

**שם הקורס: Resilience - The art of disaster management and coping**

חוסן – אומנות ההתמודדות וניהול מצבי חירום ואסון מס' הקורס: 485-2-3000

תיאור הקורס: זהו קורס חדשני הנלמד אונליין בפלטפורמת EdX. הקורס ניתן באנגלית עם כתוביות בעברית. החוסן הינו יכולת חיונית בהתמודדות המוצלחת והיעילה במצבי חירום ואסון. קורס זה הוא קורס חדשני שמטרו ללמד ולתרגל חוסן. הקורס עוסק במשאבים והכלים, החיצוניים והפנימיים הנדרשים להתמודדות עם מצבי לחץ והצמיחה מהם.

Course Description: Resilience is a necessary capacity in the successful and effective management in the context of emergency situations. This is an innovative course aiming to teach and train in resilience. . This course touches the internal and external resources and tools necessary for coping with stressful situations and growing stronger after them

מטרות הקורס:

1. להציג את מושג החוסן והרלוונטיות שלו במגוון מתארים וזמנים
2. לשרטט את השפעת האסון על פרטים, משפחות, קהילות, ארגונים, תשתיות והממשקים ביניהם.
3. להעניק לסטודנטים פרספקטיבה רחבה על ניהול חוסן של מצבי חירום ואסון לאורך מחזור החיים של המצב

Course objectives:

1. To introduce the concept of resilience and its relevance in various arenas and times.
2. To portray the impact of the disaster on individuals, families, communities, organizations, infrastructure and the interfaces between them.
3. To provide the students with a broad perspective on the resilient management of disasters and emergency situations over the disaster timeline sequence.

תשומות למידה: בסיום הקורס הסטודנטים יכירו את מושג החוסן לעומק ויבינו את חלקו בהתמודדות ובניהול מצבי חירום ואסון. הסטודנטים יכירו דרכים להפגת המתח, לתקשור בחירום, ולבניית תכנית מענה בחירום.

Learning outcomes: at the end of this course, students will be familiar with the term resilience and will understand its part in coping and management of disaster situations. Course participants will learn ways to reduce stress, to communicate during and emergency situations and to prepare an emergency response plan.

נהלי נוכחות: קורס מתוקשב, חובת נוכחות בשליש האחרון בכיתה

Attendance: online course, attendance only in the last trimester at BGU

אופן ההוראה: קורס מתוקשב, רכיב פרונטלי בסיום הקורס

נקודות זכות: 3:

ECTS : 4.5

שנה אקדמית: תשע"ט

סמסטר: מתוקשב/ב'

שעות:

מיקום:

שפת הוראה: אנגלית עם כתוביות

תואר: שני

איפיון הקורס: בחירה בתואר שני

ברפואת חירום פתוח לכל.

דיסציפלינה: מוכנות לאסון. מדעי

ההתנהגות

מחלקה אחראית: רפואת חירום

דרישות קדם: אין

מפתח הצינונים: ציון מטרי (0-100)

שם המרצה: פרופ' לימור אהרנסון-

דניאל, פרופ' מולי להד מתרגלים: ד"ר

רובי רוגל וד"ר דימה לייקין,

פריטי קשר בניין הפקולטה חדר 101

טלפון במשרד: 08-6472137

דוא"ל: limorad@bgu.ac.il

שעות קבלה: ימי ג' בתיאום מראש

בטלפון 08-6428430 (מיטל וקנין)

הערכת הקורס: בסיומו של הקורס

הסטודנטים יעריכו את הקורס על מנת

להסיק מסקנות לטובת צרכי

האוניברסיטה.

אישור הקורס: הקורס זכה בקול קורא

של מלי"ג להפקת MOOC

עדכון אחרון:

מטלות הקורס :

צפיה בקורס המתוקשב, מענה על המטלות המשולבות בקורס, קריאה ותרגול. בנוסף בחלק הפרונטלי על הסטודנטים יהיה לפתח ולהציג תכנית מענה לחירום לפי הנלמד בקורס.

Course assignments: take the online course, answer quizzes and assignments, read and practice as instructed. In the Face to fact part at BGU students will be asked to plan and present a response plan based on what was taught in the course.

