

Session No. 39

Course Title: Social Dimensions of Disaster, 2nd edition

Session 39: Field Trip: State Emergency Management Agency

1 hr.

Objectives:

- 39.1 Describe the mission of a state emergency management agency
- 39.2 Discuss the organizational structure of a state emergency management agency
- 39.3 Describe at least four types of key interagency relationships
- 39.4 Discuss the history of a state emergency management agency and its predecessors, e.g., civil defense
- 39.5 Describe the management structure and major equipment that comprise the emergency operations center (EOC) within a state emergency management agency
- 39.6 Describe the conclusions of at least one research study focused on a state emergency management agency.

Scope:

Through a field trip (or guest lecture) to a state emergency management agency, students are introduced to the mission, structure, history, interagency relationships, and an example research study.

Readings:

Student Reading:

Hwang, Seong Nam, William G. Sanderson, Jr. and Michael K. Lindell. 2001. "State Emergency Management Agencies' Hazard Analysis Information on the Internet." *International Journal of Mass Emergencies and Disasters* 19:85-106.

Professor Readings:

National Emergency Management Association. 2003. *The Face of NEMA – A Look at State Emergency Management Directors and Their Agencies*. Lexington, Kentucky:

National Emergency Management Association. (Download from: <http://www.nemaweb.org>).

Durham, Tom and Lacy E. Suiter. 1991. "Perspectives and Roles of the State and Federal Governments." Pp. 101-227 in *Emergency Management: Principles and Practice for Local Government*, edited by Thomas E. Drabek and Gerard J. Hoetmer. Washington, D.C.: International City Management Association.

Background References:

Benini, Janet Bradford. 1998. "Getting Organized Pays Off for Disaster Response." *Journal of Contingencies and Crisis Management* 6:61-63.

General Requirements:

Field trip arrangements.

Student Handout 39-1 (appended).

See individual requirements for each objective.

Objective 39.1 Describe the mission of a state emergency management agency.

Requirements:

Field trip arrangements.

Student Handout 39-1.

Remarks:

- I. Agency arrangements.
 - A. **Student liability** waivers may be required.
 - B. **Directions** for student questions (as specified in the Course Syllabus; Session 1, Student Handout 1-2) should be reviewed.
 - C. **Directions** for the Field Trip Reaction Reports (as specified in the Course Syllabus; Session 1, Student Handout 1-2) should be reviewed.
 1. Length.
 2. Content.

- D. **Directions** for transportation.
 - 1. Driving instructions.
 - 2. Car pooling.
 - E. **Distribute** Student Handout 39-1; “Field Trip Questions: State Emergency Management Agency”.
 - F. **Explain:** the list of questions contained on Student Handout 39-1 (“Field Trip Questions: State Emergency Management Agency”) can serve as a note-taking aid.
- II. **Speaker briefing.**
- A. **Emphasize:** factual information is desired, not a “public relations” presentation.
 - B. **Emphasize:** students have been required to prepare questions; allow 15-20 minutes for this.
 - C. **Explain:** a list of questions and topics will be provided that can structure the presentation (Student Handout 39-1; “Field Trip Questions: State Emergency Management Agency”).
 - D. **Explain:** students have been assigned a research article (Hwang et al. 2001); provide a copy or summary.
- III. **Mission: Local Emergency Management Agency.**
- A. **Speaker** responses to **question number 1** on Student Handout 39-1; “Field Trip Questions: State Emergency Management Agency”.
 - B. **Student questions** may add illustrations and clarification.

Supplemental Considerations:

Field trips can be a **high point** in the course. This depends, however, on the **thoroughness of preparation** by the professor. Experience suggests that some students may **arrive late** to the agency unless the importance of a **timely arrival** is stressed and **driving instructions**, including parking locations, are provided. Similarly, the **focus** and **quality** of the agency presentation will be **enhanced** if the professor **meets with** the representative a few weeks **prior** to the field trip. A copy of the **question list**, i.e., Student Handout 39-1; “Field Trip Questions: State Emergency Management Agency,” **Course Syllabus**, and the **article assigned** for student reading (Hwang et al., 2001), can

provide **requisite context**. Experience suggests that time allocation for **student questions** must be **emphasized**. Most agency representatives **enjoy** describing their work, agency mission, etc., and **easily forget** the student question **requirement**. Students should be encouraged to **car pool** as this provides **opportunity** to discuss the agency visit during the return to campus.

Objective 39.2 Discuss the organizational structure of a state emergency management agency.

Requirements:

Field trip arrangements.

Student Handout 39-1.

Remarks:

- I. Agency arrangements and speaker briefing (see above, i.e., Objective 39.1, Sections I and II).
- II. State emergency management agency organizational structure.
 - A. **Speaker** responses to **question number 2** on Student Handout 39-1; “Field Trip Questions: State Emergency Management Agency.”
 - B. **Student questions** may add illustrations and clarification.

Supplemental Considerations:

(Same as those for Objective 39.1).

Objective 39.3 Describe at least four types of key interagency relationships.

Requirements:

Field trip arrangements.

Student Handout 39-1.

