryn Chemical Fire Three Mile Island – Chernobyl Plague Outbreak in India Rail Disaster in South London Hanshin-Awaji Earthquake in Japan Union Carbide in Bophal India BP &amp; Exxon Valdeze Hurricanes Katrina/Rita Refugee Crisis Haiti Earthquake Indonesian Tsunami</p> <p>Week 7 Presentation of Concept Analysis</p>
<p><b>17. Course requirements</b> (e.g. research papers, projects, interviews, tests, etc.)</p> <p>Discussion group participation, 10% Presentation and critique of theorist, 35% Final comprehensive examination, 20% Concept analysis paper, 35%.</p>
<p><b>18. Special features</b> (e.g. labs, exhibits, site visitations, etc.)</p> <p>Students will complete a concept analysis paper.</p>
<p><b>19. Required reading</b></p> <p>Lindell MK, Prater C, &amp; Perry RW. (2006). Emergency Management 1<sup>st</sup> Ed. Holboken NJ: John Wiley &amp; Sons, Inc. ISBN-10: 0471772607; ISBN-13: 978-0471772606</p> <p>McEntire, D. (2007). Disciplines, Disasters and Emergency Management: The Convergence and Divergence of Concepts, Issues and Trends from the Research Charles C. Thomas Publisher ISBN-10: 0398077436 ISBN-13: 978-0398077433</p> <p>Farazmand, A. (2001). Handbook of Crisis and Emergency Management (Public Administration and Public Policy) New York: Marcel Dekker, Inc. ISBN-10: 0824704223 ISBN-13: 978-0824704223</p> <p>Smith KB &amp; Frederickson GH. 2003. Public Administration Theory Primer. Oxford: Westview Press. ISBN-10: 0813398045; ISBN-13: 978-0813398044</p> <p>Denhardt RB &amp; Catlaw T. (2010). Theories of Public Organization 6<sup>th</sup> Ed. Boston: Wadsworth. ISBN – 10: 1439086230; ISBN-13: 978-1439086230</p>
<p><b>20. Department staffing and classroom/lab resources</b> (Will this require additional faculty, supplies, etc.?)</p> <p>This class is on-line. Students must have minimum computer capabilities identified by ASU.</p>
<p><b>21. What is the primary goal of this course?</b></p> <p>To prepare leaders to develop new theory and expand on existing theory regarding disaster preparedness and emergency management.</p>
<p><b>22. If this proposal is for a general education course, please check the primary goal this course addresses:</b></p> <p>This is not a general education course</p> <p><input type="checkbox"/> Communicating effectively <input type="checkbox"/> Thinking Critically</p>

- |   |   |
|---|---|
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Analyze concepts and theories using designated criteria.
2. Analyze multi-disciplinary theories for application in research, education and practice.
3. Synthesize multi-disciplinary conceptual information to contribute to the development of a body of knowledge in disaster preparedness and emergency management.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
MODULE I**

Course Number and Title: DPEM 6113 Theory Development in Disaster Preparedness and Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

Placement: Core course

Faculty: Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Incorporates the process of theory development in disaster preparedness and emergency management to facilitate formation of a conceptual basis for advanced knowledge and practice. Includes the analysis of various models and case studies. Prerequisites: None (Fall)

Student Learning Outcomes: The student will

1. Synthesize basic elements of theory and processes of theory development.
2. Analyze concepts and theories using designate criteria.
3. Evaluate selected models and frameworks.
4. Analyze multi-disciplinary theories for application in research, education and practice.



5. Synthesize multi-disciplinary conceptual information to contribute to the development of a body of knowledge in disaster preparedness and emergency management.
6. Demonstrate cooperation and collaboration with students from multiple disciplines.
7. Analyze theories and conceptual models used in research.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

Evaluation Strategies:

Discussion group participation, 10%; presentation and critique of theorist, 35%; final comprehensive examination, 20%; concept analysis paper, 35%.

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Textbooks:

Required:

Lindell MK, Prater C, & Perry RW. (2006). Emergency Management 1<sup>st</sup> Ed. Holboken  
NJ: John Wiley & Sons, Inc. ISBN-10: 0471772607; ISBN-13: 978- 0471772606

McEntire, D. (2007). Disciplines, Disasters and Emergency Management: The Convergence  
and Divergence of Concepts, Issues and Trends from the Research Charles C. Thomas Publisher  
ISBN-10: 0398077436 ISBN-13: 978- 0398077433

Farazmand, A. (2001). Handbook of Crisis and Emergency Management (Public  
Administration and Public Policy) New York: Marcel Dekker, Inc. ISBN-10: 0824704223 ISBN-  
13: 978-0824704223

Smith KB & Frederickson GH. 2003. Public Administration Theory Primer. Oxford: Westview  
Press. ISBN-10: 0813398045; ISBN-13: 978-0813398044

Denhardt RB & Catlaw T. (2010). Theories of Public Organization 6<sup>th</sup> Ed. Boston: Wadsworth.  
ISBN – 10: 1439086230; ISBN-13: 978-1439086230

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

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### ACADEMIC INTEGRITY:

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### APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

e-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week. The content of your posted message or discussion should be substantial. Statements such as "I agree," "Me, too," or "Yes/No" as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of "relevant" has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## Course Schedule

### Week 1

Introduction to theory development and utilization  
Introduction to concept analysis

### Week 2

Concepts in Disaster Preparedness and Emergency Management

Examples: Preparedness  
Planning  
Mitigation  
Response  
Recovery  
Hazard  
Risk  
Vulnerability  
Vulnerable Population  
Disaster  
Emergency  
Leader  
Manage  
Crisis Communication

### Week 3

Theories with Multi-Disciplinary Application

Exmples: Critical Social Theory  
Systems Theory  
Middle Range Theories of Nursing  
Theory of Political Control of Bureaucracy  
Theories of Bureaucratic Politics  
Public Institution Theory  
Theories of Public Management  
Postmodern Theory  
Decision Theory  
Rational Choice Theory  
Theories of Governance

### Week 4

Critiquing theory

### Weeks 5 & 6

Application of theory and case study to disaster preparedness and emergency management

Examples: Duffryn Chemical Fire  
Three Mile Island – Chernobyl  
Plague Outbreak in India  
Rail Disaster in South London  
Hanshin-Awaji Earthquake in Japan  
Union Carbide in Bophal India  
BP & Exxon Valdeze  
Hurricanes Katrina/Rita  
Refugee Crisis  
Haiti Earthquake  
Indonesian Tsunami

### Week 7

Presentation of Concept Analysis



## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6123
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  RESEARCH DESIGN AND METHODOLOGIES IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  Short title: RESEARCH DESIGN IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Considers quantitative and qualitative research methods in disaster preparedness and emergency management

(DPEM). Review of current research in the field will be conducted. The course culminates in a research proposal in DPEM.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

a. Are there any prerequisites? None

b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

- b. If yes, what course?

- c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Research is critical to advancing the field as a profession and mounting effective responses to disasters and other emergencies.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's

degree in Disaster Preparedness and Emergency Management

D. **Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students the capability to develop research skills in disaster preparedness and emergency management. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Week 1

- Research Ethics
  - IRB
  - Human Research – complete NIH course
- Research Methods -- Quantitative
  - Non-Experimental
  - Experimental

Week 2

- Research Methods – Qualitative
  - Case Study
  - Ethnography
  - Phenomenology

Week 3

- Review of Literature
- Critiquing Research
- Use of Theory
- Selecting the Design
- Writing Strategies

Week 4

- Developing the Research Proposal
  - Purpose Statement
  - Research Question(s)
  - Hypotheses
  - Methods
  - Procedures

Weeks 5

- Research Funding
  - Funding Sources
  - Request For Proposals (RFPs)
  - Where to find information
  - Developing a Project Team

Week 6

- Research Topics in Disaster Preparedness & Emergency Management
  - Discussion & Critique
- Relating research to the pillars of emergency management
  - Prevention, Preparedness, Mitigation, Response & Recovery

## Week 7

## Presentation and critique of Research Proposal

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Discussion group participation, 30%; Critique of research articles, 20%; Literature Review, 20%; Development of proposal, 25%; NIH Human Research Course, 5%.

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

Students will develop a research proposal and complete the human subjects research course of NIH.

**19. Required reading**

Creswell JW. (2009). Research Design: Quantitative, Qualitative and Mixed Methods Approaches. Thousand Oaks, CA: Sage.

Ridley D. (2008). The Literature Review: A Step-by-Step Guide for Students. Thousand Oaks, CA: SAGE Publications, Ltd.

Hamper RJ & Baugh LS. (2011) Handbook for Writing Research Proposals. 2<sup>nd</sup> Ed. McGraw-Hill.

Rodriguez H, Quarantelli L, & Dynes RR. (2007). Handbook of Disaster Research. New York: Springer Science.

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU.

**21. What is the primary goal of this course?**

To prepare leaders in disaster preparedness and emergency management to review, utilize and conduct research.

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Evaluate the utility of quantitative and qualitative research methods for disaster preparedness and emergency management.
2. Critique current and historical research in disaster preparedness and emergency management.
3. Develop a research proposal.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**



**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
MODULE IV**

Course Number and Title: DPEM 6123 Research Design and Methodologies in Disaster Preparedness and Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

Placement: Core course

Faculty: Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Considers quantitative and qualitative research methods in disaster preparedness and emergency management (DPEM). Review of current research in the field will be conducted. The course culminates in a research proposal in DPEM. Prerequisites: None. (Spring)

Student Learning Outcomes: The student will:

1. Compare and contrast quantitative and qualitative research methods.
2. Determine the best research method to answer the research question.
3. Evaluate the utility of each research method for disaster preparedness and emergency management.
4. Critique current and historical research in disaster preparedness and emergency management.
5. Ascertain research needs in the field of disaster preparedness and emergency management.
6. Demonstrate cooperation and collaboration with students from multiple disciplines.
7. Develop a research proposal.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

Evaluation Strategies:

Discussion group participation, 30%; Critique of research articles, 20%; Literature Review, 20%; Development of proposal, 25%; NIH Human Research Course, 5%.

Grading Scale:

- A: 90 – 100  
B: 80 – 89  
C: 70 – 79

D: 60 – 69

F: 0 – 59

Textbooks:

Required:

Creswell JW. (2009). *Research Design: Quantitative, Qualitative and Mixed Methods Approaches*. Thousand Oaks, CA: Sage.

Ridley D. (2008). *The Literature Review: A Step-by-Step Guide for Students*. Thousand Oaks, CA: SAGE Publications, Ltd.

Hamper RJ & Baugh LS. (2011) *Handbook for Writing Research Proposals*. 2<sup>nd</sup> Ed. McGraw-Hill.

Rodriguez H, Quarantelli L, & Dynes RR. (2007). *Handbook of Disaster Research*. New York: Springer Science.

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

### Course Schedule

#### Week 1

Research Ethics  
IRB  
Human Research – complete NIH course  
Research Methods -- Quantitative  
Non-Experimental  
Experimental

#### Week 2

Research Methods – Qualitative  
Case Study  
Ethnography  
Phenomenology

#### Week 3

Review of Literature  
Critiquing Research  
Use of Theory  
Selecting the Design  
Writing Strategies

#### Week 4

Developing the Research Proposal  
Purpose Statement  
Research Question(s)  
Hypotheses  
Methods  
Procedures

## Weeks 5

### Research Funding

- Funding Sources

- Request For Proposals (RFPs)

- Where to find information

- Developing a Project Team

## Week 6

- Research Topics in Disaster Preparedness & Emergency Management

- Discussion & Critique

- Relating research to the pillars of emergency management

- Prevention, Preparedness, Mitigation, Response & Recovery

## Week 7

- Presentation and critique of Research Proposal

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6133
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  ETHICS AND LEGAL CONSIDERATIONS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  Short title: ETHICS AND LAW IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>

Probes national and international ethical and legal frameworks of disaster preparedness and emergency management. Course content includes human rights and injustices associated with disasters and other emergencies and codes of ethics in emergency management.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

- a. Are there any prerequisites? None  
b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Summer

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

- b. If yes, what course?  
c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Understanding ethical and legal dilemmas are all too common in disaster response. Understanding these issues are critical to the field and will assist the student (future responder) in staying within their legal and ethical scope of practice.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for

Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course prepares students to consider ethical and legal aspects of disaster response from an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

**Week 1**

- Ethics of Disaster Planning
- Value of human life
- Human rights

**Week 2**

- Political influences on disaster ethics
  - Social contract
  - Public policy
  - Vulnerable populations
- Disasters as a function of injustice
  - Examples:
    - Race
    - Class
    - Gender
    - Age
    - Immigrant status

**Week 3**

- Code of Ethics in Disaster
  - Multiple disciplines
- Compensating victims
- Reconstruction

**Week 4**

- Legal Framework of Disaster Law
  - Constitution
  - Use of Domestic Troops
  - Congress & Federal Agencies

**Weeks 5**

- Law of Public Health Emergencies
  - Federal Public Health Law
  - State Public Health Law
  - Health Emergency Laws
- Role of Private Sector

**Week 6**

The Stafford Act  
Powers of State and Local Governments  
Searches, seizures and Evacuations  
Sovereign Immunity & Government Liability  
Liability Issues for Individuals

**Week 7**

Case Studies  
Presentations

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Discussion group participation, 10%  
Presentation and critique of public health emergency law, 35%  
Final comprehensive examination, 20%;  
Concept paper, 35%.

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

Students will present and critique public health emergency laws and complete a concept paper related to the same.

**19. Required reading**

Hunter ND. (2009). The Law of Emergencies: Public Health and Disaster Management.  
Burlington, MA: Elsevier.

Gostin LO. (2002). Law and ethics in a public health emergency. (at law). An article from: The Hastings Center Report

Zack N. (2009). Ethics for Disaster: Studies in Social, Political and Legal Philosophy. Rowman & Littlefield Publishers, Inc.

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU.

**21. What is the primary goal of this course?**

To prepare leaders to understand and observe ethical and legal practice in disaster preparedness and emergency management

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Analyze basic ethical issues related to disaster preparedness and emergency management.
2. Evaluate the utility of selected ethical/legal models and frameworks for disaster preparedness and emergency management.



3. Synthesize multi-disciplinary ethical and legal conceptual information to contribute to the development of a body of knowledge in disaster preparedness and emergency management.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
MODULE V**

Course Number and Title: DPEM 6133 Ethics and Legal Considerations in Disaster Preparedness and Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

Placement: Core course

Faculty: Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Probes national and international ethical and legal frameworks of disaster preparedness and emergency management. Course content includes human rights and injustices associated with disasters and other emergencies and codes of ethics in emergency management.  
Prerequisites: None. (Summer)

Student Learning Outcomes: The student will

1. Analyze basic ethical issues related to disaster preparedness and emergency management.
2. Evaluate the utility of selected ethical/legal models and frameworks for disaster preparedness and emergency management.
3. Synthesize multi-disciplinary ethical and legal conceptual information to contribute to the development of a body of knowledge in disaster preparedness and emergency management.
4. Apply appropriate disaster law to a variety of scenarios.
5. Apply disaster codes of ethics to a variety of scenarios.
6. Demonstrate cooperation and collaboration with students from multiple disciplines.
7. Analyze research related to ethics and legal aspects of disasters.

Teaching Strategies:

Discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation, concept paper.

Evaluation Strategies:

Discussion group participation, 10%; presentation and critique of public health emergency law, 35%; final comprehensive examination, 20%; concept paper, 35%.