מטלות חובה להגשה

|                              |     |   |
|------------------------------|-----|---|
| Quizzes                      | 30% | בחני סיכום קצרים המפוזרים בין הפרקים. מכוונים לכ-3 שאלות בכל תת-פרק המסיים נושא.  |
| problem solving and analysis | 10% | פתרון בעיות / ניתוח. מקבלים ניקוד על ביצוע המטלה, לא מודדים את התוכן.             |
| Self Assessment              | 10% | כתיבה רפלקטיבית - תגובה כתובה קצרה (1-3 פסקאות), נמדדת בהערכת עמיתים. אמצע הקורס. |
| Assessment                   | 20% | בחנים בסוף כל פרק משמעותי, 5-10 שאלות.  |
| Final Exam                   | 30% | הערכת סוף קורס. מבנה דומה לבחנים, אך ארוך וקשה יותר.                              |

בנוסף בחלק שינתן פיזית באוניברסיטה על הסטודנטים יהיה לפתח ולהציג תכנית מענה לחירום לפי הנלמד בקורס.

תוכן הקורס/ מבנה הקורס מפורט במורד course structure and contents detailed below

רשימת קריאה : מפורטת במורד

קריאת חובה : מוגדרת ביחידות בהמשך

קריאת רשות :

\*כל חומרי ההוראה יהיו זמינים לסטודנטים באתר הקורס על פלטפורמת Ed

|        |                       |   |        |   |
|--------|-----------------------|---|--------|---|
|        | 1                     | definitions of resilience   | Unit 1 | story /case study   |
|        |                       |   | Unit 2 | Question to relate to student   |
|        |                       |   | Unit 3 | Explaining the course vision & Plan   |
|        |                       |   | Unit 4 | What is resilience (what ball would you take?)  |
|        |                       |   | Unit 5 | What is resilience (parrino, griffin, nahoko, galea)  |
|        |                       |   | Unit 6 | Your definition of resilience & Word Cloud Activity   |
|        |                       |   | Unit 7 | Mooli Lahad summary   |
|        |                       |   | Unit 8 | Your goals and expectations: please define 2 objectives you want to achieve   |
|        | 2                     | Introduction  | Unit 2 | origins of term   |
|        |                       |   | Unit 3 | The many aspects of resilience  |
|        |                       |   | Unit 6 | What is your revised definition of resilience   |
|        |                       |   |        |   |
|        | 3                     | Overview of the importance of resilience in the context of coping and management of disaster situations | Unit 1 | personal resilience   |
|        |                       |   | Unit 2 | upload inspiring image/video  |
|        |                       |   | Unit 3 | adoption to community level   |
|        |                       |   | Unit 4 | Open question: observing your neighborhood\community - what is the most prominent resilience factor?  |
|        |                       |   | Unit 5 | adoption to organizational level  |
|        |                       |   | Unit 6 | The resilient organization: Identify resilient management or organizational response during disaster situation, and share with the other students (use fb posts, twitter, web articles or links to online videos) |
|        | 4                     | terminology of the field of disasters   | Unit 1 | the scope of disaster situations  |
|        |                       |   | Unit 2 | list of events - ask questions  |
|        |                       |   | Unit 3 | DRR frameworks  |
|        |                       |   | Unit 4 | QUIZ:4 review questions   |
|        |                       |   | Unit 5 | lifecycle of disaster events  |
|        |                       |   | Unit 6 | All Hazard approach   |
|        |                       |   | Unit 7 | discussion  |
|        |                       |   | Unit 8 | Conclusion of lesson 1  |
|        | the effects of crisis |   | Unit 1 | The effects of crisis situations of the individual  |
|        |                       |   | Unit 2 | personal question   |
| Unit 3 |                       |   | ASR    |   |

