Course Description

Provides a theoretical framework for understanding ethical, sociological, organizational, political, and legal components of community risk reduction. Methods for the development of a comprehensive community risk reduction plan are explored. (This course replaces FSC 3820: The Community and the Fire Threat.)

Course Textbook


Course Learning Outcomes

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

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

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

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

Course Structure

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

8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**Unit Assignments**

**Unit I Assignment**

**Building a Demographic Profile of Your Community**

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

A. **Practice Using American Fact Finder**

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

- Go to the U.S. Census Bureau Fact Finder website at [http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml](http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml).

  Type the City and State in the search box for the community you would like to research.

B. **Build a Demographical Profile of Your Home Community**

1. **Use Fact Finder to build a current demographical profile of your home community.** Develop a profile of the people who live in your community (age, gender, race, ethnicity, incomes, poverty, etc.). Perform the same actions for housing (type of homes, age, owner versus renter, etc.). Also, explore a profile of employment. A worksheet (with prompting questions) is provided to assist you.

- The demographic information will be used throughout the course.
- You must have this information available throughout the course in order to process the in-class activities and the culminating project for the course. Saving the information on a memory device or printing hard copies is highly recommended. All Fact Finder categories can be downloaded or printed. You also may wish to save the Census Bureau site as a favorite on your PC.
- Explore the FAQ's page for Fact Finder. The link to the page is located on the top right of the Fact Finder site.

2. **Once information has been gathered, consider how your home community has developed over time (past 20 years).** Also consider how it may change as time progresses. As part of this Assignment, develop a short narrative on how your community has changed over the past 20 years and what its profile appear 10 years from now.

- One last huge point to consider: The U.S. census is collected and processed every 10 years. Community demographics can change dramatically in that timeframe. EFOs must remain knowledgeable of their home community's changing demographics.
- It is wise to have a discussion with your local planning or community development professionals. If you have such a discussion, please include your findings as part of the narrative for this section.
- Being able to explain and use the demographical, social, and cultural development of your community is essential to the effectiveness and credibility of a strategic decision maker.

Click [here](http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml) to access a PDF of the Demographic Worksheet example.

Click [here](http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml) to view the rubric used to grade this assignment.

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**Unit III Assignment**

Using your judgment and the information you gathered from previous units, select the three leading hazards in your community and complete the following worksheet for each hazard.
Click [here](#) to access the Community Hazards worksheet. Complete the worksheet, save it using your last name and student ID, and submit it.

Click [here](#) to view the rubric used to grade this assignment.

**Unit IV Assignment**

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

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

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

Click [here](#) to view the rubric used to grade this assignment.

**Unit VI Assignment**

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


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

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

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

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

Click [here](#) to view the rubric used to grade this assignment.

**Unit VII Assignment**

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

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

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

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

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

Click [here](#) to view the rubric used to grade this assignment.
Unit VII Case Study

Watch the video, "Beyond the Flames: The Story of Project Wildfire" at http://www.youtube.com/watch?v=WUAk8PHnIN0. It is about a collaborative fire-wise effort dealing with wildland fire interface risk reduction efforts in the community of Bend, Oregon.

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

a. What was the critical risk reduction issue for Bend, Oregon?

b. Who were the members of the leadership team for the initiative?

c. Which of the eight stages of change were used by the leadership team?

d. What were the leadership keys to the success of the initiative?

e. Identify and explain the leadership lessons that you found in this video.

Click here to view the rubric used to grade this assignment.

Unit VIII Case Study

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

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

Click here to view the rubric used to grade this assignment.

Research Paper

Unit I Research Paper Topic

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

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

Click here to view the rubric used to grade this assignment.

Unit II Research Paper Outline

Create an outline for your community risk-reduction project. The outline should include the type of disaster or hazard impacting the community, who will be involved in assisting the creation of the risk-reduction plan, types of organizations that are community stakeholders, what types of NGOs may be involved, political figures who would be supportive of such a measure, length of project to completion, probable pitfalls that may be associated with the project, cultural considerations (demographics, those who have experienced a disaster in this location, etc.), what types of volunteers will be needed to serve during times of crisis, funding for the project, and how sustainability will be used for maintaining the project/program several years from its inception.

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

Click here to view the rubric used to grade this assignment.

Unit IV Annotated Bibliography

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

Click here to view the rubric used to grade this assignment.
Unit V Proposal

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

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

Click here to view the rubric used to grade this assignment.

Unit VI Research Draft

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

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

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

Click here to view the rubric used to grade this assignment.

Unit VIII Research Paper

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

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

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

Click here to view the rubric used to grade this assignment.

Submitting Course Papers/Projects

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

APA Guidelines

Waldorf University requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Information about using APA style can
be found in APA Style Help in the Course Menu. This area provides links to internet sites, tutorials, and guides that provide comprehensive information on APA formatting, including examples and sample papers.

Grading Rubrics

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

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

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

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

Each Assignment type (e.g., article critique, case study, research paper) has its own rubric.) The Assignment rubrics for this course are attached as pdf links.

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

Communication Forums

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

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

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

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

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

Student Break Room

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

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<td>Assignments (5 @ 6%)</td>
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<td>Unit II Research Paper Outline</td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I: Introduction to Community Risk Reduction

**Review:**
- Unit Study Guide

**Read:**
- **Chapter 1:** Overview of Community-Based Disaster Risk Reduction
- **Chapter 2:** Government Roles in Community-Based Disaster Risk Reduction
- **Chapter 3:** Role of NGOs in Community-Based Disaster Risk Reduction

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assignment** by Tuesday, 11:59 p.m. (Central Time)
- **Research Paper Topic** by Tuesday, 11:59 p.m. (Central Time)

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### Unit II: Community Risk Reduction Stakeholders

**Review:**
- Unit Study Guide

**Read:**
- **Chapter 6:** Bangladesh Experiences of Community-Based Disaster Risk Reduction
- **Chapter 13:** Community Based Disaster Risk Reduction in Vietnam

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Research Paper Outline** by Tuesday, 11:59 p.m. (Central Time)

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### Unit III: Risk Reduction Intervention Strategies

**Review:**
- Unit Study Guide

**Read:**
- **Chapter 4:** Universities and Community-Based Disaster Risk Reduction
- **Chapter 5:** Corporate Community Interface: New Approaches in Disaster Risk Reduction
- **Chapter 10:** Reaching the Unreachable: Myanmar Experiences of Community-Based Disaster Risk Reduction

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assignment** by Tuesday, 11:59 p.m. (Central Time)

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<th>Unit IV</th>
<th>Assessing Community Risk</th>
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<td>Review:</td>
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### Unit VII: Leading Organizational and Community Change

**Review:**
- Chapter 8: Civil Society Organization and Disaster Risk Reduction in Indonesia: Role of Women, Youth, and Faith-based Groups
- Chapter 9: Partnership Between City Government and Community-Based Disaster Prevention Organizations in Kobe, Japan
- Suggested Further Reading: See Study Guide

**Read:**

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assignment by Tuesday, 11:59 p.m. (Central Time)
- Case Study by Tuesday, 11:59 p.m. (Central Time)

### Unit VIII: Organizational and Community Leadership

**Review:**
- Unit Study Guide

**Read:**
- Chapter 20: Future Perspectives of Community Based Disaster Risk Reduction

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Case Study by Tuesday, 11:59 p.m. (Central Time)
- Research Paper by Tuesday, 11:59 p.m. (Central Time)