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 - 59

Textbooks:

Required:

Hunter ND. (2009). *The Law of Emergencies: Public Health and Disaster Management*.  
Burlington, MA: Elsevier.

Gostin LO. (2002). Law and ethics in a public health emergency. (at law). An article from: *The Hastings Center Report*

Zack N. (2009). *Ethics for Disaster: Studies in Social, Political and Legal Philosophy*. Rowman & Littlefield Publishers, Inc.

Supplemental:

Forum on Microbial Threats, Lemon SM, Hamburg MA, Sparling, PF, Choffnes ER & Mack A. (2007). *Ethical and Legal Considerations in Mitigating Pandemic Disease: Workshop Summary*. National Academies Press.

Farber DA & Chen J, Verchick R & Sun L. (2009). *Disaster Law and Policy*, 2<sup>nd</sup> Ed. Aspen Publishers.

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student

Handbook which is accessible from the ASU Homepage in the A-Z index under “S” for Student Handbook.

### APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## Course Schedule

### Week 1

Ethics of Disaster Planning  
Value of human life  
Human rights

### Week 2

Political influences on disaster ethics  
Social contract  
Public policy  
Vulnerable populations

Disasters as a function of injustice

Examples:

Race

Class

Gender

Age

Immigrant status

Week 3

Code of Ethics in Disaster

Multiple disciplines

Compensating victims

Reconstruction

Week 4

Legal Framework of Disaster Law

Constitution

Use of Domestic Troops

Congress & Federal Agencies

Weeks 5

Law of Public Health Emergencies

Federal Public Health Law

State Public Health Law

Health Emergency Laws

Role of Private Sector

Week 6

The Stafford Act

Powers of State and Local Governments

Searches, seizures and Evacuations

Sovereign Immunity & Government Liability

Liability Issues for Individuals

Week 7

Case Studies

Presentations

Code #

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Professional Education Head of Unit (If applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

**1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**

DPEM 6143

**2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).**

Global Perspectives in Disaster Preparedness in Disaster Preparedness and Emergency Management  
Short Title: Global Preparedness in DPEM

**3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.**

Experiential learning

**4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?**

Standard Letter

**5. Is this course dual listed (undergraduate/graduate)?**

No

**6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)**

No

<p><b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b></p> <p>Evaluates disaster preparedness around the world including the economic, health, political, psychosocial, cultural and religious impact of current and major historical disasters.</p>
<p><b>8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).</b></p> <p>a. Are there any prerequisites? None</p>
<p><b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b></p> <p>Summer</p>
<p><b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b></p> <p>Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing &amp; Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; <a href="mailto:dpersell@astate.edu">dpersell@astate.edu</a>; 870-972-3318</p>
<p><b>11. Proposed Starting Term/Year</b></p> <p>Fall, 2012</p>
<p><b>12. Is this course in support of a new program? If yes, what program?</b></p> <p>Yes; Master of Science in Disaster Preparedness &amp; Emergency Management</p>
<p><b>13. Does this course replace a course being deleted?</b></p> <p>No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p><b>13. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</b></p> <p>No</p>
<p><b>15. Justification should include:</b></p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</p> <p>This course will immerse students in global health issues for the purpose of understanding the impact of disasters around the world. It will provide a forum to examine national and international policy related to disaster preparedness and emergency management.</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</p> <p>This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.</p> <p>Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the</p>

areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

**C. Student population served.**

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students an opportunity to explore global considerations within disaster preparedness and emergency management from an advanced leadership perspective. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)  
Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Week 1:	Introduction to International Concepts of Disaster Preparedness Disasters around the world
Week 2:	Characteristics of local, regional, national and/or global disasters
Week 3:	Economic and Political implications of global disasters
Week 4:	Disasters resulting from terrorism around the world
Week 5:	Impact of disasters on human rights Government, non-government and international humanitarian aid organizations
Week 6:	International Law and Disasters United Nations Program for Humanitarian and Disaster Relief
Week 7:	Presentations/Final

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Class Participation, analysis of global disaster, a presentation, 20 hours of service learning

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

Twenty hours of service learning is an integral part of this course. Students will work/volunteer with a disaster response professional in communities where they live or that have been identified by the course instructor, including other countries. Hours devoted to a specific disaster response will also be counted as service learning.

The presentation is another special feature of this course. The presentation will be based on the student's analysis of a disaster with global implications.

**19. Required reading**

Powers R & Dailey E. (2010) International Disaster Nursing. Cambridge Press

<b>20. Department staffing and classroom/lab resources</b> (Will this require additional faculty, supplies, etc.?) This class is on-line. Students must have minimum computer capabilities identified by ASU.	
<b>21. What is the primary goal of this course?</b> To prepare students to be involved in global issues related to disaster response and emergency management.	
<b>22. If this proposal is for a general education course, please check the primary goal this course addresses:</b> This is not a general education course	
<input type="checkbox"/> Communicating effectively <input type="checkbox"/> Using mathematics <input type="checkbox"/> Understanding global issues <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities <input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Thinking Critically <input type="checkbox"/> Using Technology <input type="checkbox"/> Understanding interdependence <input type="checkbox"/> Developing a strong foundation in the social sciences <input type="checkbox"/> Providing foundations necessary to achieve health and wellness
<b>23. Considering the indicated primary goal, provide <u>up to three outcomes</u> that you expect of students after completion of this course.</b> For example, what will students who meet this goal <u>know</u> or <u>be able to do</u> as a result of this course?	
1. Distinguish the defining characteristics of local, regional, national and global disasters. 2. Analyze the synergy of government, non-government and international humanitarian aid organizations. 3. Compare/contrast relevant international law to humanitarian aid and/or disaster relief.	

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

**ARKANSAS STATE UNIVERSITY  
 COLLEGE OF NURSING AND HEALTH PROFESSIONS  
 THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION  
 MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
 PROGRAM**

**Course Number**

**And Title:** NRS 6143 GLOBAL PERSPECTIVES IN DISASTER PREPAREDNESS

**Credit Hours:** 3 semester hours

On-line

Class Schedule: (TBA)

College of Nursing and Health Professions Room

**Placement:** Core requirement course for the Master of Science in Disaster Preparedness and Emergency Management

**Faculty:** Deborah Persell, PhD, RN, APN  
 Associate Professor  
 Office: Room 312, CNHP Bldg.  
 Address: Box 910



State University, AR 72467-0910  
 (UPS) 104 N. Caraway  
 Jonesboro, AR 72401  
 Telephone: 870- 972-3318; Fax: 870-972-2954  
 E-mail: [dpersell@astate.edu](mailto:dpersell@astate.edu)

**Course Description:** Evaluates global disaster preparedness around the world including the economic, health, political, psychosocial, cultural and religious impact of current and major historical disasters.  
 Prerequisites: None (Summer)

**Course Outcomes:** At the completion of this course, the student will:

1. Distinguish the defining characteristics of local, regional, national and global disasters.
2. Analyze the synergy of government, non-government and international humanitarian aid organizations.
3. Compare/contrast relevant international law to humanitarian aid and/or disaster relief.

**Teaching/Learning Strategies:** The student will participate in multiple teaching/learning strategies including: lecture/discussion, daily group and individual activities to reinforce the content, case studies, content exams, table top exercises, agency visits, student led presentations and a comprehensive final exam. Students will critically analyze disasters around the world, including resources for the geographic location of the disaster and the disaster's global impact. Then students will propose strategies to mitigate the effects of the disaster and/or prevent similar occurrences in the future. Finally, students will present their findings to faculty and peers.

#### **Evaluation Strategies:**

**Grading Scale:**

93-100 = A
83-92.99 = B
75-82.99= C*
63-74.99 = D
62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

#### **Required Textbooks:**

Powers R & Dailey E. (2010) International Disaster Nursing. Cambridge Press

#### **Required Reading:**

As specified by date under course documents in Blackboard.

#### **Suggested Textbooks:**

#### **Course Policies:**

The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. ***Late assignments may be assessed 5 points per day at the discretion of the faculty.*** Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed.

Students should review the class schedule daily to ensure preparation for the activities and content of the day.

## **COURSE SCHEDULE**

- Week 1: Introduction to International Concepts of Disaster Preparedness  
Disasters around the world
- Week 2: Characteristics of local, regional, national and/or global disasters
- Week 3: Economic and Political implications of global disasters
- Week 4: Disasters resulting from terrorism around the world
- Week 5: Impact of disasters on human rights  
Government, non-government and international humanitarian aid organizations
- Week 6: International Law and Disasters  
United Nations Program for Humanitarian and Disaster Relief
- Week 7: Presentations/Final

## New/Special Course Proposal-Bulletin Change Transmittal Form

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☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6153
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  CRISIS COMMUNICATION IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  Short title: CRISIS COMMUNICATION IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Analyzes the private and public exchange of information before, during and after a disaster. Multiple

communication strategies will be explored, including the use of social media.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

- a. Are there any prerequisites? None  
b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

- b. If yes, what course?  
c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Crisis communication skills are required to protect the public during times of emergency.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course encourages students to analyze the exchange of information during disasters and other emergencies from an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

**Week 1**

Status of Crisis Communication in the 21<sup>st</sup> Century  
Theories of Crisis Communication

**Week 2**

Disaster Specific Crisis Communication  
Examples:  
Natural Disasters  
Technological Disasters  
Terrorism  
Environmental Disasters  
Transportation Disasters

**Week 3**

Developing Crisis Communications Plans  
Examples:  
Community at Large  
Students  
Cultural Diversity  
Employees  
Consumers  
In the presence of death and injury

**Week 4**

Media Platforms and Crisis Communication during Disaster  
Examples  
Television  
Newspaper  
Social Media  
Radio  
Emergency Alert Systems

**Week 5**

Application of Crisis Communication to the Pillars of Emergency Management  
Role of the Public Information Officer in the Incident Command Structure

**Week 6**

Communication Skills  
Examples:  
Transparency  
Accuracy

Relevance  
Accessibility

Week 7

Practicum Experience in Crisis Communication

Examples:

Service Learning with a media outlet

Preceptorship with Emergency Planner/Manager

Internship with Public Relations Firm

Preceptorship with Public Information Officer

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Discussion group participation, 30%

Assignments, 15%

Practicum 30%

Presentation of practicum 10%

Final comprehensive examination, 15%.

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

This course has a practicum experience with a public information officer. Students will be expected to research and present in depth one media outlet utilized during emergencies.

**19. Required reading**

Fearns-Banks, K. (2011). Crisis Communications: A Casebook Approach, 4<sup>th</sup> Ed. New York: Routledge.

Haddow, GD & Haddow, KS. (2009). Disaster Communications in a Changing Media World. Burlington, MA: Elsevier.

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU.

**21. What is the primary goal of this course?**

To prepare leaders to craft and deliver information to the public during times of emergency.

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

☐ Communicating effectively

☐ Thinking Critically

☐ Using mathematics

☐ Using Technology

☐ Understanding global issues

☐ Understanding interdependence

☐ Developing a life-long appreciation of the arts and humanities

☐ Developing a strong foundation in the social sciences

☐ Using science to accomplish common goals

☐ Providing foundations necessary to achieve health and wellness

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Apply principles of crisis communication to disasters.
2. Compare and contrast the communication needs of various constituencies during disaster.
3. Create pre-disaster messages for multiple segments of the population.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
MODULE II**

Course Number and Title: DPEM 6153 Crisis Communication in Disaster Preparedness and Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

Placement: Core Course

Faculty: Deborah J Persell, PhD, RN, APN (or Dr. Osa?)  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Analyzes the private and public exchange of information before, during and after a disaster. Multiple communication strategies will be explored, including the use of social media.  
Prerequisites: None. (Fall)

Student Learning Outcomes: The student will

1. Apply principles of crisis communication to disasters.
2. Compare and contrast the communication needs of various constituencies during disaster.
3. Create pre-disaster messages for multiple segments of the population.
4. Utilize principles of crisis communication to multiple media outlets.
5. Analyze diverse theoretical frameworks as they apply to crisis communication during disasters.
6. Formulate plans for disaster response that incorporate potential contingencies during a disaster.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

Evaluation Strategies:

Discussion group participation, 30%; Assignments, 15%; practicum 30%; presentation of practicum 10%; final comprehensive examination, 15%.

- A: 90 – 100  
B: 80 – 89  
C: 70-79  
D: 60-69



Textbooks:

Required:

Fearn-Banks, K. (2011). *Crisis Communications: A Casebook Approach*, 4<sup>th</sup> Ed. New York: Routledge.

Haddow, GD & Haddow, KS. (2009). *Disaster Communications in a Changing Media World*. Burlington, MA: Elsevier.

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under "S" for Student Handbook.

APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

e-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course. Please include which class the email is in reference to. Faculty associated with the course will answer all email in a timely manner during regular business hours.

Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week. The content of your posted message or discussion should be substantial. Statements such as "I agree," "Me, too," or "Yes/No" as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

### Course Schedule

#### Week 1

Status of Crisis Communication in the 21<sup>st</sup> Century  
Theories of Crisis Communication

#### Week 2

Disaster Specific Crisis Communication

Examples:

Natural Disasters

Technological Disasters

Terrorism

Environmental Disasters

Transportation Disasters

#### Week 3

Developing Crisis Communications Plans

Examples:

Community at Large

Students

Cultural Diversity

Employees

Consumers

In the presence of death and injury

#### Week 4

Media Platforms and Crisis Communication during Disaster

Examples

Television

Newspaper

: Social Media

Radio

Emergency Alert Systems

#### Week 5

Application of Crisis Communication to the Pillars of Emergency Management  
Role of the Public Information Officer in the Incident Command Structure

## Week 6

Communication Skills

Examples:

Transparency

Accuracy

Relevance

Accessibility

## Week 7

Practicum Experience in Crisis Communication

Examples:

Service Learning with a media outlet

Preceptorship with Emergency Planner/Manager

Internship with Public Relations Firm

Preceptorship with Public Information Officer

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☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6163
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  MANAGING INCIDENTS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  Short title: MANAGING INCIDENTS IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Concentrates on the management of disasters. Emphasis will be placed on the National Incident Management System and the five pillars of emergency management: prevention, preparedness, mitigation, response and

recovery. A practicum experience is included.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

- a. Are there any prerequisites? None  
b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

- b. If yes, what course?  
c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Graduates of a Masters program will be hired into leadership positions in which the management of emergencies is expected.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students the opportunity to acquire management skills as an advanced leader in disasters and other emergencies. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

**Week 1**

Historical context of emergency management  
National Incident Management System  
Risk Assessment

**Week 2**

Mitigation  
5 hours practicum

**Week 3**

Preparedness  
5 hours practicum

**Week 4**

Communication  
5 hours practicum

**Week 5**

Response  
5 hours practicum

**Week 6**

Recovery  
5 hours practicum

**Week 7**

International emergency management

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Discussion group participation, 30%  
Assignments, 10%  
Concept paper (NIMS, pillars, etc.) 15%  
Presentation of concept paper, 15%  
Peer review/critique of presentations 10%  
Practicum, 20%.

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

This course has a practicum experience with an emergency manager. Students will be expected to research and present in depth a concept paper utilizing the pillars of emergency management.

**19. Required reading**

Haddow, G, Bullock, J & Coppola DP. (2010). Introduction to Emergency Management, 4<sup>th</sup> Ed. Butterworth-Heinemann.

Copola DP. (2006). Introduction to International Emergency Management. Georgetown: Georgetown University Press

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU.