|          |   |   |   |   |
|----------|---|---|---|---|
|          |   |   | Unit 4  | How to calm: jakobson relaxation<br><a href="https://www.youtube.com/watch?v=t3uK039WdaM">https://www.youtube.com/watch?v=t3uK039WdaM</a> |
|          |   |   | Unit 5  | ASD   |
|          |   |   | Unit 6  | Quizz   |
|          |   |   | Unit 7  | PTSD  |
|          | 2 | Grief and bereavement                             | Unit 1  | Grief and bereavement overview  |
|          |   |   | Unit 2  | Grief reactions of children   |
|          |   |   | Unit 3  | Quiz: which reaction is not a child grief reaction  |
|          |   |   | Unit 4  | Grief reactions of adults   |
|          |   |   | Unit 5  | Cultural expressions of grief   |
|          |   |   | Unit 6  | what should helper look into when working with grieving family  |
|          | 3 | The effects of crisis situations on the community | Unit 1  | Katrina or other  |
|          |   |   | Unit 2  | Gordons model of community reaction to crisis   |
|          |   |   | Unit 3  |   |
|          |   |   | Unit 4  | Community leadership  |
|          |   |   | Unit 5  |   |
|          |   |   | Unit 6  | Community Grief   |
|          |   |   | Unit 7  | Gordon's model of coping  |
|          | 4 | The impact of damage to infrastructure            | Unit 1  | damage to infrastructure  |
|          |   |   | Unit 2  | personal question   |
|          |   |   | Unit 3  | water, electricity communication, access  |
|          |   |   | Unit 4  | word cloud  |
|          |   |   | Unit 5  | health systems resilience   |
|          |   |   | Unit 6  | quiz  |
|          |   |   | Unit 7  | Displaced population  |
|          |   |   | Unit 8  | Open question   |
|          | 5 | maintaining businesses continuity                 | Unit 1  | demonstration animation   |
|          |   |   | Unit 2  | organizational structure during crisis  |
|          |   |   | Unit 3  | Q   |
|          |   |   | Unit 4  | The importance of preparedness  |
|          |   |   | Unit 5  | Video of roger parrino  |
|          |   |   | Unit 6  | Question to relate to student   |
| Unit 7   |   |   | The principle of entropy in organizations (Rodriguez) |   |
| Unit 8   |   |   | Summary of lesson 2                                   |   |
| 6        |   |   |   |   |
| PERSONAL |   |   | Unit 1  | what helps you cope   |
|          |   |   | Unit 2  | Lazarus Folkman Theories of coping  |

|                       |                                |  |  |  |
|-----------------------|--------------------------------|--|--|--|
| RESILIENCE AND COPING |                                |  | Unit 3   | Quiz question: multiple choice                         |
|                       |                                |  | Unit 4   | Theories of coping Kobasa                              |
|                       |                                |  | Unit 5   | Quiz: True false                                       |
|                       |                                |  | Unit 6   | theories of coping antonovsky                          |
|                       |                                |  | Unit 7   | Brief SOC self assessment                              |
|                       |                                |  | Unit 8   |  |
|                       | 2                              | integrative model of coping and resilience - BASIC PH 1  | Unit 1   | Introduction to BASIC-Ph by Prof. Lahad                |
|                       |                                |  | Unit 2   | Open Discussion: What helps you cope with difficulties |
|                       |                                |  | Unit 3   | Belief   |
|                       |                                |  | Unit 4   | Q: choose all belief related ways of coping            |
|                       |                                |  | Unit 5   | Affect   |
|                       |                                |  | Unit 6   | Q: choose all affect ways of coping                    |
|                       |                                |  | Unit 7   | Social   |
|                       |                                |  | Unit 8   | Q: choose all social related ways of coping            |
|                       | 3                              | integrative model of coping and resilience - BASIC PH 2  | Unit 1   | Imagination  |
|                       |                                |  | Unit 2   | Q: choose all Imagination related ways of coping       |
|                       |                                |  | Unit 3   | Cognition  |
|                       |                                |  | Unit 4   | Q: choose all Cognition related ways of coping         |
|                       |                                |  | Unit 5   | Physical   |
|                       |                                |  | Unit 6   | Q: choose all Physical related ways of coping          |
|                       |                                |  | Unit 7   | using the model - summary                              |
|                       |                                |  | Unit 8   |  |
|                       | 4                              | BASIC PH utilized in the aftermath of a crisis situation | Unit 1   | Parents as enhancers of children's coping              |
|                       |                                |  | Unit 2   | The BASIC Ph booklet B+A                               |
|                       |                                |  | Unit 3   | Quiz   |
|                       |                                |  | Unit 4   | The BASIC Ph booklet S+I                               |
|                       |                                |  | Unit 5   | Quiz   |
|                       |                                |  | Unit 6   | The BASIC Ph booklet C+PH                              |
| Unit 7                |                                |  | Quiz   |  |
| Unit 8                |                                |  | Peer assessment: Building your own kit   |  |
| 5                     | what is my level of resilience | Unit 1   | survey   |  |
|                       |                                | Unit 2   | Interpretation of results  |  |
|                       |                                | Unit 3   | Elaboration of results: choosing a personal resilience factor and explaining how it works for them |  |
|                       |                                |  |  |  |
| COMM                  | 1                              | Family   |  |  |