Remarks:

- I. Agency arrangements and speaker briefing (see above, i.e., Objective 39-1, Sections I and II).

- II. State emergency management agency interagency relationships.
 - A. **Speaker** responses to **question number 3** on Student Handout 39-1; “Field Trip Questions: State Emergency Management Agency.”
 - B. **Student questions** may add illustrations and clarification.

Supplemental Considerations:

(Same as those for Objective 39.1).

Objective 39.4 Discuss the history of a state emergency management agency and its predecessors, e.g., civil defense.

Requirements:

Field trip arrangements.

Student Handout 39-1.

Remarks:

- I. Agency arrangements and speaker briefing (see above, i.e., Objective 39-1, Sections I and II).
- II. History of the state emergency management agency.
 - A. **Speaker** responses to **question number 4** on Student handout 39-1; “Field Trip Questions: State Emergency Management Agency.”
 - B. **Student** questions may add illustrations and clarification.

Supplemental Considerations:

(Same as those for Objective 39.1).

Objective 39.5 Describe the management structure and major equipment that comprise the emergency operations center (EOC) within a state emergency management agency.

Requirements:

Field trip arrangements.

Student Handout 39-1.

Remarks:

- I. Agency arrangements and speaker briefing (see above, i.e., Objective 39-1, Sections I and II).
- II. EOC management structure and equipment.
 - A. **Speaker** responses to question number 5 on Student Handout 39-1; “Field Trip Questions: State Emergency Management Agency.”
 - B. **Student** questions may add illustrations and clarification.

Supplemental Considerations:

(Same as those for Objective 39.1).

Objective 39.6 Describe the conclusions of at least one research study focused on a state emergency management agency.

Requirements:

Field trip arrangements.

Student Handout 39-1.

Remarks:

- I. Agency arrangements and speaker briefing (see above, i.e., Objective 39-1, Sections I and II).
- II. State emergency management agency changes and challenges.
 - A. **Speaker** responses to **questions 6 and 7** on Student Handout 39-1; “Field Trip Questions: State Emergency Management Agency.”
 - B. **Student** questions may add illustration and clarification.
- III. Research study: Hwang et al. (2001) (assigned student reading).
 - A. **Professor** or **students** may refer to this study in questions posed to the speaker.
 - B. **Highlight** such points as these (adapted from Hwang et al. 2001).

1. **Research question:** What types of hazard analysis information do state emergency management agencies have on their Internet Web sites? (p. 85).
2. **Methods:** All state emergency management agency Internet Web sites were reviewed (pp. 89-90).
3. **Results:**
 - a. **48 of the 50** state emergency management agencies had home pages, exceptions were Arkansas and West Virginia (p. 91).
 - b. Hazard analysis records **varied** considerably **among the states**, e.g., South Carolina had 10% of all records, Florida had 9%, Michigan had 8% and 17 had no such information at all.
 - c. Hazard analysis records **varied by hazard type**, e.g., hurricanes = 16%; earthquakes = 12%; floods = 10%; fires = 9%.
 - d. State web sites were linked to **93 secondary sources**, e.g., FEMA = 16%; National Oceanographic and Atmospheric Administration = 10%; U.S. Geological Survey = 7%; American Red Cross = 3%.
 - e. Hazard analysis records versus vulnerability.
 - 1) “The data indicate that hazard vulnerability and recent disaster experience are significantly correlated with the number of hazard analysis records only for hurricanes.” (p. 97).
 - 2) Earthquake vulnerability also correlated ($r = .38$) (p. 97).
 - 3) “None of the other hazards shows a significant correlation of hazard vulnerability and recent disaster declarations with the number of hazard analysis records.” (p. 47).
 - f. **Implication:** “. . . states are missing a major opportunity to educate local emergency managers and the public about the hazards to which they are vulnerable.” (p. 85).

Supplemental Considerations:

Through **questions** to the speaker and **very brief** comment, the professor may assist students in **bridging the gap** that too often remains between material presented in an academic journal article and a personal visit to a state agency. Depending on the **quality** of the speaker responses to **questions 6 and 7** and the student questions, **minimal comment** may be necessary by the professor. It is **essential**, however, that any **deficiencies** be overcome if there is a gap between the academic material and the practitioner presentation.

Course Developer References:

- I. Benini, Janet Bradford. 1998. "Getting Organized Pays Off for Disaster Response." *Journal of Contingencies and Crisis Management* 6:61-63.
- II. Durham, Tom and Lacy E. Suiter. 1991. "Perspectives and Roles of the State and Federal Governments." Pp. 101-227 in *Emergency Management: Principles and Practice for Local Government*, edited by Thomas E. Drabek and Gerard J. Hoetmer. Washington, D.C.: International City Management Association.
- III. Hwang, Seong Nam, William G. Sanderson, Jr. and Michael K. Lindell. 2001. "State Emergency Management Agencies' Hazard Analysis Information on the Internet." *International Journal of Mass Emergencies and Disasters* 19:85-106.
- IV. National Emergency Management Association. 2003. *The Face of NEMA – A Look at State Emergency Management Directors and Their Agencies*. Lexington, Kentucky: National Emergency Management Association. (Download from: <http://www.nemaweb.org>).