**21. What is the primary goal of this course?**

To prepare leaders to manage emergencies.

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Describe the National Incident Management System.
2. Apply the pillars of emergency management to specific types of disaster.
3. Evaluate multi-disciplinary utilization of NIMS.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
MODULE III**

Course Number and Title: DPEM 6163 Managing Incidents in Disaster Preparedness and Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

Placement: Core Course

Faculty: Deborah J Persell, PhD, RN, APN (GIS faculty)  
Associate Professor  
Office: CNHP 312

Phone: 870-972-3318; Fax: 870-972-2954

[dpersell@astate.edu](mailto:dpersell@astate.edu)

Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Concentrates on the management of disasters. Emphasis will be placed on the National Incident Management System and the five pillars of emergency management: prevention, preparedness, mitigation, response and recovery. A practicum experience is included. Prerequisites: None. (Spring)

Student Learning Outcomes: The student will

1. Describe the National Incident Management System.
2. Apply the pillars of emergency management to specific types of disaster.
3. Evaluate models and frameworks for emergency management and their application/utility to NIMS.
4. Evaluate multi-disciplinary utilization of NIMS.
5. Analyze international models of emergency management.
6. Demonstrate cooperation and collaboration with students from multiple disciplines.
7. Analyze theory and research related to emergency management.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation and 25 hours practicum experience with an emergency manager.

Evaluation Strategies:

Discussion group participation, 30%; Assignments, 10%; concept paper (NIMS, pillars, etc.) 15%; presentation of concept paper, 15%; peer review/critique of presentations 10%, Practicum, 20%.

A: 90 – 100

B: 80 – 89

C: 70-79

D: 60-69

F: 0 - 59

Textbooks:

Required:

Haddow, G, Bullock, J & Coppola DP. (2010). Introduction to Emergency Management, 4<sup>th</sup> Ed. Butterworth-Heinemann.

Copola DP. (2006). Introduction to International Emergency Management. Georgetown: Georgetown University Press

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:



Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under "S" for Student Handbook.

APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course. Please include which class the email is in reference to. Faculty associated with the course will answer all email in a timely manner during regular business hours.

Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week. The content of your posted message or discussion should be substantial. Statements such as "I agree," "Me, too," or "Yes/No" as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of "relevant" has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## Course Schedule

### Week 1

Historical context of emergency management  
National Incident Management System  
Risk Assessment

Week 2

Mitigation

5 hours practicum

Week 3

Preparedness

5 hours practicum

Week 4

Communication

5 hours practicum

Week 5

Response

5 hours practicum

Week 6

Recovery

5 hours practicum

Week 7

International emergency management

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
		Undergraduate Curriculum Council Chair	Date
College Curriculum Committee Chair	Date	Graduate Curriculum Committee Chair	Date
College Dean	Date	Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6213
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  INFORMATICS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  Short title: INFORMATICS IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Incorporates the use of telecommunications and technology to support response efforts during and after a disaster. Public health biosurveillance will be examined. Legal and ethical considerations in information

technology will be analyzed.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

- a. Are there any prerequisites? None  
b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

- b. If yes, what course?  
c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Great strides have been made in information technology and the application to disaster preparedness. Today's graduate will be expected to be minimally proficient in Information Technology systems utilized to plan for, mitigate, and manage disasters and other emergencies.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's

degree in Disaster Preparedness and Emergency Management

D. **Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students an opportunity to utilize information technology in the management of disasters and other emergencies. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Week 1

- Historical perspective on use of Information Technology
- Use of Information Technology During Disasters
- Disaster Specific Influences on Utilization of Information Technology

Week 2

- Ethical Use of Information Technology
  - Fair Information Practice Principles
  - Proprietary Information
  - Individually Identifiable Information
- Legal Use of Information Technology
  - Laws
  - Regulations
  - Managing Sensitive Information

Week 3

- Basics of Information Technology
  - Data communication networks
  - Connectivity Options
  - Network management
  - Videoconferencing
  - Wireless communications

Week 4

- Telemedicine during disasters
  - General Advanced Low Cost Trans-European Network Over Satellites
  - Medical Assistance for Ships
  - Euro-Mediterranean Internet-Satellite Platform for Health, Medical Education and Research
  - Disaster Emergency Logistic Telemedicine Advanced Satellites System

Week 5

- Public Health Surveillance & Information Technology Infrastructure
  - Policy
  - Analytic Requirements

Week 6

- Using Information Technology
  - Project Development with “hands-on” use of information technology systems for a simulated disaster. This will be done in a laboratory setting.

## Week 7

Using Information Technology continued -- Concluding and presenting project

Description of project

Significance of project (real-world application)

Step-by-step use of technology

Evaluation/Analysis of project

Recommendations for future use

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Discussion group participation, 30%

Assignments, 15%

IT project, 30%

Presentation & critique of projects, 10%

IT strategy paper, 15%.

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

This course requires a project related to information technology and emergency management. Students will critique each other's project as well as put forth a paper designed to offer new strategies for incorporating IT into disaster preparedness and emergency management.

**19. Required reading**

Latifi, R. (2011). Telemedicine for Trauma, Emergencies, and Disaster Management. Norwood, MA: Artech House.

Zeng D, Chen H, Castillo-Chavez C, Lober W & Thurmond M. (2011). Infectious Disease Informatics and Biosurveillance. New York: Springer.

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added as needed according to the business plan contained in the program proposal.

**21. What is the primary goal of this course?**

To prepare leaders to utilize information technology in all pillars of emergency management.

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

☐ Communicating effectively

☐ Thinking Critically

☐ Using mathematics

☐ Using Technology

☐ Understanding global issues

☐ Understanding interdependence

☐ Developing a life-long appreciation of the arts and humanities

☐ Developing a strong foundation in the social sciences

☐ Using science to accomplish common goals

☐ Providing foundations necessary to achieve health and wellness

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Compare and contrast current and proposed information technology networks for telemedicine used during emergencies and disaster
2. Evaluate disaster specific information technology needs and strategies.
3. Propose current and future research implications for utilization/development of information technology in disaster preparedness and emergency management.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
MODULE II**

Course Number and Title: DPEM 6213 Informatics in Disaster Preparedness and Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

Placement: Core Course

Faculty: Deborah J Persell, PhD, RN, APN (Informatics faculty)  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Incorporates the use of telecommunications and technology to support response efforts during and after a disaster. Public health biosurveillance will be examined. Legal and ethical considerations in information technology will be analyzed.

Prerequisites: None. (Fall)

Student Learning Outcomes: The student will

1. Apply historical perspectives in information technology to disasters.
2. Compare and contrast current and proposed information technology networks for telemedicine used during emergencies and disaster
3. Evaluate disaster specific information technology needs and strategies.
4. Utilize principles of crisis communication to multiple media outlets.
5. Analyze legal and ethical use of information technology in disaster response and emergency management.
6. Propose current and future research implications for utilization/development of information technology in disaster preparedness and emergency management.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation, information technology project.

Evaluation Strategies:

Discussion group participation, 30%; Assignments, 15%; IT project, 30%; Presentation & critique of projects, 10%; IT strategy paper, 15%.

A: 90 – 100

B: 80 – 89

C: 70-79

D: 60-69

F: 0 - 59

Textbooks:

Required:

Latifi, R. (2011). *Telemedicine for Trauma, Emergencies, and Disaster Management*. Norwood, MA: Artech House.

Zeng D, Chen H, Castillo-Chavez C, Lober W & Thurmond M. (2011). *Infectious Disease Informatics and Biosurveillance*. New York: Springer.

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

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APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

e-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course. Please include which class the email is in reference to. Faculty associated with the course will answer all email in a timely manner during regular business hours.

Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week.



The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

### Course Schedule

#### Week 1

Historical perspective on use of Information Technology  
Use of Information Technology During Disasters  
Disaster Specific Influences on Utilization of Information Technology

#### Week 2

Ethical Use of Information Technology  
Fair Information Practice Principles  
Proprietary Information  
Individually Identifiable Information  
Legal Use of Information Technology  
Laws  
Regulations  
Managing Sensitive Information

#### Week 3

Basics of Information Technology  
Data communication networks  
Connectivity Options  
Network management  
Videoconferencing  
Wireless communications

#### Week 4

Telemedicine during disasters  
General Advanced Low Cost Trans-European Network Over Satellites  
Medical Assistance for Ships  
Euro-Mediterranean Internet-Satellite Platform for Health, Medical  
Education and Research  
Disaster Emergency Logistic Telemedicine Advanced Satellites System

#### Week 5

Public Health Surveillance & Information Technology Infrastructure

Policy  
Analytic Requirements

Week 6

Using Information Technology

Project Development with “hands-on” use of information technology systems for a simulated disaster. This will be done in a laboratory setting.

Week 7

Using Information Technology continued -- Concluding and presenting project

Description of project

Significance of project (real-world application)

Step-by-step use of technology

Evaluation/Analysis of project

Recommendations for future use

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
		Undergraduate Curriculum Council Chair	Date
College Curriculum Committee Chair	Date	Graduate Curriculum Committee Chair	Date
College Dean	Date	Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6223
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  EPIDEMIOLGY OF DISASTERS  Short title: EPIDEMIOLGY OF DISASTERS
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Measurement of adverse health effects of natural and human disasters as well as factors contributing to those effects. Assesses needs of disaster-affected populations and then matches resources to prevent further adverse

health effects. Evaluates program effectiveness and plans for contingencies.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

- a. Are there any prerequisites? None  
b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management and Graduate Certificate in Disaster Health

13. Does this course replace a course being deleted?

No

- b. If yes, what course?  
c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Understanding how disasters occur, the adverse effect they have on populations, probabilities of adverse effects and which resources mitigate those effects is necessary to be an effective professional in the field.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for

Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students to acquire professional education at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

**Week 1**

Principles of Epidemiology  
Surveillance

**Week 2**

Public Health Consequences of Disaster

**Week 3**

Field Investigations: Local, State, National & International  
Choose and begin individual epidemiology investigation of a disaster

**Week 4**

Natural Disasters (including earthquake)

**Week 5**

Bioterrorism & Public Health Emergencies (including pandemic)

**Week 6**

Statistical methods in epidemiology

**Week 7**

Epidemiology of disaster mental health  
Presentation of Investigation

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Discussion group participation, 30%  
Problem sets, 15%  
Epidemiology of disaster investigation, 25%  
Presentation 15%  
Final comprehensive examination, 15%.

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

This course requires an epidemiological investigation into a current or historical disaster or emergency. Problem sets in epidemiology will be utilized. Students will present the results of their investigation.

**19. Required reading**

Thomas, DC. (2009). Statistical Methods in Environmental Epidemiology. Oxford University Press.

Ursang, RJ, Fullerton, CS, Weisaeth, L, & Raphael B. (2007). Textbook of Disaster Psychiatry. Cambridge University Press.

Spence, R, So, E, & Scawthorn, C. (2010) Human Casualties in Earthquakes: Progress In Modeling and Mitigation (Advances in Natural and Technological Hazards Research). Springer.

Ryan, J. (2008). Pandemic Influenza: Emergency Planning and Community Preparedness. CRC Press.

Gregg, MB. (2002). Field Epidemiology. Oxford University Press.

Noji, EK. (1997). the Public Health Consequences of Disaster. Oxford University Press.

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added as needed according to the business plan submitted with the program proposal.

**21. What is the primary goal of this course?**

To prepare leaders to utilize epidemiological investigations to understand the evolution and impact of disasters to effect mitigation.

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Apply principles of public health epidemiology to disasters.
2. Compare and contrast the needs of disaster-affected populations as they related to population and geography affected.
3. Create plans to reduce the adverse health effects of multiple types of disasters.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING**

## **MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT AND THE GRADUATE CERTIFICATE IN DISASTER HEALTH**

Course Number and Title: DPEM 6223 Epidemiology of Disasters

Credit and Clock Hours: 3 semester hours. This class is on-line but represents three (3) clock hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

Placement: Emphasis Course in the Master of Science  
Required Course in the Graduate Certificate

Faculty: Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Measurement of adverse health effects of natural and human disasters as well as factors contributing to those effects. Assesses needs of disaster-affected populations and then matches resources to prevent further adverse health effects. Evaluates program effectiveness and plans for contingencies. Prerequisites: None. (Fall)

Student Learning Outcomes: The student will

1. Apply principles of public health epidemiology to disasters.
2. Compare and contrast the needs of disaster-affected populations as they related to population and geography affected.
3. Create plans to reduce the adverse health effects of multiple types of disasters.
4. Identify resources to prevent adverse health effects during disaster.
5. Utilize diverse theoretical frameworks to evaluate the effectiveness of disaster response.
6. Formulate plans for disaster response that incorporate potential contingencies during a disaster.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

Evaluation Strategies:

Discussion group participation, 30%; Problem sets, 15%; epidemiology of disaster investigation, 25%, presentation 15%, final comprehensive examination, 15%.

- A: 90 – 100
- B: 80 – 89
- C: 70-79
- D: 60-69
- F: 0 - 59

Textbooks:

Required:

Thomas, DC. (2009). *Statistical Methods in Environmental Epidemiology*. Oxford University Press.

Ursang, RJ, Fullerton, CS, Weisaeth, L, & Raphael B. (2007). *Textbook of Disaster Psychiatry*. Cambridge University Press.

Spence, R, So, E, & Scawthorn, C. (2010) *Human Casualties in Earthquakes: Progress In Modeling and Mitigation (Advances in Natural and Technological Hazards Research)*. Springer.

Ryan, J. (2008). *Pandemic Influenza: Emergency Planning and Community Preparedness*. CRC Press.

Gregg, MB. (2002). *Field Epidemiology*. Oxford University Press.

Noji, EK. (1997). *the Public Health Consequences of Disaster*. Oxford University Press.

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under "S" for Student Handbook.

APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

e-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course. Please include which class the email is in reference to. Faculty associated with the course will answer all email in a timely manner during regular business hours.



### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

Revised 4/13/10

## Week 1

### Principles of Epidemiology Surveillance

## Week 2

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6253
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  MULTI-AGENCY RESPONSE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  Short title: MULTI-AGENCY RESPONSE IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Examines multi-agency response to disasters and other emergencies to include government agencies, non-government organizations and the private sector. Cooperation and collaboration among the agencies will be

analyzed. Pre and post-disaster planning and mobilization of resources will be emphasized.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

- a. Are there any prerequisites? None  
b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

- b. If yes, what course?  
c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. No agency responds to disasters or other emergencies in isolation. This course will assist students in identifying agencies expected to respond and how to work with them and coordinate a multiagency response.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's

## degree in Disaster Preparedness and Emergency Management

### D. Rationale for the level of the course (lower, upper, or graduate).

This advanced course prepares students to manage multi-agency response to disasters and other emergencies. This skill requires advanced leadership. Previous learning, regardless of the discipline, will be applied. The level of this course meets requirements consistent with academic rigor for graduate education.

### 16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

#### Week 1

- Theoretical frameworks for multi-agency response
  - Social capital
  - Network theory
  - Organizational collaboration

#### Week 2

- U.S. Government Organizations
  - Examples:
    - Department of Homeland Security
    - Federal Emergency Management Agency
    - National Guard
    - Federal Bureau of Investigation
    - Environmental Protection Agency
    - Department of Defense
    - Health and Human Services
    - Department of Transportation

#### Week 3

- Non-government Organizations
  - Examples:
    - Red Cross
    - Red Crescent
    - Salvation Army
    - Faith-Based Organizations

#### Week 4

- Private Sector Organizations
  - Examples:
    - Wal-Mart
    - Soft drink bottling companies
    - Security
    - Transportation

#### Weeks 5

- Logistics
  - Organizing resources
  - Distributing resources
  - Pre-disaster preparation
  - Post-disaster preparation

**Week 6**

International humanitarian response

**Week 7**

Case studies

Presentations

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Discussion group participation, 20%

Presentation and critique of one government, non-government or private sector agency,  
15%

Multi-agency response analysis paper, 35%

Practicum experience with one agency 30%.