|                         |   |                                 |        |   |
|-------------------------|---|---------------------------------|--------|---|
| UNITY<br>RESILI<br>ENCE | 1 | resilience                      | Unit 1 | Wordcloud: what factors makes family more resilient?                  |
|                         |   |                                 | Unit 2 | Theories of family resilience 1                                       |
|                         |   |                                 | Unit 3 | QUIZ:4 review questions   |
|                         |   |                                 | Unit 4 | theories of family resilience 2                                       |
|                         |   |                                 | Unit 5 | QUIZ:4 review questions   |
|                         |   |                                 | Unit 6 | what will make my family more resilient                               |
|                         | 2 | Community resilience models     | Unit 1 | Wordcloud: what factors makes the community more resilient?           |
|                         |   |                                 | Unit 2 | Norris (Power-point animation with narration)                         |
|                         |   |                                 | Unit 3 | Quiz  |
|                         |   |                                 | Unit 4 | Hobfoll   |
|                         |   |                                 | Unit 5 | Quiz  |
|                         |   |                                 | Unit 6 | Cutter  |
|                         |   |                                 | Unit 7 | Quiz  |
|                         |   |                                 | Unit 8 | Summary   |
|                         | 3 | Community resilience assessment | Unit 1 | Fill the CCRAM survey   |
|                         |   |                                 | Unit 2 | (objective subjective Measures of community resilience (Wiki)         |
|                         |   |                                 | Unit 3 | CCRAM intro   |
|                         |   |                                 | Unit 4 | Leadership factor   |
|                         |   |                                 | Unit 5 | Quiz  |
|                         |   |                                 | Unit 6 | Cohesion & Collective Efficacy  |
|                         |   |                                 | Unit 7 | Quiz  |
|                         | 4 | Community resilience assessment | Unit 1 | Preparedness  |
|                         |   |                                 | Unit 2 | Quiz  |
|                         |   |                                 | Unit 3 | Place attachment  |
|                         |   |                                 | Unit 4 | Quiz  |
|                         |   |                                 | Unit 5 | social trust  |
|                         |   |                                 | Unit 6 | Quiz  |
|                         |   |                                 | Unit 7 | Community Analysis using CCRAM  |
|                         | 5 | vulnerable populations          | Unit 1 | Who is vulnerable? (wordcloud)  |
|                         |   |                                 | Unit 2 | elderly   |
|                         |   |                                 | Unit 3 | Quiz  |
|                         |   |                                 | Unit 4 | Deaf and hard of hearing  |
|                         |   |                                 | Unit 5 | Quiz  |
|                         |   |                                 | Unit 6 | at risk populations   |
|                         |   |                                 | Unit 7 | Quiz  |
|                         | 6 | Continuities                    | Unit 1 | What helps people predict that the day before predicts the day after? |
|                         |   |                                 | Unit 2 | four main continuities  |

|                           |   |  |   |   |
|---------------------------|---|--|---|---|
| ORGANIZATIONAL RESILIENCE |   |  | Unit 3  | Quiz: matching continuities                         |
|                           |   |  | Unit 4  | what happens when they break                        |
|                           |   |  | Unit 5  | Assessment of continuities                          |
|                           |   |  | Unit 6  | Bridging Cognitive & Role continuities              |
|                           |   |  | Unit 7  | Bridging Social & Historic                          |
|                           |   |  | Unit 8  | Quiz  |
|                           | 1   | theories in organizational resilience            | Unit 1  | Introduction  |
|                           |   |  | Unit 2  | The Evolutionary Approach and the three processes   |
|                           |   |  | Unit 3  | Quiz  |
|                           |   |  | Unit 4  | Sustainability                                      |
|                           |   |  | Unit 5  | Quiz  |
|                           |   |  | Unit 6  | Four dimensions of the resilient organization       |
|                           |   |  | Unit 7  | Find a resilient organization                       |
|                           |   |  | Unit 8  |   |
|                           | 2   | Status evaluation including worse case scenarios | Unit 1  | Simulation of the need for Common operating picture |
|                           |   |  | Unit 2  | Situation picture / Common operating picture        |
|                           |   |  | Unit 3  | Quiz  |
|                           |   |  | Unit 4  | Situation Assessment                                |
|                           |   |  | Unit 5  | Quiz  |
|                           |   |  | Unit 6  | internal and external resources                     |
| Unit 7                    |   |  | Peer assessment: Simulation exercise and efforts to generate common operating picture                     |   |
| 3                         | organizational response to emergency situations | Unit 1   | If you were an organization, how would you respond for a terror attack next to your business (check list) |   |
|                           |   | Unit 2   | Intro   |   |
|                           |   | Unit 3   | redundancy plans  |   |
|                           |   | Unit 4   | Quiz  |   |
|                           |   | Unit 5   | organizational adaptation during crisis   |   |
|                           |   | Unit 6   | Quiz  |   |
|                           |   | Unit 7   | Contingency plans   |   |
| 4                         | SOP including flexibility and adaptability      | Unit 1   | Open q: ask the first association to crisis management step by step instructions - is it good?            |   |
|                           |   | Unit 2   | Building SOPs   |   |
|                           |   | Unit 3   | Quiz  |   |
|                           |   | Unit 4   | adhering to guidelines  |   |
|                           |   | Unit 5   | Quiz  |   |
|                           |   | Unit 6   | closure procedures for emergency situations   |   |
| 5                         | helping the                                     | Unit 1   | Wordcloud activity: How first responders and other professional helpers can                               |   |

