

# SPECIAL POPULATIONS IN DISASTER

# **SPECIAL POPULATIONS IN DISASTER**

(EADP 4050)

Instructor: Rob Holman  
Semester: Spring 2001  
Course Schedule: M 6:30 pm - 9:30 pm  
Course Location: WH 122

Office Hours: Mon 5-6 pm  
& after class  
Email: rholman@redcrossdallas.org

## Course Description:

This course is designed to equip the student with the preliminary identification of special populations and their needs. In addition, the class will examine these populations and will focus on their demographics, their specific issues, and the current disaster response measures in place. Given the needs of these populations, this course will also examine a number of CBO's (community based organizations) or VOAID (Volunteer Organizations Active in Disaster) established to assist these special populations. The class is designed with a preparedness framework in mind but will address issues and problems specific to special needs populations in a post-disaster setting. Each student is expected to develop a basic understanding of these groups and their particular issues as well as gain insight into a number of community agencies that can assist these populations in preparedness and in relief/recovery.

## Required Readings:

Readings will be distributed in class

Students are also advised to stay on top of current disaster events by reading a local or national newspaper, or the electronic editions of *The New York Times* (<http://www.nytimes.com>), or the *Washington Post* (<http://www.washingtonpost.com>). Other useful sites include *cnn.com*, *disasterrelief.org*, *fema.gov*, and *reliefweb.int*.

## Course Policies:

Attendance is required.

Arriving late is discouraged.

Participation is recommended.

Reading weekly assignments is expected.

Showing respect to other students is encouraged.

Make ups will be limited to special circumstances (and with prior notification only).

Extra credit will not be given.

Incompletes will be given according to department policy.

Plagiarism and other forms of cheating will automatically result in a failing grade.

## Grading:

Students will earn points based on attendance, participation, quizzes, a mid-term, a project, and a final exam.

Attendance/Participation	25
Quiz	75
Mid-term	100
Project/Presentation	150
Final Exam	150
Total:	500

A standard scale will be used for grading (i.e., 90% - 100% = A; 80% - 89% = B; 70% - 79% = C; 60% - 69% = D; 59% and below = F)

### Group Project/Presentation

Students will join in groups and to determine and design their project. Students will first select a special population group. This selection may be a facility (i.e., nursing home, women's shelter, residential school, etc.) or a group at large (i.e., a community, a neighborhood, etc., with a particular demographic population). Groups will then simulate a disaster (your choice) upon their designated group.

Groups will need to:

- Define the disaster: Its scope, its impact on the area, etc. Scenario should include an assessment on the geographic area at-large.
- Determine or indicate the current level of preparedness
- Define the needs of the special population during the disaster event. Why are they different for other disaster victims?
- Determine or define the relief/recovery needs. Include both the short-term and long-term needs
- Examine the resources available for their recovery. What programs are available: government, insurance, private charities, etc.? Are they adequate? Are there barriers to that assistance?
- Recommendations for future preparedness, for the relief effort and for recovery. How can we, as emergency planners, include them in planning and preparedness?

Groups will prepare an outline to be handed out on the day of their presentation. The outline should identify the population or group, a summation of their special needs, your assessment of their vulnerability, and the resources available to them. It should also include a few of your key recommendations for their planning and preparedness levels.

Groups will also prepare a paper on their selected population or group to include the information listed above.

**Papers will be due at the beginning of class on April 23<sup>rd</sup>.**

Course Schedule:

1. 1/22 Introductions, Course Objectives & Overview, Expectations  
What is a special population? What are their needs? Their issues?
2. 1/29 Special populations: Political and Sociological Climates  
**Reading:**  
Peacock, Walter and Kathleen Ragsdale. 1997. "Social Systems, Ecological Networks and Disasters." In Peacock, Walter, Morrow, Betty, and Hugh Gladwin, eds. Hurricane Andrew: Ethnicity, gender and the sociology of disasters. p. 20-35.
3. 2/5 Women & Children in Disaster.  
**Reading:**  
Enarson, Elaine and Betty Hearn Morrow. 1997. "A Gendered Perspective: The voices of women." In Peacock, Walter, Morrow, Betty, and Hugh Gladwin, eds. Hurricane Andrew: Ethnicity, gender and the sociology of disasters. p. 119-135.  
  
Enarson, Elaine. 1999. "Women and Housing Issues in Two U.S. Disasters: Hurricane Andrew & the Red River Valley Flood." *International Journal of Mass Emergencies and Disasters* 17 (1): 39-63.
4. 2/12 Women & Children continued.
5. 2/19 Elderly & Aging Issues: Nursing Homes/Assisted Living  
**Reading:**  
Vogt, Barbara M. 1991. "Issues in Nursing Home Evacuations." *International Journal of Mass Emergencies and Disasters* 9(2): 247-265  
  
Silverman, Michael. 1995. "Lessons Learned from Hurricane Andrew:..." *Southern Medical Journal* 88(5): 603-608
6. 2/26 Elderly & Aging continued.
7. 3/5 People with Disabilities/Mid-term review  
**Reading:**  
Rahimi, Mansour 1993. "An Examination of Behavior and Hazards Faced by Physically Disabled People During the Loma Prieta Earthquake." *Natural Hazards* 7: 59-82
8. 3/12 Mid-term
9. 3/19 Spring Break
10. 3/26 VOaid/CBO Forum: Their contributions to special populations.

11. 4/2 Race & Ethnicity, Immigrants and Refugees, Language Barriers, etc.  
**Reading:**  
Phillips, Brenda D. 1993. "Cultural Diversity in Disaster Situations: Sheltering, Housing, and Long-term Recovery." *International Journal of Mass Emergencies and Disasters* 11(1): 99-110.
- Yelvington, K.A. (1997) Coping in a Temporary Way: The Tent Cities. In W.G. Peacock, B.H. Morrow and H. Gladwin (eds.) Hurricane Andrew: Ethnicity, Gender, and the Sociology of Disasters. Pp. 92-114
12. 4/9 Poverty and related social problems.  
**Reading:** TBA
13. 4/16 Residential Facilities: Orphanages, Schools, Treatment Centers  
**Reading:** TBA
14. 4/23 Group Presentations of group projects
15. 4/30 Review
16. 5/7 Final

Accommodations:

The Emergency Administration and Planning Department, in cooperation with the Office of Disability Accommodation (ODA), complies with the *Americans with Disabilities Act* in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request to the instructor within the first two weeks of the semester. Students registered with the IDA may present the Special Accommodation Request from that office in lieu of a written statement.