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

This course requires students develop an in-depth knowledge and experience with one agency responding to disasters. They will complete an analysis paper and do a practicum experience with the agency.

**19. Required reading**

Kapucu N. (2009). Multi-agency and Cross-Sector Coordination in Response to

Disasters: The World Trade Center Attack in New York City, September 11, 2001. LAP Lambert Academic Publishing .

Christopher M. & Tatham P. (2011). Humanitarian Logistics: Meeting the challenge and preparing for and responding to disasters. Kogan Page

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added as needed according to the business plan submitted in the program proposal.

**21. What is the primary goal of this course?**

To prepare leaders to understand multiple agencies' role in disaster response and emergency management

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

☐ Communicating effectively

☐ Thinking Critically

☐ Using mathematics

☐ Using Technology

☐ Understanding global issues

☐ Understanding interdependence

☐ Developing a life-long appreciation of the arts and humanities

☐ Developing a strong foundation in the social sciences

☐ Using science to accomplish common goals

☐ Providing foundations necessary to achieve health and wellness
**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Analyze theoretical frameworks to multi-agency response during disasters and emergencies. .
2. Evaluate government, non-governmental and private sector response to disasters and other emergencies.
3. Analyze current issues in multi-agency response to disasters and other emergencies.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT AND  
GRADUATE CERTIFICATE IN DISASTER HEALTH**

Course Number and Title: DPEM 6253 Multi-Agency Response in Disaster Preparedness and  
Emergency Management

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

On-line course.

Placement: Emphasis course in Master of Science  
Required course in Graduate Certificate

Faculty: Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Examines multi-agency response to disasters and other emergencies to include government agencies, non-government organizations and the private sector. Cooperation and collaboration among the agencies will be analyzed. Pre and post-disaster planning and mobilization of resources will be emphasized. Prerequisites: None. (Fall)

Student Learning Outcomes: The student will

1. Analyze theoretical frameworks to multi-agency response during disasters and emergencies. .
2. Evaluate government, non-governmental and private sector response to disasters and other emergencies.
3. Determine which agency(s) are needed to respond to selected disasters and other emergencies.
4. Analyze current issues in multi-agency response to disasters and other emergencies.
5. Ascertain, by practicum experience, the response capacity of one disaster response/emergency management agency.
6. Demonstrate cooperation and collaboration with students from multiple disciplines.
7. Apply research to the analysis of multi-agency response in disasters and other emergencies.

Teaching Strategies:

Discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation, paper and practicum experience.

Evaluation Strategies:

Discussion group participation, 20%; presentation and critique of one government, non-government or private sector agency, 15%; multi-agency response analysis paper, 35%, practicum experience with one agency 30%.

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 - 59

Textbooks:

Required:

Kapucu N. (2009). Multi-agency and Cross-Sector Coordination in Response to Disasters: The World Trade Center Attack in New York City, September 11, 2001. LAP Lambert Academic Publishing .

Christopher M. & Tatham P. (2011). Humanitarian Logistics: Meeting the challenge and preparing for and responding to disasters. Kogan Page

Supplemental:

Chandra, A. & Acosta, J. (2009). The Role of Non-Governmental Organizations in Long Term Recovery After Disaster: Reflections From Louisiana Four Years After Hurricane Katrina. Rand Corporation.

Riehl, V. (2001). Who is Ruling South Sudan? The Role of NGOs in rebuilding socio political order. Nordic Africa Institute.

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under "S" for Student Handbook.

APA Format:



All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## Course Schedule

### Week 1

Theoretical frameworks for multi-agency response  
Social capital  
Network theory  
Organizational collaboration

### Week 2

U.S. Government Organizations  
Examples:  
Department of Homeland Security  
Federal Emergency Management Agency  
National Guard  
Federal Bureau of Investigation  
Environmental Protection Agency  
Department of Defense  
Health and Human Services  
Department of Transportation

### Week 3

Non-government Organizations  
Examples:

- Red Cross
- Red Crescent
- Salvation Army
- Faith-Based Organizations

#### Week 4

- Private Sector Organizations

- Examples:

- Wal-Mart

- Soft drink bottling companies

- Security

- Transportation

#### Weeks 5

- Logistics

- Organizing resources

- Distributing resources

- Pre-disaster preparation

- Post-disaster preparation

#### Week 6

- International humanitarian response

#### Week 7

- Case studies

- Presentations

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6263
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  GEOGRAPHICAL INFORMATION SYSTEMS IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  Short title: GIS IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Utilizes geographic information systems (GIS) to support planning, response and recovery efforts during and

after a disaster. Includes a laboratory experience in GIS.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

a. Are there any prerequisites? None

b. Why?

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

- b. If yes, what course?

- c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Geographic information systems are increasingly playing a critical role in planning, preparedness, mitigation, response and recovery.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's

## degree in Disaster Preparedness and Emergency Management

### D. Rationale for the level of the course (lower, upper, or graduate).

This advanced course provides students opportunity to utilize geographic information systems in an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

### 16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

#### Week 1

- Technology as a Tool
- Maps and Geographic Information Systems
- Operational Problems and Technology

#### Week 2

- Conceptual Approaches to GIS and Emergency Management
- Hazard Vulnerability Assessment
- Surveillance
- Logistical Support

#### Week 3

- Applying GIS to the Management of Disasters
- Identifying Alternative Care Sites
- Evacuation and Sheltering

#### Week 4

- Applying GIS to the Management of Disasters continued
- Vulnerable Populations
- Natural Disasters

#### Week 5

- Applying GIS to the Management of Disasters continued
- Mass Casualty Incident Planning
- Common Operating Procedures for Multi-disciplinary Response

#### Week 6

- Individualized Use of GIS in the Laboratory
- Geographic location of student
- Must complete their own hazard vulnerability assessment
- Identify response and recovery challenges
- Recommendations for mitigation

#### Week 7

- Presentations and critique of Laboratory project

### 17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

- Discussion group participation, 30%
- Laboratory participation 30%

Presentation 30%

Peer review of presentations 10%.

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

This course requires includes extensive laboratory experience with geographic information systems.

**19. Required reading**

Pine JC. (2007). Technology in Emergency Management. Hoboken, NJ: Wiley & Sons.

Skinner R. (2010). GIS in Hospital and Healthcare Emergency Management. Boca

Raton, FL: CRC Press.

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added as necessary according to the business plan in the program proposal.

**21. What is the primary goal of this course?**

To prepare students to utilize geographic information systems in disaster preparedness and emergency management

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Analyze GIS applications to the planning for, response to and recovery from disasters.
2. Apply GIS to the management of simulated disasters.
3. Evaluate the use of GIS in hazard vulnerability assessments, including surveillance and modeling the frequency and scope of disasters.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
MODULE III**

Course Number and Title: DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management

**Credit Hours:** 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

**Placement:** Emphasis Course

**Faculty:** Deborah J Persell, PhD, RN, APN (GIS faculty)  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

**Course Description:** Utilizes geographic information systems (GIS) to support planning, response and recovery efforts during and after a disaster. Includes a laboratory experience in GIS. Prerequisites: None. (Spring)

**Student Learning Outcomes:** The student will

1. Analyze GIS applications to the planning for, response to and recovery from disasters.
2. Apply GIS to the management of simulated disasters.
3. Determine disaster specific GIS strategies.
4. Evaluate the use of GIS in hazard vulnerability assessments, including surveillance and modeling the frequency and scope of disasters.
5. Relate the use of GIS to the pillars of emergency management.
6. Propose current and future research implications for utilization/development of GIS in disaster preparedness and emergency management.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

**Teaching Strategies:** discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

**Evaluation Strategies:**

Discussion group participation, 30%; Laboratory participation 30%; presentation 30%, peer review of presentations 10%.

- A: 90 – 100
- B: 80 – 89
- C: 70-79
- D: 60-69
- F: 0 - 59

**Textbooks:**

**Required:**

Pine JC. (2007). Technology in Emergency Management. Hoboken, NJ: Wiley & Sons.

Skinner R. (2010). GIS in Hospital and Healthcare Emergency Management. Boca

Raton, FL: CRC Press.

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

#### Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

#### ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under "S" for Student Handbook.

#### APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course. Please include which class the email is in reference to. Faculty associated with the course will answer all email in a timely manner during regular business hours.

#### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week. The content of your posted message or discussion should be substantial. Statements such as "I agree," "Me, too," or "Yes/No" as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

#### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.



5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## Course Schedule

### Week 1

- Technology as a Tool
- Maps and Geographic Information Systems
- Operational Problems and Technology

### Week 2

- Conceptual Approaches to GIS and Emergency Management
- Hazard Vulnerability Assessment
- Surveillance
- Logistical Support

### Week 3

- Applying GIS to the Management of Disasters
- Identifying Alternative Care Sites
- Evacuation and Sheltering

### Week 4

- Applying GIS to the Management of Disasters continued
- Vulnerable Populations
- Natural Disasters

### Week 5

- Applying GIS to the Management of Disasters continued
- Mass Casualty Incident Planning
- Common Operating Procedures for Multi-disciplinary Response

### Week 6

- Individualized Use of GIS in the Laboratory
- Geographic location of student
- Must complete their own hazard vulnerability assessment
- Identify response and recovery challenges
- Recommendations for mitigation

### Week 7

- Presentations and critique of Laboratory project

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6273
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  VULNERABLE POPULATIONS IN DISASTERS  Short title: VULNERABLE POPULATIONS IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Analyzes the effects of disaster on vulnerable populations. Conceptual frameworks and characteristics of vulnerable population will be utilized to determine preparedness, planning, mitigation, response and recovery

during disasters for these groups of people.

- 8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).**

a. Are there any prerequisites? None

b. Why?

- 9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.**

Spring

- 10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)**

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

- 11. Proposed Starting Term/Year**

Fall, 2012

- 12. Is this course in support of a new program? If yes, what program?**

Yes; Master of Science in Disaster Preparedness & Emergency Management

- 13. Does this course replace a course being deleted?**

No

- b. If yes, what course?

- c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

- 14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.**

No

- 15. Justification should include:**

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. Those populations with vulnerabilities are particularly impacted by disasters and require additional skills to preserve life.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's

degree in Disaster Preparedness and Emergency Management

D. **Rationale for the level of the course (lower, upper, or graduate).**

This advanced course prepares students to consider vulnerable populations when planning for and responding to disasters and other emergencies. This requires complex skills and advanced leadership capability. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Week 1

Conceptual Framework to Study Vulnerable Populations  
Community Determinants and Mechanisms of Vulnerability

Week 2

Influence of Individual Risk Factors  
Influence of Multiple Risk Factors

Week 3

Developing a disaster plan for vulnerable populations  
Practicum 5 hours

Week 4

Persons with disabilities  
    Mobility  
    Visual  
    Hearing  
    Cognitive  
    Other  
Practicum 5 hours

Weeks 5

Women  
Children  
Elderly  
Pregnant  
Practicum 5 hours

Week 6

Mentally Ill  
Disenfranchised  
    Homeless  
    Pet Owners  
    Gay/Lesbian  
    Prisoners  
    Those in Poverty  
Practicum 5 hours

**Week 7****Presentation****17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Discussion group participation, 30%

20 hour Practicum with vulnerable population 30%

Individual/family disaster plan for one vulnerable population, 30%

Presentation of practicum/plan, 10%.

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

This course requires includes a 20 hour practicum working with leaders of a vulnerable population.

Students will assist in developing a template for an individual or family disaster plan for this population.

They will then present their work to their mentor and peers.

**19. Required reading**

Pinkowski J. (2008). Disaster Management Handbook. Boca Raton, FL: CRC Press.

Shi L &amp; Stevens GD. (2010). Vulnerable Populations in the United States. San Francisco, CA: John Wiley &amp; Sons, Inc.

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added as necessary according to the business plan in the program proposal.

**21. What is the primary goal of this course?**

To prepare leaders to plan for and with vulnerable populations affected by disasters and other emergencies

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

☐ Communicating effectively☐ Thinking Critically☐ Using mathematics☐ Using Technology☐ Understanding global issues☐ Understanding interdependence☐ Developing a life-long appreciation of the arts and humanities☐ Developing a strong foundation in the social sciences☐ Using science to accomplish common goals☐ Providing foundations necessary to achieve health and wellness**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Analyze characteristics (individual and community) and mechanisms that contribute to vulnerable population designation.

2. Consider unique components/requirements for disaster plans for vulnerable populations.

3. Create a personal/family disaster plan template for multiple vulnerable populations.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

**ARKANSAS STATE UNIVERSITY**

**COLLEGE OF NURSING AND HEALTH PROFESSIONS**

**SCHOOL OF NURSING**

**MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT AND  
GRADUATE CERTIFICATE IN DISASTER HEALTH**

Course Number and Title: DPEM 6273 Vulnerable Populations in Disasters

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

Placement: Emphasis Course in Master of Science  
Required Course in Graduate Certificate

Faculty: Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Analyzes the effects of disaster on vulnerable populations. Conceptual frameworks and characteristics of vulnerable population will be utilized to determine preparedness, planning, mitigation, response and recovery during disasters for these groups of people.  
Prerequisites: None. (Spring)

Student Learning Outcomes: The student will:

1. Apply conceptual frameworks to the study of disaster effects on vulnerable populations.
2. Describe characteristics (individual and community) and mechanisms that contribute to vulnerable population designation.
3. Determine unique components/requirements for disaster plans for vulnerable populations.
4. Evaluate disaster specific considerations for vulnerable populations.
5. Analyze historical disaster response in relation to vulnerable populations.
6. Create a personal/family disaster plan template for multiple vulnerable populations.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

Teaching Strategies: discussion, assigned readings, written assignments, audiovisual presentations, small group work, oral/electronic presentations, testing/evaluation

Evaluation Strategies:

Discussion group participation, 30%; 20 hour Practicum with vulnerable population 30%; Individual/family disaster plan for one vulnerable population, 30%; Presentation of practicum/plan, 10%.

Grading Scale:

A: 90 – 100  
B: 80 – 89  
C: 70 – 79  
D: 60 – 69  
F: 0 – 59

Textbooks:  
Required:

Pinkowski J. (2008). *Disaster Management Handbook*. Boca Raton, FL: CRC Press.

Shi L & Stevens GD. (2010). *Vulnerable Populations in the United States*. San Francisco, CA: John Wiley & Sons, Inc.

Recommended:

Bright-Stonecipher J. (2011). *Abandonment: Brainstorming the Possible What-Ifs of Disaster Planning with Disabled People*. Publish America.

Bullock JA, Haddow GD, & Coppola DP. (2011). *Managing Children in Disasters: Planning for their unique needs*. Boca Raton, FL: CRC Press.

Phillips BD & Morrow BH. (2008). *Women and Disasters*. Exlibris Corporation.

Phillips, B., Thomas D, Fothergill A. (2009). *Social Vulnerability to Disasters*. Boca Raton: CRC Press.

Toner J, Miersra T & Howe J. (2010). *Geriatric Mental Health Disaster and Emergency Preparedness*. Springer.