|                                    |   |  |        |   |
|------------------------------------|---|--|--------|---|
|                                    |   | helpers  |        | suffer from their work?   |
|                                    |   |  | Unit 2 | Burnout   |
|                                    |   |  | Unit 3 | Have you ever felt this way?  |
|                                    |   |  | Unit 4 | vicarious traumatization  |
|                                    |   |  | Unit 5 | Quiz  |
|                                    |   |  | Unit 6 | compassion fatigue  |
|                                    |   |  | Unit 7 | Quiz  |
|                                    |   |  | Unit 8 | compassion satisfaction   |
| CRISIS AND THE MEDIA - NEW AND OLD | 1 | Crisis and emergency risk communication          | Unit 1 | Risk Communication  |
|                                    |   |  | Unit 2 | Find risk communication messages and post them on forum thread  |
|                                    |   |  | Unit 3 | Crisis Communication  |
|                                    |   |  | Unit 4 | Find crisis communication messages and post them on forum thread  |
|                                    |   |  | Unit 5 | Distinguishing features of risk and crisis communication  |
|                                    |   |  | Unit 6 | Match between features and types of communications  |
|                                    | 2 | Media and disasters                              | Unit 1 | The role of media during disasters (preparedness, response & recovery)  |
|                                    |   |  | Unit 2 | find one role of media in disasters and link to source demonstrating this role  |
|                                    |   |  | Unit 3 | What to expect from the media   |
|                                    |   |  | Unit 4 | If you were a journalist... what questions would you ask? Word cloud activity   |
|                                    |   |  | Unit 5 | How can the media help during an emergency?   |
|                                    |   |  | Unit 6 | Pitfalls to avoid when communicating with the media during an emergency (true / false)  |
|                                    |   |  | Unit 7 | Media pitfalls collection & alternative approaches (find examples of media pitfalls/insensitivity, and share with in the group) - PEER ASSESSMENT |
|                                    | 3 | Effective media communication during emergencies | Unit 1 | Triangle of risk communication (Covello, 2003) & CERC MODEL   |
|                                    |   |  | Unit 2 | Quiz  |
|                                    |   |  | Unit 3 | Seven Steps to effective media communication: Steps 1-3   |
|                                    |   |  | Unit 4 | Quiz  |
|                                    |   |  | Unit 5 | Seven Steps to effective media communication: Steps 4-7   |
|                                    |   |  | Unit 6 | Case study  |
|                                    | 4 | Effective Messaging                              | Unit 1 | Q: what makes an emergency message effective? (submit your answer and generate wordcloud)   |
|                                    |   |  | Unit 2 | Human information processing during crisis and emergency  |
|                                    |   |  | Unit 3 | Message design: CCP Template, Primacy/Recency / Rule 27/9/3   |
|                                    |   |  | Unit 4 | match messages to message principles  |
|                                    |   |  | Unit 5 | Message design: Average Grade Level minus 5, 1 negative 3 positives, Answers the Question   |
|                                    |   |  | Unit 6 | match messages to message principles  |
|                                    |   |  | Unit 7 | Message design: CCP Template, Primacy/Recency / Rule 27/9/3   |