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

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All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under "S" for Student Handbook.

APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## Course Schedule

### Week 1

Conceptual Framework to Study Vulnerable Populations  
Community Determinants and Mechanisms of Vulnerability

### Week 2

Influence of Individual Risk Factors  
Influence of Multiple Risk Factors

### Week 3

Developing a disaster plan for vulnerable populations  
Practicum 5 hours

### Week 4

Persons with disabilities  
Mobility  
Visual  
Hearing  
Cognitive  
Other  
Practicum 5 hours

### Weeks 5

Women  
Children  
Elderly  
Pregnant  
Practicum 5 hours



Week 6

Mentally Ill

Disenfranchised

Homeless

Pet Owners

Gay/Lesbian

Prisoners

Those in Poverty

Practicum 5 hours

Week 7

Presentation

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
		Undergraduate Curriculum Council Chair	Date
College Curriculum Committee Chair	Date	Graduate Curriculum Committee Chair	Date
College Dean	Date	Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6543
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  PANDEMIC PLANNING  Short title: PANDEMIC PLANNING
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Promotes knowledge and skills to effectively plan and prepare for a pandemic, culminating in a practical exercise. Steps for developing an effective planning and preparedness program and development of a pandemic annex are included.

<p><b>8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).</b></p> <p>a. Are there any prerequisites? None</p> <p>b. Why?</p>
<p><b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b></p> <p>Fall</p>
<p><b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b></p> <p>Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing &amp; Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; <a href="mailto:dpersell@astate.edu">dpersell@astate.edu</a>; 870-972-3318</p>
<p><b>11. Proposed Starting Term/Year</b></p> <p>Fall, 2011</p>
<p><b>12. Is this course in support of a new program? If yes, what program?</b></p> <p>Yes; Master of Science in Disaster Preparedness &amp; Emergency Management and Graduate Certificate in Disaster Health.</p>
<p><b>13. Does this course replace a course being deleted?</b></p> <p>No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p><b>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</b></p> <p>No</p>
<p><b>15. Justification should include:</b></p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</p> <p>The Pandemic Planning and Preparedness course provides students with the knowledge and skills to effectively plan and prepare for a pandemic. Successful completion of the course enables the students to understand the steps for developing an effective planning and preparedness program and development of a pandemic annex. The course culminates in the application of this training in a small-group, instructor-facilitated practical exercise.</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</p> <p>This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.</p> <p>Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.</p> <p>C. Student population served.</p> <p>This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness (CDP). The course is open to any interested student in or out of the health professions.</p>

**D. Rationale for the level of the course (lower, upper, or graduate).**

An advanced course in which students assume a leadership position and apply technical skills and knowledge to preparedness activities for pandemic emergencies; this content is consistent with graduate division academic rigor.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

The lecture portion of this course is presented at the CDP and will be concentrated and offered over a three day period, for a total of 24 contact hours. Additional on-line academic work will complete the 45 contact hours requirement for 3 hours of academic credit.

**Preparation:**                      Assigned Reading  
    Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 24 contact hours**

**DAY ONE**

Admin 0.1 Administrative Overview 0.25 hour  
Test 1.0 Pretest 0.50 hour  
Module 1 Emergency Operations Plan 1.25 hours  
Module 2 Pandemic Threat 1.25 hours  
Admin 0.2  
Lunch 0.75 hour  
Module 3 Types of Influenza 1.25 hours  
Module 4 Clinical Aspects of Pandemic Influenza 1.75 hours  
Module 5 National Strategies for Pandemic Planning 1.25 hours  
National Strategies for Pandemic Planning Exercise 0.50 hour

**DAY TWO**

Admin 0.3 Knowledge Check 0.25 hour  
Module 6 Continuity of Operations Plan 1.00 hour  
Module 7 Mass Prophylaxis 1.75 hours  
Module 8 Medical Surge 0.75 hour Program of Instruction  
Admin 0.4  
Lunch 0.75 hour  
Module 8 Medical Surge (cont.) 0.50 hour  
Module 9 Community Response to a Pandemic 2.75 hours  
Community Response to a Pandemic Exercises 1.00 hour

**DAY THREE**

Admin 0.5 Knowledge Check 0.25 hour  
Test 2.0 Post-Test 1.25 hours  
Module 10 Practical Exercise 2.00 hours  
Admin 0.6 Review and Retest 0.25 hour  
Admin 0.7  
Lunch 0.75 hour  
Module 10 Practical Exercise (cont.) 3.25 hours  
After Action Review of Practical Exercise and Pandemic Annex 0.50 hour  
Admin 0.7 After Action Review 0.25 hour  
Admin 0.8 Graduation 0.25 hour

**Discussion Board**

**Planning Practicum****Pandemic Plan****Presentation**

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Assigned Readings and Pre-test 5%

Successful completion of the CDP portion of the course (awarded completion certificate) 40%

Discussion Board after CDP experience 5%

Practicum 15%

Pandemic Plan for Agency, clinical site, workplace or similar venue 25%

Presentation to faculty, peers and agency 10%

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

In addition to the preparatory work, Students will travel to the CDP in Anniston, AL. The CDP will provide travel, food and lodging for the intensive experience. Following the CDP experience students will engage in faculty led discussion and develop a presentation related to the same.

**19. Required reading**

Preparatory Assigned Reading – journal articles selected by ASU faculty; Student Manual provided by the CDP; student discovered articles related to topic

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

Faculty from ASU will teach and evaluate preparatory learning, lead the post-CDP experience discussion and evaluate the presentation. In addition ASU faculty will provide administrative oversight related to meeting course requirements. Faculty at the CDP will have the primary instructional responsibility for the course content provided at the CDP.

**21. What is the primary goal of this course?**

To provide students with the knowledge and skills to effectively plan and prepare for a pandemic.

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Create the components of an Emergency Operations Plan (EOP) and a pandemic annex based on the guidelines of the Comprehensive Preparedness Guide (CPG) 101
2. Analyze the factors related to rapidly expanding the capacity and/or capability of an existing healthcare system in order to provide proper triage and medical care during a pandemic.
3. Evaluate planning aspects necessary for an effective community response to a pandemic.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
PROGRAM OR GRADUATE CERTIFICATE IN DISASTER HEALTH**

**Course Number**

**And Title:** DPEM 6543: PANDEMIC PLANNING

**Credit Hours:** 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

On-line course.

Class Schedule: (TBA)

Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:

The Center for Domestic Preparedness, Anniston, Alabama  
Web supported component at Arkansas State University

**Placement:** Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management  
Required course for the Graduate Certificate in Disaster Health

**Faculty:** Deborah Persell, PhD, RN, APN  
Associate Professor  
Office: Room 312, CNHP Bldg.  
Address: Box 910  
State University, AR 72467-0910  
(UPS) 104 N. Caraway  
Jonesboro, AR 72401  
Telephone: 870- 972-3318; Fax: 870-972-2954  
E-mail: [dpersell@astate.edu](mailto:dpersell@astate.edu)

Center for Domestic Preparedness Faculty

**Course Description:** Promotes knowledge and skills to effectively plan and prepare for a pandemic, culminating in a practical exercise. Steps for developing an effective planning and preparedness program and development of a pandemic annex are included. Prerequisites: None (Fall)

**Course Outcomes:** At the conclusion of this course, students will be able to:

1. Create the components of an Emergency Operations Plan (EOP) and a pandemic annex based on the guidelines of the CPG 101

2. Discuss the threat posed by pandemics, relating the threat to historical occurrences, causative factors, and the current global environment.
3. Analyze the types and characteristics of influenza and the associated implications for public health and communities.
4. Describe clinical aspects of influenza and the stages of a pandemic as well as related preventive measures and treatment options for influenza.
5. Describe federal strategies, assumptions, and preparedness requirements as they apply to response plans and actions for the state, local, and tribal levels.
6. Describe elements of a Continuity of Operations (COOP) plan. □ Discuss the principles of mass prophylaxis, especially as they apply to vaccination procedures during a pandemic.
7. Analyze the factors related to rapidly expanding the capacity and/or capability of an existing healthcare system in order to provide proper triage and medical care during a pandemic.
8. Evaluate planning aspects necessary for an effective community response to a pandemic.
9. Apply the elements of a pandemic plan.

**Teaching/Learning Strategies:** The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. Students must become involved in the pandemic planning and preparedness process. They may work with a planner or develop a pandemic plan for their work, school, etc. A report/presentation will be expected.

**Evaluation Strategies:**

Assigned Readings and Pre-test 5%

Successful completion of the CDP portion of the course (awarded completion certificate) 40%

Discussion Board after CDP experience 5%

Practicum 15%

Pandemic Plan for Agency, clinical site, workplace or similar venue 25%

Presentation to faculty, peers and agency 10%

**Grading Scale:**

90 -100 = A
80 – 89 = B
70 – 79 = C
60 - 69 = D
59 and Below = F

Evaluation for the CDP portion of the course:

Evaluation Strategy D. L. Kirkpatrick's 1998 book, *Evaluating Training Programs: The Four Levels* (2nd edition) specified a four-level model for evaluation that includes two levels, evaluation and reaction, applicable to the evaluation strategy for the Pandemic Planning and Preparedness course.

**Level 1 Evaluation**

A Level 1 evaluation is used to measure student's reaction to training. This evaluation assesses student's reaction to the following:

- Degree to which course content supports the course learning objectives;
- Relevancy of course content to the students' job requirements and expectations;

- Usefulness of exercises to reinforce course learning objectives;
- Value of course materials (guides, visuals, and exercises/training activities) in supporting overall course goals and module objectives;
- Benefits of the training course, including applying course subject matter to on-the-job situations.

## Level 2 Evaluation

A Level 2 evaluation, which assesses the extent students have advanced in knowledge as a result of training, is accomplished through the use of written tests. Students are also assessed through their ability to apply the course subject matter to course activities such as collaborative and instructor-guided knowledge checks within individual course modules. An interactive evaluation of students' performance is measured during the practical exercise against benchmarks for performance.

### Pretests and Post-tests:

- Students will be administered written objective tests to assess the students' knowledge level.
- Students will be tested both prior to and following the course in order to provide a comparative measure of learning to identify the minimum threshold for student achievement prior to granting a certificate of course completion.
- The comparative measure of pretest-to-post-test scores will provide data on the efficacy of the course to improve students' knowledge and skills in the course subject matter, which will allow for course program improvement. Course Certificate of Completion
- Students successfully completing the post-test will receive a certificate of completion for the course. If a student does not successfully pass the post-test on the first attempt with a minimum score of 70%, a retest will be offered.
- If a student is unable to pass the written retest with a score of 70% or better, a letter of attendance will be issued.

## Required Textbooks:

Student Manuals provided by the Center for Domestic Preparedness

## Required Reading:

As specified by date under course documents in Blackboard or by the CDP.

## Suggested Textbooks:

None

## Course Policies:

The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student. This will be coordinated through the CDP.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. **Late assignments may be assessed 5 points per day at the discretion of the faculty.** Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed. Students should review the class schedule daily to ensure preparation for the activities and content of the day.



### APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## **COURSE SCHEDULE**

**Preparation:**                      Assigned Reading  
    Pre-test

### **CENTER FOR DOMESTIC PREPAREDNESS – 24 contact hours**

#### **DAY ONE**

Test 1.0 Pretest  
Module 1 Emergency Operations Plan  
Module 2 Pandemic Threat  
Module 3 Types of Influenza  
Module 4 Clinical Aspects of Pandemic Influenza  
Module 5 National Strategies for Pandemic Planning  
National Strategies for Pandemic Planning Exercise

#### **DAY TWO**

Admin 0.3 Knowledge Check  
Module 6 Continuity of Operations Plan 1  
Module 7 Mass Prophylaxis  
Module 8 Medical Surge  
Module 8 Medical Surge (cont.)  
Module 9 Community Response to a Pandemic  
Community Response to a Pandemic Exercises

### DAY THREE

Admin 0.5 Knowledge Check  
Test 2.0 Post-Test 1.25 hours  
Module 10 Practical Exercise  
Admin 0.6 Review and Retest  
Module 10 Practical Exercise (cont.)  
After Action Review of Practical Exercise and Pandemic Annex  
Admin 0.7 After Action Review  
Admin 0.8 Graduation

### **Discussion Board**

### **Practicum**

### **Pandemic Plan**

### **Presentation**

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6553
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  LEADING HOSPITAL RESPONSE TO MASS CASUALTIES  Short title: HOSPITALS AND MASS CASUALTIES
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Prepares hospital leadership to utilize the Hospital Incident Command System (HICS). Integrates the community emergency response network with the operation of an Emergency Treatment Area (ETA). Includes

hospital personnel as first responders during a Mass Casualty Incident involving patient contamination.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

a. Are there any prerequisites? Yes, DPEM 1101, DPEM 1111 and DPEM 1121

b. Why? The prerequisites contain foundational content on Incident Command System upon which this course builds.

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2011

12. Is this course in support of a new program? If yes, what program?

Yes, the Master of Science in Disaster Preparedness and Emergency Management and the Graduate Certificate in Disaster Health

13. Does this course replace a course being deleted?

No

- b. If yes, what course?

- c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

This course prepares healthcare responders to utilize the Hospital Incident Command System (HICS) integrating into the community emergency response network while operating an Emergency Treatment Area (ETA) as hospital first responders during a Mass Casualty Incident (MCI) involving patient contamination. The healthcare responders will determine and use appropriate Personal Protective Equipment (PPE), and conduct triage followed by decontamination of ambulatory and nonambulatory patients as members of a Hospital Emergency Response Team (HERT). This course helps prepare facilities and agencies to conduct a safe and effective emergency medical response to an MCI. This is a hands-on course, and participants must be physically and psychologically fit to wear Personal Protective Equipment during training. HERT culminates with the application of this training in small- and large-group, facilitated practical exercises.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of

disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

**C. Student population served.**

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness (CDP) who have completed the AAS core in Disaster Preparedness and Emergency Management.

**D. Rationale for the level of the course (lower, upper, or graduate).**

This graduate level course provides students the opportunity to apply technical skills and knowledge associated with disaster preparedness and emergency management by utilizing hospital emergency response teams to manage mass casualties. This requires advanced leadership skills; thus, the level of this course meets requirements consistent with graduate academic rigor.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)  
The content presented at the CDP will be concentrated and offered over a three day period, for a total of 24 contact hours. Additional on-line academic work will complete the 45 contact hours requirement for 3 hours of academic credit.

**Preparation:**                      Assigned Reading  
    Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 24 contact hours**

**DAY ONE**

Admin 0.1 Administrative Overview .50 hour  
Test 1.0 Pretest .50 hour  
Module 1 National Emergency Response and the Hospital Emergency Response Team 1.0 hour  
Module 2 Hospital Incident Command System 1.5 hours  
Admin 0.2  
Lunch 0.75 hour  
Module 3 Health Effects of CBRNE 1.5 hours  
Module 4 Personal Protective Equipment 3.0 hours  
    Safety Briefing .25 hour  
    Premedical Screening .25 hour  
    Personal Protective Equipment 2.25 hour  
    Postmedical Screening .25 hour

**DAY TWO**

Module 5 Emergency Treatment Area 1.0 hour  
Module 6 Hospital Emergency Response Team Exercise 1.0 hour  
Module 7 Hospital Decontamination Procedures 1.0 hour  
Module 8 Triage 1.0 hour Admin 0.3 Lunch 0.75 hour  
Module 9 Lanes Training 4.0 hours  
    Safety Briefing .25 hour  
    Premedical Screening .25 hour  
    Lanes Training 3.25 hours  
    Postmedical Screening .25 hour

**DAY THREE** Test 2.0 Post-Test .75 hour  
Module 10 Final Exercise 6.75 hours  
Review ETA, PPE, and Decon 0.50 hour

Safety Briefing 0.25 hour  
 Admin 0.4  
 Lunch 0.75 hour  
 Premedical Screening 0.25 hour  
 Final Exercise 5.25 hours  
 Postmedical Screening 0.25 hour  
 Exercise Debrief 0.25 hour  
 Admin 0.5  
 Course Evaluation .25 hour  
 Admin 0.6 Graduation .25 hour

## Discussion Board

### Practicum

#### Develop or Evaluate a Hospital Emergency Response Team

#### Presentation to faculty, peers and hospital

#### 17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Assigned Readings and Pre-test 5%

Successful completion of the CDP portion of the course (awarded completion certificate) 40%

Discussion Board after CDP experience 5%

Practicum 10%

Development or Evaluation of hospital emergency response team 30%

Presentation 10%

#### 18. Special features (e.g. labs, exhibits, site visitations, etc.)

In addition to the preparatory work, Students will travel to the CDP in Anniston, AL. The CDP will provide travel, food and lodging for the intensive experience. Following the CDP experience students will engage in faculty led discussion and develop a presentation related to the same.

#### 19. Required reading

Preparatory Assigned Reading – journal articles selected by ASU faculty; Student Manual provided by the CDP

#### 20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Faculty from ASU will teach and evaluate preparatory learning, lead the post-CDP experience discussion and evaluate the presentation. In addition ASU faculty will provide administrative oversight related to meeting course requirements. Faculty at the CDP will have the primary instructional responsibility for the course content provided at the CDP.

#### 21. What is the primary goal of this course?

To develop healthcare leaders who are able to make critical decisions related to disaster response and emergency management.

#### 22. If this proposal is for a general education course, please check the primary goal this course addresses:

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

#### 23. Considering the indicated primary goal, provide *up to three outcomes* that you expect of students after completion of this course. For example, what will students who meet this goal *know* or *be able to do* as a result of this course?

1. Analyze the need, composition, and use of a Hospital Emergency Response Team (HERT) during an emergency, Mass Casualty Incident (MCI), or disaster situation
2. Structure the healthcare facility Emergency Treatment Area to support medical operations in

- response to an MCI
3. Establish a HERT that meets all safety requirements, provides security to the hospital, and efficiently manages patients for processing into the hospital facility for follow-up treatment

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
PROGRAM AND GRADUATE CERTIFICATE IN DISASTER HEALTH**

**Course Number**

**And Title:** DPEM 6553: LEADING HOSPITAL RESPONSE TO MASS CASUALTIES

**Credit Hours:** 3 semester hours. This class is on-line but represents three (3) Credit hours; Students should be engaged in course-related work for a minimum of 8 hours per week (three hours of preparation time for each credit hour + class time).

On-line course.

Class Schedule: (TBA)

Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:

The Center for Domestic Preparedness, Anniston, Alabama  
Web supported component at Arkansas State University

**Placement:** Emphasis course for the Master of Science in Disaster Preparedness and Emergency Management  
Required course for the Graduate Certificate in Disaster Health

**Faculty:**

Deborah Persell, PhD, RN, APN  
Associate Professor  
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State University, AR 72467-0910  
(UPS) 104 N. Caraway  
Jonesboro, AR 72401  
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E-mail: [dpersell@astate.edu](mailto:dpersell@astate.edu)

Center for Domestic Preparedness Faculty

**Course Description:** Prepares hospital leadership to utilize the Hospital Incident Command System (HICS). Integrates the community emergency response network with the operation of an Emergency Treatment Area (ETA). Includes hospital personnel as first responders during a Mass Casualty Incident involving patient contamination. Prerequisites: None (Spring)

**Course Outcomes:** At the conclusion of this course, the healthcare responder will be able to:

1. Analyze the need, composition, and use of a Hospital Emergency Response Team (HERT) during an emergency, Mass Casualty Incident (MCI), or disaster situation
2. Summarize the organization and operation of HICS as it integrates with the Incident Command System (ICS) during response to an MCI
3. Differentiate the medical responses to a variety of illnesses and injuries that may result from an MCI
4. Select and use the appropriate level of Personal Protective Equipment (PPE) as hospital first receivers in response to a disaster involving patient contamination POI-2
5. Structure the healthcare facility ETA to support medical operations in response to an MCI
6. Establish a HERT that meets all safety requirements, provides security to the hospital, and efficiently manages patients for processing into the hospital facility for follow-up treatment
7. Compare decontamination methods and procedures
8. Perform Simple Triage and Rapid Treatment® (START) and JumpSTART procedures within the ETA during a hospital response to an MCI involving contamination
9. Conduct operations in an ETA while wearing appropriate PPE in response to an MCI involving contamination
10. Conduct an effective medical response to an MCI using the HERT approach

**Teaching/Learning Strategies:** The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. The lectures include radiological concepts, agencies and regulations, IAP development, and instrumentation selection. The course culminates with an extended practical exercise. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A discussion of the CDP experience will be expected. The student will be expected to apply their new knowledge to development or analysis of a Hospital Emergency Response Team in their geographic location. This analysis must be presented via a PowerPoint presentation.

**Evaluation Strategies:**

Assigned Readings and Pre-test 5%

Successful completion of the CDP portion of the course (awarded completion certificate) 40%

Discussion Board after CDP experience 5%

Practicum 10%

Development or Evaluation of hospital emergency response team 30%

Presentation 10%

**Grading Scale:**

90-100 = A
80 - 89 = B
70 – 79 = C
60 - 69 = D



Evaluation for the CDP portion of the course:

Kirkpatrick's four-level model for evaluation of training includes two levels applicable to the evaluation strategy for the HERT course.

**Level 1: Reaction**

To evaluate responder's perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and instructors through Department of Homeland Security (DHS) Level 1 Evaluations. The DHS Level 1 Evaluations are completed at the end of the third day of instruction/practical exercises. Instructors also gather information and input from responders for the After Action Review (AAR).

**Level 2: Learning**

Knowledge and skills acquired or improved due to training provided at the CDP are measured through testing and performance checklists. Responders are administered pre- and post-tests, including questions primarily from lecture material, to assess the knowledge level of responders both prior to and following the course, thus providing an additional measure of learning. If a responder does not pass the post-test on the first attempt, a retest will be offered. If the responder does not pass the retest with a score of 70% or better and complete all items on the performance checklist, a certificate of attendance is issued.

**Required Textbooks:**

Student Manuals provided by the Center for Domestic Preparedness

**Required Reading:**

As specified by date under course documents in Blackboard or by the CDP.

**Course Policies:**

The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student. This will be coordinated through the CDP.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. **Late assignments may be assessed 5 points per day at the discretion of the faculty.** Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed. Students should review the class schedule daily to ensure preparation for the activities and content of the day.

APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## **COURSE SCHEDULE**

**Preparation:**                      Assigned Reading  
    Pre-test

### **CENTER FOR DOMESTIC PREPAREDNESS – 24 contact hours**

#### **DAY ONE**

Admin 0.1 Administrative Overview .50 hour  
Test 1.0 Pretest .50 hour  
Module 1 National Emergency Response and the Hospital  
                    Emergency Response Team 1.0 hour  
Module 2 Hospital Incident Command System 1.5 hours  
Admin 0.2  
Lunch 0.75 hour  
Module 3 Health Effects of CBRNE 1.5 hours  
Module 4 Personal Protective Equipment 3.0 hours  
                    Safety Briefing .25 hour  
                    Premedical Screening .25 hour  
                    Personal Protective Equipment 2.25 hour  
                    Postmedical Screening .25 hour

#### **DAY TWO**

Module 5 Emergency Treatment Area 1.0 hour  
Module 6 Hospital Emergency Response Team Exercise 1.0 hour  
Module 7 Hospital Decontamination Procedures 1.0 hour

Module 8 Triage 1.0 hour Admin 0.3 Lunch 0.75 hour

Module 9 Lanes Training 4.0 hours

Safety Briefing .25 hour

Premedical Screening .25 hour

Lanes Training 3.25 hours

Postmedical Screening .25 hour

DAY THREE Test 2.0 Post-Test .75 hour

Module 10 Final Exercise 6.75 hours

Review ETA, PPE, and Decon 0.50 hour

Safety Briefing 0.25 hour

Admin 0.4

Lunch 0.75 hour

Premedical Screening 0.25 hour

Final Exercise 5.25 hours

Postmedical Screening 0.25 hour

Exercise Debrief 0.25 hour

Admin 0.5

Course Evaluation .25 hour

Admin 0.6 Graduation .25 hour

## **Discussion Board**

## **Practicum**

## **Develop or Evaluate a Hospital Emergency Response Team**

## **Presentation**

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
		Undergraduate Curriculum Council Chair	Date
College Curriculum Committee Chair	Date	Graduate Curriculum Committee Chair	Date
College Dean	Date	Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6563
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  LEADING HOSPITAL RESPONSE TO MASS CASUALTIES INSTRUCTOR COURSE Short title: HOSPITAL RESPONSE INSTRUCTOR
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> Provides students with instructional presentation guidance specific to Hospital Emergency Response Training (HERT) course materials. Upon completion students may serve as trainers for a hospital emergency response team.

<p><b>8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).</b></p> <p>a. Are there any prerequisites? Yes, DPEM 6553</p> <p>b. Why? The prerequisite contains foundational content on hospital emergency response teams. This is necessary knowledge acquisition prior to training someone else.</p>
<p><b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b></p> <p>Summer</p>
<p><b>10. Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number)</p> <p>Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing &amp; Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; <a href="mailto:dpersell@astate.edu">dpersell@astate.edu</a>; 870-972-3318</p>
<p><b>11. Proposed Starting Term/Year</b></p> <p>Fall, 2012</p>
<p><b>12. Is this course in support of a new program? If yes, what program?</b></p> <p>Yes; Master of Science in Disaster Preparedness &amp; Emergency Management.</p>
<p><b>13. Does this course replace a course being deleted?</b></p> <p>No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p><b>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</b></p> <p>No</p>
<p><b>15. Justification should include:</b></p> <p>A. <b>Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</b></p> <p>The course assists students in understanding presentation techniques, conducting practical application, and preparing and maintaining lesson plans appropriate to HERT requirements. It provides the healthcare responder with an understanding of HERT course material that will be presented: team assignments and functions, proper wear and removal of Personal Protective Equipment (PPE), decontamination procedures, Emergency Treatment Area (ETA) location selection and operation, and victim triage.</p> <p>B. <b>How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</b></p> <p>This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.</p> <p>Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.</p> <p>C. <b>Student population served.</b></p>

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course propels students to train hospital health care professionals to manage mass casualties. This requires advanced leadership capability. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness (CDP) have additional academic work to meet the required rigor/contact hours for the determined credit hours.

**Preparation:** Assigned Reading  
Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 8 contact hours**

**DAY ONE**

Admin 0.1 Administrative Overview 0.25 hour

Module 1 Lesson Plan Preparation 0.75 hour

Module 2 Presentation Techniques 0.75 hour

Module 3 Facilitating a Practical Exercise 0.75 hour

Admin 0.2

Lunch 1.0 hour

Module 4 Hospital Emergency Response Team-Home Training (HERT-HT) 2.25 hours Module 5

Teach Back Exercise 2.0 hours

Test 1.0 Post test 0.75 hour

Admin 0.2 After

Action Review (AAR) 0.25 hour

Admin 0.3

Graduation 0.25 hour

**Discussion Board**

**Presentation or Participation as Trainer**

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Assigned Readings and Pre-test 5%

Successful completion of the CDP portion of the course (awarded completion certificate) 65%

Discussion Board after CDP experience 5%

Participation as a trainer in hospital emergency response 10%

Presentation 10%

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

In addition to the preparatory work, students will travel to the CDP in Anniston, AL. The CDP will provide travel, food and lodging for the intensive experience. Following the CDP experience students will engage in faculty led discussion and develop a presentation related to the same as well as write a paper that discusses issues, concerns, strategies or evaluation of training other in hospital emergency response.

**19. Required reading**

Preparatory Assigned Reading – journal articles selected by ASU faculty; Student Manual provided by the CDP; student discovered literature related to the topic

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

Faculty from ASU will teach and evaluate preparatory learning, lead the post-CDP experience discussion as well as evaluate the presentation and paper. In addition ASU faculty will provide administrative oversight related to meeting course requirements. Faculty at the CDP will have the primary instructional responsibility for the course content provided at the CDP.

**21. What is the primary goal of this course?**

To provide students, future disaster responders and emergency managers, with skills necessary to train others in hospital emergency response teams

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Create a lesson plan used to instruct HERT members in their specific actions and job functions in preparation for response to a Mass Casualty Incident (MCI).
2. Analyze presentation techniques that may be used to instruct members of a HERT.
3. Distinguish relevant information from Hospital Emergency Response Team-Home Training (HERT-HT) modules to train HERT members to respond to a MCI.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY**

**COLLEGE OF NURSING AND HEALTH PROFESSIONS**

**SCHOOL OF NURSING**

**MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT**

Course Number and Title: DPEM 6563: LEADING HOSPITAL RESPONSE TO MASS CASUALTIES INSTRUCTOR COURSE

Credit Hours: 3 semester hours. This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).  
On-line course.

Placement: Emphasis Course

Faculty: Deborah J Persell, PhD, RN, APN (GIS faculty)  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)

Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

**Course Description:** Provides students with instructional presentation guidance specific to Hospital Emergency Response Training (HERT) course materials. Upon completion students may serve as trainers for a hospital emergency response team. Prerequisites: DPEM 4733 or DPEM 6732; (Summer)

**Student Learning Outcomes:** At the conclusion of this course, the healthcare responder will be able to:

1. Create a lesson plan used to instruct HERT members in their specific actions and job functions in preparation for response to a Mass Casualty Incident (MCI).
2. Analyze presentation techniques that may be used to instruct members of a HERT.
3. Utilize practical application and functional exercises for the HERT.
4. Distinguish relevant information from Hospital Emergency Response Team-Home Training (HERT-HT) modules to train HERT members to respond to a MCI.
5. Conduct a five-minute presentation on a specified HERT subject, including the use of training aids and proper presentation techniques.

**Teaching Strategies:** The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report/presentation and discussion of the CDP experience will be expected.

**Evaluation Strategies:**

Assigned Readings and Pre-test 5%

Successful completion of the CDP portion of the course (awarded completion certificate) 65%

Discussion Board after CDP experience 5%

Participation as a trainer in hospital emergency response 10%

Presentation 10%

**Grading Scale:**

93-100	= A
83-92.99	= B
75-82.99	= C*
63-74.99	= D
62 and Below	= F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

**Evaluation for the CDP portion of the course:**

Kirkpatrick's four-level model for evaluation includes two levels applicable to the evaluation strategy for the HERTTT course.

**Level 1: Reaction** To evaluate healthcare responders' perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and



instructors through end-of-course evaluations. The end-of-course evaluations are completed at the end of the day of instruction/practical exercises. Instructors also gather information and input from healthcare responders for the After Action Review (AAR).