|        |   |  |   |   |
|--------|---|--|---|---|
|        | 5   | Social Media and Disaster                  | Unit 8  | match messages to message principles                                  |
|        |   |  | Unit 1  | Social Media during crisis and emergency                              |
|        |   |  | Unit 2  | Quiz  |
|        |   |  | Unit 3  | Importance of social media during crisis                              |
|        |   |  | Unit 4  | Detecting emergency on social media                                   |
|        |   |  | Unit 5  | Social Media best practices for emergency                             |
|        |   |  | Unit 6  | Identifying resilient social media management during crisis           |
|        |   |  | Unit 7  |   |
|        |   |  | Unit 8  |   |
|        | 6   | Crisis informatics                         | Unit 1  | Combining computing and social science knowledge of disasters         |
|        |   |  | Unit 2  | Quiz  |
|        |   |  | Unit 3  | Humanitarian Open Street Map  |
|        |   |  | Unit 4  | Extracting Information from Disaster Related Messages in Social Media |
|        |   |  | Unit 5  | Information Classification  |
|        |   |  | Unit 6  | Resilience Detection  |
|        |   |  | Unit 7  | Resilience in crisis information                                      |
|        |   |  | Unit 8  |   |
|        | PREPAREDNESS TRAINING INTERVENTION AND RECOVERY | 1  | preparedness on the individual and family level | Unit 1  |
| Unit 2 |   |  |   | assessment  |
| Unit 3 |   |  |   | bridging gaps   |
| Unit 4 |   |  |   | exercise  |
| Unit 5 |   |  |   | plan  |
| 2      |   | vulnerable populations                     | Unit 1  | assessment of vulnerable population                                   |
|        |   |  | Unit 2  | assessment  |
|        |   |  | Unit 3  | bridging gaps   |
|        |   |  | Unit 4  | exercise  |
|        |   |  | Unit 5  | plan  |
| 3      |   | school and educational system preparedness | Unit 1  | assessment of vulnerable population                                   |
|        |   |  | Unit 2  | assessment  |
|        |   |  | Unit 3  | bridging gaps   |
|        |   |  | Unit 4  | exercise  |
|        |   |  | Unit 5  | plan  |
| 4      |   | CERT                                       | Unit 1  | assessment of vulnerable population                                   |
|        |   |  | Unit 2  | assessment  |
|        |   |  | Unit 3  | bridging gaps   |

|   |  |                                  |                         |   |   |
|---|--|----------------------------------|-------------------------|---|---|
|   |  |                                  | Unit 4                  | BUILDING RESPONSE PLANS FOR EMERGENCY SITUATIONS                    |   |
|   |  |                                  | Unit 5                  | plan  |   |
|   | 5  | Health system preparedness       | Unit 1                  | building surge capacity   |   |
|   |  |                                  | Unit 2                  | assessment  |   |
|   |  |                                  | Unit 3                  | bridging gaps   |   |
|   |  |                                  | Unit 4                  | exercise  |   |
|   |  |                                  | Unit 5                  | plan  |   |
|   | BUILDING RESPONSE PLANS FOR EMERGENCY SITUATIONS | 1                                | Preparedness and drills | Unit 1  | writing and maintaining contingency plans |
|   |  |                                  |                         | Unit 2  | Quiz                                      |
|   |  |                                  |                         | Unit 3  | dissemination of contingency plans        |
|   |  |                                  |                         | Unit 4  | exercise                                  |
| 2 |  | Moving from routine to emergency | Unit 1                  | Maintaining functional continuity                                   |   |
|   |  |                                  | Unit 2                  | Activating SOPs   |   |
|   |  |                                  | Unit 3                  | Activating emergency central control                                |   |
|   |  |                                  | Unit 4                  | Quiz  |   |
|   |  |                                  | Unit 5                  | Inter-agencies collaboration  |   |
|   |  |                                  | Unit 6                  | Emergency staff own families emergency plans                        |   |
|   |  |                                  | Unit 7                  | exercise  |   |
| 3 |  | Prolonged (extended) emergency   | Unit 1                  | Managing extended responses   |   |
|   |  |                                  | Unit 2                  | Quiz  |   |
|   |  |                                  | Unit 3                  | Emergency cycle of response working within the systems requirements |   |
|   |  |                                  | Unit 4                  | Exercise- cycles of activity  |   |
|   |  |                                  | Unit 5                  | Emergency teams in extended situations                              |   |
|   |  |                                  | Unit 6                  | plan  |   |
|   |  |                                  | Unit 7                  | Employing volunteers  |   |
|   |  |                                  | Unit 8                  |   |   |
| 4 |  | End of emergency situation       | Unit 1                  | Mapping resources   |   |
|   |  |                                  | Unit 2                  | Mapping checklist   |   |
|   |  |                                  | Unit 3                  | Staff debriefing  |   |
|   |  |                                  | Unit 4                  | Performance assessment  |   |
|   |  |                                  | Unit 5                  | #NAME?  |   |