### **Level 2: Learning**

Knowledge and skills acquired or improved by the training provided at the CDP are measured through testing and performance checklists. Healthcare responders are administered post-tests that include questions primarily from lecture material, to assess the knowledge level of responders following the course, thus providing an additional measure of learning. If a healthcare responder does not pass the post-test on the first attempt, a retest will be offered. If the healthcare responder does not pass the retest with a score of 70% or better or complete all items on the performance checklist, a certificate of attendance is issued.

### Textbooks:

Student Manual provided by the CDP.

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

### Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

### ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under "S" for Student Handbook.

### APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course. Please include which class the email is in reference to. Faculty associated with the course will answer all email in a timely manner during regular business hours.

### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week. The content of your posted message or discussion should be substantial. Statements such as "I agree," "Me, too," or "Yes/No" as the only content are not appropriate. Of course, you may agree

or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of "relevant" has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

### Course Schedule

**Preparation:**                      Assigned Reading  
    Pre-test

### **CENTER FOR DOMESTIC PREPAREDNESS – 8 contact hours**

#### DAY ONE

Admin 0.1 Administrative Overview 0.25 hour

Module 1 Lesson Plan Preparation 0.75 hour

Module 2 Presentation Techniques 0.75 hour

Module 3 Facilitating a Practical Exercise 0.75 hour

Admin 0.2

Lunch 1.0 hour

Module 4 Hospital Emergency Response Team-Home Training (HERT-HT) 2.25 hours

Module 5 Teach Back Exercise 2.0 hours

Test 1.0 Post test 0.75 hour

Admin 0.2 After

Action Review (AAR) 0.25 hour

Admin 0.3

Graduation 0.25 hour

### **Discussion Board**

### **Presentation or Participation as Trainer**

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6573
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  COMPLEX RADIOLOGICAL EMERGENCIES  Short title: COMPLEX RADIOLOGICAL EMERGENCIES
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Provides students with skills necessary to respond to and manage incidents involving radiological hazards through a practical, performance-oriented, team-response approach. Includes lectures, hands-on training, and

exercises, culminating with an exercise utilizing emergency response skills and training learned.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

a. Are there any prerequisites? Yes, DPEM 1101, DPEM 1201 and DPEM 3013.

b. Why? The prerequisites are Incident Command and Awareness training that is utilized in providing the content of this course.

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Spring

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management.

13. Does this course replace a course being deleted?

No

- b. If yes, what course?

- c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Provides students with skills necessary to safely respond to and manage incidents involving radiological hazards through a practical, performance-oriented, team-response approach.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students an opportunity to manage simulated complex radiological emergencies at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)  
Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester. Courses which contain lecture/practicum on the campus of the Center for Domestic Preparedness (CDP) have additional academic work to meet the required rigor/contact hours for the determined credit hours.

**Preparation:** Assigned Reading  
Pre-test

**CENTER FOR DOMESTIC PREPAREDNESS – 32 contact hours**

Admin 0.1 Administrative Overview 0.50 hour  
Test 1.0 Pretest 0.50 hour  
Module 1 Advanced Radiological Concepts 2.0 hours  
*Admin 0.2 Lunch 1.0 hour*  
Module 2 Radiological Terrorism 1.5 hours  
Module 3 Agencies and Regulations 1.5 hours  
Module 4 Selection of Instrumentation 2.0 hours

Module 5 Plume Modeling 2.0 hours  
Module 6 Incident Action Planning 1.5 hours  
*Admin 0.3 Lunch 1.0 hour*  
Test 2.0 Post-Test 0.75 hour  
Module 7 Practical Exercise 3.75 hours  
Safety Briefing 0.25 hour  
Exercise 3.5 hours

Module 7 Practical Exercise (continued) 8.0 hours  
Safety Briefing 0.25 hour  
Exercise 3.75 hours  
*Admin 0.4 Lunch 1.0 hour*  
Exercise 4.0 hours

Module 7 Practical Exercise (continued) 7.5 hours  
Safety Briefing 0.25 hour  
Exercise 3.75 hours  
*Admin 0.5 Lunch 1.0 hour*  
Exercise 3.5 hours  
Admin 0.6 After Action Review (AAR) 0.25 hour  
Admin 0.7 Graduation 0.25 hour

**Discussion Board****Presentation****Comparative Analysis Paper**

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Assigned Readings and Pre-test 10%

Successful completion of the CDP portion of the course (awarded completion certificate) 50%

Discussion Board after CDP experience 10%

Presentation 10%

Comparative Analysis Paper 20%

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

In addition to the preparatory work, students will travel to the CDP in Anniston, AL. The CDP will provide travel, food and lodging for the intensive experience. Following the CDP experience students will engage in faculty led discussion and develop a presentation related to the same as well as write a paper that discusses a potential radiological threat or past radiological event and do a comparative analysis between the threat/event and what they learned in this course.

**19. Required reading**

Preparatory Assigned Reading – journal articles selected by ASU faculty; Student Manual provided by the CDP

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

Faculty from ASU will teach and evaluate preparatory learning, lead the post-CDP experience discussion as well as evaluate the presentation and paper. In addition ASU faculty will provide administrative oversight related to meeting course requirements. Faculty at the CDP will have the primary instructional responsibility for the course content provided at the CDP.

**21. What is the primary goal of this course?**

To provide students, future disaster responders and emergency managers, with skills necessary to safely respond to and manage incidents involving radiological hazards

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Analyze regulations that apply to radiological response
2. Evaluate instrumentation for radiological incidents
3. Create an Incident Action Plan (IAP)

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
THE REGIONAL CENTER FOR DISASTER PREPAREDNESS EDUCATION  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
PROGRAM**

**Course Number**

**And Title:** DPEM 6573: COMPLEX RADIOLOGICAL EMERGENCIES

**Credit Hours**

3 semester hours This class is on-line but represents three (3) credit hours; Students should be engaged in course-related work for a minimum of 12 hours per week (three hours of preparation time for each credit hour + class time).

Class Schedule: (TBA)

Web supported in partnership with The Center for Domestic Preparedness, Anniston, Alabama

Location:

The Center for Domestic Preparedness, Anniston, Alabama

Web supported component at Arkansas State University

**Placement:**

Support course for the Master of Science in Disaster Preparedness and Emergency Management

**Faculty:**

Deborah Persell, PhD, RN, APN

Associate Professor

Office: Room 312, CNHP Bldg.

Address: Box 910

State University, AR 72467-0910

(UPS) 104 N. Caraway

Jonesboro, AR 72401

Telephone: 870- 972-3318; Fax: 870-972-2954

E-mail: [dpersell@astate.edu](mailto:dpersell@astate.edu)

Center for Domestic Preparedness Faculty

**Course Description:** Provides students with skills necessary to respond to and manage incidents involving radiological hazards through a practical, performance-oriented, team-response approach. Includes lectures, hands-on training, and exercises, culminating with an exercise utilizing emergency response skills and training learned. Prerequisites: DPEM 3013. (Spring)

**Course Outcomes:** At the conclusion of this course, the responder will be able to:

1. Recognize advanced radiological concepts
2. Provide radiological terrorism threat examples
3. Analyze regulations that apply to radiological response
4. Evaluate instrumentation for radiological incidents
5. Utilize elements of plume modeling software to gather information that can be used for response actions

6. Create an Incident Action Plan (IAP)
7. Outline teams, activities, and response involved in a radiological incident
8. Utilize ICS in response to a radiological incident

**Teaching/Learning Strategies:** The lecture portion of this class will take place at the Center for Domestic Preparedness (CDP) in Anniston, AL. Development, delivery and evaluation of a variety of oral presentations is required. Prior to the lecture portion, the student will be assigned readings. Students must then pass a pre-test with 75% on the assigned readings prior to participating in the CDP portion of the course. The CDP portion of the class includes lectures, hands-on training, and practical exercises. The lectures include radiological concepts, agencies and regulations, IAP development, and instrumentation selection. The course culminates with an extended practical exercise. After the student is awarded the certificate of completion by the CDP, students will engage in discussion using the on-line forum in Blackboard 9 called discussion board. A report/presentation and discussion of the CDP experience will be expected. Students will research a potential radiological threat or past radiological event and do a paper with a comparative analysis between the threat/event and what they learned in this course.

**Evaluation Strategies:**

Assigned Readings and Pre-test 10%

Successful completion of the CDP portion of the course (awarded completion certificate) 50%

Discussion Board after CDP experience 10%

Presentation 10%

Comparative Analysis Paper 20%

**Grading Scale:**

93-100 = A
83-92.99 = B
75-82.99 = C*
63-74.99 = D
62 and Below = F

An overall course grade of less than 75% (i.e. 74.99 or below) is considered a failing grade and a D will be the final course grade.

**Evaluation Criteria for the CDP portion of the course:**

Kirkpatrick's four-level model for evaluation includes two levels applicable to the evaluation strategy for the APIOHHE course.

Kirkpatrick's four-level model for evaluation of training objectives includes two levels applicable to the evaluation strategy for the ARIO course.

**Level 1: Reaction**

To evaluate responders' perceptions and satisfaction with the training and services, the CDP provides an opportunity to offer feedback on the course, course materials, and instructors through end-of-course critiques and DHS Level 1 Evaluation. The end-of-course critiques and DHS Level 1 Evaluation course evaluations are completed at the end of the final day of instruction/practical exercises. Instructors also gather information and input from responders for the After Action Review (AAR).

**Level 2: Learning**

Knowledge and skills acquired or improved due to training provided at the CDP are measured through testing and performance checklists. Because the course is performance based training, instructors use performance evaluation checklists for all hands-on practical exercises to ensure that responders are gaining skills necessary for an incident involving radiological hazards. Responders are administered pre- and post-tests, including questions primarily from lecture material, to assess the knowledge level of responders both prior to and following the course, thus providing an additional measure of learning. Responders must pass



the post-test with a score of 70% or better and successfully complete the items on the performance checklists to complete the course and receive a certificate of completion. If a responder does not pass the post-test on the first attempt, a retest will be offered. If the actions on the performance checklist are not successfully completed on the first try, the responder is given a second opportunity. If the responder does not pass the retest with a score of 70% or better or complete all items on the performance checklist, a certificate of attendance is issued.

### **Required Textbooks:**

Student Manuals provided by the Center for Domestic Preparedness

### **Required Reading:**

As specified by date under course documents in Blackboard or by the CDP.

### **Course Policies:**

The College of Nursing and Health Professions values academic integrity. An honor code is utilized within the college and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the Arkansas University Undergraduate Bulletin. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

Travel, lodging and meals while completing coursework at The Center for Domestic Preparedness are provided at no cost to the student. This will be coordinated through the CDP.

Assignments may be given throughout the course. It is expected that all assignments are turned in on the due date unless prior arrangements have been made with the faculty. **Late assignments may be assessed 5 points per day at the discretion of the faculty.** Specific guidelines for assignments can be found on blackboard, under the assignments tool bar. Incomplete assignments will result in a full letter grade reduction for the course for each assignment not completed. Students should review the class schedule daily to ensure preparation for the activities and content of the day.

### APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as "I agree," "Me, too," or "Yes/No" as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues

3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## **COURSE SCHEDULE**

**Preparation:**                      Assigned Reading  
    Pre-test

### **CENTER FOR DOMESTIC PREPAREDNESS – 32 contact hours**

Admin 0.1 Administrative Overview 0.50 hour  
Test 1.0 Pretest 0.50 hour  
Module 1 Advanced Radiological Concepts 2.0 hours  
*Admin 0.2 Lunch 1.0 hour*  
Module 2 Radiological Terrorism 1.5 hours  
Module 3 Agencies and Regulations 1.5 hours  
Module 4 Selection of Instrumentation 2.0 hours

Module 5 Plume Modeling 2.0 hours  
Module 6 Incident Action Planning 1.5 hours  
*Admin 0.3 Lunch 1.0 hour*  
Test 2.0 Post-Test 0.75 hour  
Module 7 Practical Exercise 3.75 hours  
Safety Briefing 0.25 hour  
Exercise 3.5 hours

Module 7 Practical Exercise (continued) 8.0 hours  
Safety Briefing 0.25 hour  
Exercise 3.75 hours  
*Admin 0.4 Lunch 1.0 hour*  
Exercise 4.0 hours

Module 7 Practical Exercise (continued) 7.5 hours  
Safety Briefing 0.25 hour  
Exercise 3.75 hours  
*Admin 0.5 Lunch 1.0 hour*  
Exercise 3.5 hours  
Admin 0.6 After Action Review (AAR) 0.25 hour  
Admin 0.7 Graduation 0.25 hour

### **Discussion Board**

### **Presentation**

### **Comparative Analysis Paper**



Students develop, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference. This will require coordination with the faculty of record prior to submitting abstract to conference planners.

Code #

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
		Undergraduate Curriculum Council Chair	Date
College Curriculum Committee Chair	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

**1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**

DPEM 661V (1-3)

**2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).**

SEMINAR TOPICS IN DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT

Short title: SEMINAR TOPICS IN DPEM

**3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.**

Experiential learning

**4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?**

Standard Letter

**5. Is this course dual listed (undergraduate/graduate)?**

No

**6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)**

No

**7. Brief course description (40 words or less) as it should appear in the bulletin.**

This course is discussion driven by current events related to disaster preparedness and emergency management. Discussion will focus on analysis of a current event, applicable research, historical events of similar significance and other emergency management issues in the news.

**8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).**

a. Are there any prerequisites? None

b. Why?

**9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.**

Fall, Spring or Summer

**10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)**

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

**11. Proposed Starting Term/Year**

Fall, 2012

**12. Is this course in support of a new program? If yes, what program?**

Yes; Master of Science in Disaster Preparedness & Emergency Management

**13. Does this course replace a course being deleted?**

No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

**14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.**

No

**15. Justification should include:****A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. This course will focus on current events to supplement courses students are currently enrolled in.

**B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.**

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

**C. Student population served.**

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students to acquire professional education at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

## Week 1

Discussion

## Week 2

Discussion

## Week 3

Discussion

## Week 4

Discussion

## Weeks 5

Discussion

## Week 6

Discussion

## Week 7

Discussion

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Discussion group participation, 100%

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

This course is student led, faculty facilitated, discussion of current events in disaster preparedness and emergency management

**19. Required reading**

Student discovered related to current events; assigned by ASU faculty related to current events

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU.

**21. What is the primary goal of this course?**

To demonstrate the importance of keeping up-to-date on current events and lessons that can be learned and applied to future disasters

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Critique current events in disaster preparedness and emergency management.
2. Discuss the utility of research to current events in disaster preparedness and emergency management.
3. Analyze policy issues in current events in disaster preparedness and emergency management.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
Module I – VI**

Course Number and Title: DPEM 661V (1-3): Seminar Topics in Disaster Preparedness & Emergency Management

Credit Hours: Students may enroll in this course for 1-3 semester hours. Each semester hour enrolled is on-line but represents one to three (1-3) credit hours; Students should be engaged in course-related work for a minimum of 4 - 12 hours per week (three hours of preparation time for each credit hour)

On-line course.

Placement: Practicum course

Faculty: Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: This course is discussion driven by current events related to disaster preparedness and emergency management. Discussion will focus on analysis of a current event, applicable research, historical events of similar significance and other emergency management issues in the news. Prerequisites: None. (Fall, Spring or Summer)

Student Learning Outcomes: The student will:

1. Critique current events in disaster preparedness and emergency management.

2. Discuss the utility of research to current events in disaster preparedness and emergency management.
3. Apply theory development and utilization to current events in disaster preparedness and emergency management.
4. Analyze policy issues in current events in disaster preparedness and emergency management.
5. Analyze multi-agency response in current events in disaster preparedness and emergency management.
6. Identify ethical/legal issues in current events in disaster preparedness and emergency management.
7. Demonstrate cooperation and collaboration with students from multiple disciplines.

Teaching Strategies: discussion, assigned readings

Evaluation Strategies:

Discussion group participation, 100%

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Textbooks:

Required:

None

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under "S" for Student Handbook.



### APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to “check in” with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

## Course Schedule

Week 1

Discussion

Week 2

Discussion

Week 3

Discussion

Week 4

Discussion

Weeks 5

Discussion

Revised 4/13/10

## Week 6

Discussion

## Week 7

Discussion

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6631
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  DISASTER PREPAREDNESS AND/OR EMERGENCY MANAGEMENT CONFERENCE PRESENTATION  Short title: DPEM CONFERENCE PRESENTATION
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>

Students develop, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference. This will require coordination with the faculty of record prior to submitting abstract to conference planners.

- 8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).**

a. Are there any prerequisites? None

b. Why?

- 9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.**

Fall, Spring or Summer

- 10. Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

- 11. Proposed Starting Term/Year**

Fall, 2012

- 12. Is this course in support of a new program? If yes, what program?**

Yes; Master of Science in Disaster Preparedness & Emergency Management

- 13. Does this course replace a course being deleted?**

No

- b. If yes, what course?

- c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

- 14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.**

No

- 15. Justification should include:**

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. As leaders in Disaster Preparedness and Emergency Management they will be expected to attend and disseminate knowledge at scholarly forums. This course provides mentored presentations to encourage independent ones upon graduation.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

**C. Student population served.**

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course provides students to acquire professional education at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

Pre-course work

Abstract Development & Submission

Week 1-6

Presentation Development

Week 7

Conference Attendance

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Abstract development, 20%; Presentation, 30%; Conference Attendance, 30%, Discussion 20%

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

This course is a faculty facilitated and mentored conference presentation

**19. Required reading**

Student discovered related to presentation; assigned by ASU faculty related to presentation

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU. No additional faculty are required.

**21. What is the primary goal of this course?**

To generate experience in presenting at conferences

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

1. Create, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference.
2. Evaluate and attend sessions for the remainder of the conference.
3. Critique conference presentations based on the core and emphasis courses in the MS degree program of

disaster preparedness and emergency management.

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
Module I – VI**

Course Number and Title: DPEM 6631 Disaster Preparedness and/or Emergency Management  
Conference Presentation

Credit Hours: Students must submit and present either a poster or platform presentation at a disaster preparedness and/or emergency management conference. This course is 1 semester hour.

On-line course.

Placement: Practicum course

Faculty: Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description:

Students develop, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference. This will require coordination with the faculty of record prior to submitting abstract to conference planners. Prerequisites: None. (Fall, Spring or Summer)

Student Learning Outcomes: The student will:

1. Create, submit and present a either a poster or platform presentation at a disaster preparedness and/or emergency management conference.
2. Evaluate and attend sessions for the remainder of the conference.
3. Critique conference presentations based on the core and emphasis courses in the MS degree program of disaster preparedness and emergency management.
4. Analyze the use of research in conference presentations.
5. Determine the use of theory development and utilization in conference presentations.
6. Discuss policy issues associated with conference presentations.
7. Determine the applicability of multi-agency response to appropriate conference presentations.
8. Identify actual or potential ethical/legal issues associated with conference presentations.

9. Initiate and develop a personal network of professionals attending and/or presenting at the conference.

Teaching Strategies: Abstract development, submission and subsequent presentation; discussion.

Evaluation Strategies:

Abstract development, 20%; Presentation, 30%; Conference Attendance, 30%, Discussion 20%

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Textbooks:

Required:

None

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:

All students are bound to the basic principles of academic integrity and honesty. Specific information regarding violation of academic integrity is provided in the Graduate Information Guide. Each Student has signed a copy of the College of Nursing and Health Professions Code of Honor which is placed in the student's file. Academic integrity is also discussed in the ASU Student Handbook which is accessible from the ASU Homepage in the A-Z index under "S" for Student Handbook.

APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as “I agree,” “Me, too,” or “Yes/No” as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of “relevant” has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

### Course Schedule

Pre-course work

Abstract Development & Submission

Week 1-6

Presentation Development

Week 7

Conference Attendance



## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 6643
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  PRACTICUM EXPERIENCE  Short title: PRACTICUM EXPERIENCE IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>  Students will work with an expert in disaster preparedness or emergency management. The mentor must be

approved by the faculty. The student may suggest mentors or the faculty may assign a mentor.

- 8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).**

- a. Are there any prerequisites? None  
b. Why?

- 9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.**

Fall, Spring or Summer

- 10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)**

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

- 11. Proposed Starting Term/Year**

Fall, 2012

- 12. Is this course in support of a new program? If yes, what program?**

Yes; Master of Science in Disaster Preparedness & Emergency Management

- 13. Does this course replace a course being deleted?**

No

- b. If yes, what course?  
c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

- 14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.**

No

- 15. Justification should include:**

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. This course allows students to study in-depth with a mentor in the field to increase their confidence and experience.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.**

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.**

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's

## degree in Disaster Preparedness and Emergency Management

### D. Rationale for the level of the course (lower, upper, or graduate).

This advanced course provides students to acquire professional education at an advanced leadership level. Previous learning, regardless of the discipline, will be applied to disaster preparedness and emergency management. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

### 16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Graduate courses in the DPEM are concentrated in modules and presented over the span of 7 weeks; two modules per semester.

#### Week 1

Discussion  
Practicum Experience

#### Week 2

Discussion  
Practicum Experience

#### Week 3

Discussion  
Practicum Experience

#### Week 4

Discussion  
Practicum Experience

#### Weeks 5

Discussion  
Practicum Experience

#### Week 6

Discussion  
Practicum Experience

#### Week 7

Discussion  
Practicum Experience

### 17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Discussion group participation, 50%; Evaluation by mentor, 50%

### 18. Special features (e.g. labs, exhibits, site visitations, etc.)

This course is a faculty facilitated and professional mentored practicum experience

### 19. Required reading

Student discovered related to presentation; assigned by ASU faculty related to presentation

### 20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

This class is on-line. Students must have minimum computer capabilities identified by ASU. Additional faculty will be added according to the business plan in the program proposal.

### 21. What is the primary goal of this course?

To generate experience and confidence in the student's ability to practice in the field of disaster preparedness and emergency management

22. If this proposal is for a general education course, please check the primary goal this course addresses:

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1. Complete 60 hours practicum experience with an approved mentor in disaster preparedness and emergency management.
2. Critique their practicum experience utilizing principles from core and emphasis courses in the MS degree program of disaster preparedness and emergency management.
3. Demonstrate cooperation and collaboration with their mentor and other employees/officials at the agency in which they do the practicum experience.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

**ARKANSAS STATE UNIVERSITY  
COLLEGE OF NURSING AND HEALTH PROFESSIONS  
SCHOOL OF NURSING  
MASTER OF SCIENCE IN DISASTER PREPAREDNESS AND EMERGENCY MANAGEMENT  
Module I – VI**

Course Number and Title: DPEM 6643: Practicum Experience

Credit Hours: Students must complete 60 hours of practicum experience in disaster preparedness and emergency management. This course is 3 semester hours. These hours are on-line but represent three (3) credit hours; Students may complete their practicum experience in a 60 hour block of time or smaller blocks that total 60 contact hours.

On-line course.

Placement: Practicum course

Faculty: Deborah J Persell, PhD, RN, APN  
Associate Professor  
Office: CNHP 312  
Phone: 870-972-3318; Fax: 870-972-2954  
[dpersell@astate.edu](mailto:dpersell@astate.edu)  
Addresses: Department of Nursing, Box 910, State University, AR 72467  
(UPS) 2713 Pawnee, Jonesboro, AR 72401

Course Description: Students will work with an expert in disaster preparedness or emergency management. The mentor must be approved by the faculty. The student may suggest mentors or the faculty may assign a mentor. Prerequisites: None. (Fall, Spring or Summer)

Student Learning Outcomes: The student will:

4. Complete 60 hours practicum experience with an approved mentor in disaster preparedness and emergency management.
5. Critique their practicum experience utilizing principles from core and emphasis courses in the MS degree program of disaster preparedness and emergency management.
6. Apply research to the practicum experience.
7. Apply theory development and utilization to the practicum experience.
8. Determine policy issues associated with the agency in which they do the practicum experience.
9. Analyze the role of their agency in a multi-agency response.
10. Identify actual or potential ethical/legal issues associated with the agency in which they do their practicum experience.
11. Demonstrate cooperation and collaboration with their mentor and other employees/officials at the agency in which they do the practicum experience.

Teaching Strategies: Mentored practicum experience, discussion.

Evaluation Strategies:

Discussion group participation, 50%; Evaluation of mentor, 50%

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Textbooks:

Required:

None

Additional requirements: Students must have access to a computer with internet capabilities (see ASU Information technology for recommended computer capacity, and use of Microsoft Word and Microsoft PowerPoint (2003 or later editions).

Students should adhere to style and citation guidelines in the current edition (6<sup>th</sup> edition) of the *Publication manual of the American Psychological Association*. Purchase of the manual is highly recommended.

Course Policies:

Honor Code: The College of Nursing and Health Professions operates under a Code of Honor. Please review the Honor Code in the School of Nursing Student Handbook (for undergraduates). Copies are also displayed in the CNHP Building. Violations of the Code of Honor will be reported.

ACADEMIC INTEGRITY:

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#### APA Format:

All citations should follow the guidelines in the most recent edition of *Publication Manual of the American Psychological Association (APA)*.

E-mail Policy: All students enrolled must have an ASU e-mail account. Students are required to use their ASU student e-mail account for electronic communications for this course.

#### Discussion

Because this is an online course, participation in discussion is essential. Participation includes posting messages about readings and/or assignments as well as reading comments of classmates. Students need to "check in" with the Discussion Board several times per week.

The content of your posted message or discussion should be substantial. Statements such as "I agree," "Me, too," or "Yes/No" as the only content are not appropriate. Of course, you may agree or disagree with classmates. If so, you need to elaborate on your opinion/idea, put forth additional arguments, or present additional material to support the idea/opinion.

#### Participation

Participation is evaluated by the degree of

1. Assignment completion, including discussion board posts
2. Cognizance of group process and supportive behavior towards others in eliciting discussion and clarifying issues
3. Demonstration of familiarity with the readings on each topic scheduled for discussion by citing references during discussion.
4. Consistent participation with a minimum of three (3) substantive discussion remarks per week.
5. Contribution of "relevant" has multiple meanings; however, you should be aware of class participation activity levels and gauge your performance on the basis of desired grade during evaluation.

### Course Schedule

#### Week 1

Discussion  
Practicum Experience

#### Week 2

Discussion  
Practicum Experience

Revised 4/13/10

### Week 3

Discussion

Practicum Experience

### Week 4

Discussion

Practicum Experience

### Weeks 5

Discussion

Practicum Experience

### Week 6

Discussion

Practicum Experience

### Week 7

Discussion

Practicum Experience

## New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.  
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b>  DPEM 665V (1-6)
<b>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</b>  INTERNSHIP, RESEARCH PROJECT OR THESIS IN DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT  Short title: FINAL PROJECT IN DPEM
<b>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</b>  Experiential learning
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b>  Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b>  No
<b>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</b>  No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b>



A culminating experience that is one of the following: an internship with a subject matter expert, a research project or a thesis in Disaster Preparedness & Emergency Management.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

a. Are there any prerequisites? permission of the faculty

b. Why? This final experience is research based and builds on the knowledge acquired in the prerequisite

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

Fall, Spring or Summer

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Deborah J Persell, PhD, RN, APN, Arkansas State University, College of Nursing & Health Professions, Regional Center for Disaster Preparedness Education, School of Nursing, P.O. Box 910, State University, AR 72467; [dpersell@astate.edu](mailto:dpersell@astate.edu); 870-972-3318

11. Proposed Starting Term/Year

Fall, 2012

12. Is this course in support of a new program? If yes, what program?

Yes; Master of Science in Disaster Preparedness & Emergency Management

13. Does this course replace a course being deleted?

No

- b. If yes, what course?

- c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

Graduates from this program will become leaders in the relatively new field of disaster preparedness and emergency management. This course allows students to study in-depth with a mentor in the field to increase their confidence and experience through internship, research project or thesis completion.

- B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is required in a new degree program proposed by the College of Nursing and Health Professions: Master of Science in Disaster Preparedness and Emergency Management. There is no current or required curriculum for this degree by the Higher Learning Commission; however, this course does follow the suggested curriculum guidelines for higher education established by The Federal Emergency Management Institute. This course and degree plan also meets criteria established for graduates to take the certification examination for emergency management.

Development of this course is consistent with the mission of Arkansas State University and the College of Nursing and Health Professions: to provide quality education to students and graduates in a variety of disciplines; in this instance, disciplines specific to disaster response and emergency management. This course will prepare students to be global citizens as well as respond to local and regional disasters in the areas where students live. Students completing this course will have been provided with the opportunity to develop skills to promote life-long learning.

- C. Student population served.

This course targets all students at Arkansas State University and degree seeking students at the Center for Domestic Preparedness who have completed a Bachelor's Degree in any field and wish to earn a Master's

## degree in Disaster Preparedness and Emergency Management

**D. Rationale for the level of the course (lower, upper, or graduate).**

This advanced course is the culminating experience of graduate education. All three options of internship, research project or thesis are research based. Thus, the level of this course meets requirements consistent with academic rigor for graduate education.

**16. Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)  
Student work toward the finished product of an internship, research project or thesis. One to six hours may be taken each semester. Successful progress must be demonstrated each semester commiserate with the number of hours for which the student registered.

**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Outcomes or competencies will be evaluated according to the rubric identified in #23 regardless of the option chosen: internship, research project or thesis. Regardless of the venue the student will:

1. Embody professionalism in his/her work
2. Display academic rigor
3. Engage in ethical decision making

**18. Special features** (e.g. labs, exhibits, site visitations, etc.)

This course is a faculty facilitated and/or professional mentored culminating experience.

**19. Required reading**

Student discovered related to experience; assigned by ASU faculty related to experience

**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

Students may meet with faculty face-to-face or on-line. Students must have minimum computer capabilities identified by ASU Information Technology Services. Additional faculty will be added according to the business plan in the program proposal.

**21. What is the primary goal of this course?**

To generate experience and confidence in the student's ability to practice in the field of disaster preparedness and emergency management and contribute to the body of knowledge in the field.

**22. If this proposal is for a general education course, please check the primary goal this course addresses:**

This is not a general education course

- |   |   |
|---|---|
| <input type="checkbox"/> Communicating effectively                                      | <input type="checkbox"/> Thinking Critically  |
| <input type="checkbox"/> Using mathematics  | <input type="checkbox"/> Using Technology   |
| <input type="checkbox"/> Understanding global issues                                    | <input type="checkbox"/> Understanding interdependence                                  |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences          |
| <input type="checkbox"/> Using science to accomplish common goals                       | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

**23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?**

- 1 = Student is unable to address novel situations or questions with confidence
- 2 = Student can function at a basic level in novel situations, but has trouble applying advance knowledge
- 3 = Student can recite relevant academic knowledge when faced with clinical or research complexities
- 4 = Student can apply principles of disaster preparedness and emergency management while incorporating new ways of critically analyzing preparedness and response

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**