

CENTRAL TEXAS COLLEGE
EMAP 2300
DEVELOPING VOLUNTEER RESOURCES AND DECISION MAKING

Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. This course emphasizes management of volunteer services, developing and managing volunteers, volunteer organization development, decision-making, problem solving, and effective donation management planning and implementation.
- B. This course is a required course in the Homeland Security – Emergency Management Associate of Applied Science Degree.
- C. This course is occupationally related and serves as preparation for careers in: Homeland Security and Emergency Management.
- D. This course is equivalent to the Texas Department of Emergency Management and the Federal Emergency Management Agency courses G241 and G288.
- E. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Developing Volunteer Resources and Decision Making, the student will be able to:

- A. Describe the volunteer’s role in emergency management.
- B. Identify the liability issues when dealing with volunteers.
- C. Develop a needs analysis.
- D. Describe the positive and negative impact volunteers have on an emergency management system during a disaster.
- E. Demonstrate various management principles through the use of group decision making
- F. Identify the roles and services of disaster relief voluntary agencies throughout the emergency management cycle
- G. Identify the various volunteer agencies that are involved in disaster response and recovery
- H. Explain how the different volunteer agencies coordinate with each other and the emergency managers.
- I. Describe the pros and cons of using volunteer personnel and volunteer agencies.

- J. Explain how to develop a volunteer program including recruiting, training, and successfully integrating volunteers during disaster response and recovery.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books.

IV. COURSE REQUIREMENTS:

A. Class preparation:

Students are required to prepare for class in advance according to the schedule presented in the syllabus. Students should read about the next lesson and come to class ready to enhance that knowledge. In-class time should be spent with the instructor to get as much help and to ask as many questions as possible pertaining to the lesson that was already prepared for at home. Students should ask the instructor questions in class, before or after class, during office hours, or by making an appointment. Students are also strongly encouraged to E-mail the instructor if time is of the essence.

Reading Assignments:

Students are required to read the assigned lessons from the text book. There will be a written quiz on each lesson. Vocabulary from each lesson will be used in oral conversation during the class following the assignment.

Homework:

Will be assigned on a regular basis and students are expected to complete it in a timely fashion. The instructor is under no obligation to accept overdue homework assignments.

B. Project:

Students may be required to submit one individual and one collaborative project. Everything submitted to your instructor is graded accordingly and therefore contributes in the outcome of your final grade.

C. Class Performance:

If a class is missed, it is students' responsibility to obtain the information missed during the class. The teacher will not repeat instructions or lessons for the classes the student misses. It is the student's responsibility to make arrangements to take an exam early if he or she will not be able to attend class on one of those days. Failure to notify the instructor will result in a grade of zero on that test/quiz. There are no make-up quizzes.

D. Class Participation:

The percentage of students grades are based on attendance and participation. The student will practice conversation with a partner during part of each class and will be graded on the effort put into these exercises.

V. EXAMINATIONS

- A. There will be at least two exams.
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination if allowed by the instructor. Unexpected absences due to illness or extenuating circumstances require the student to see the instructor about individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made due to valid reasons.
- C. Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.

VI. SEMESTER GRADE COMPUTATIONS

- A. It is the student's responsibility to complete the course requirements as defined within the syllabus.
- B. Your course grade is determined by your performance on assignments, projects, and exams.
- C. Grading will be done on a straight scale. In order to receive transferable for this course, a grade of C or above must be earned. As a rule, D's will not transfer to other colleges. Grading criteria will be based as follows: <https://www.ctcd.edu/academics/catalog/catalog-texas/academic-policies/grading/>:

Grade	A	B	C	D	F
Percent	90-100%	80-89%	70-79%	60-69%	0-59%
Points	900-1000	800-899	700-799	600-699	below

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. **Course Withdrawal:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student. Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows: 11-week session Friday of the 8th week; 8-week session Friday of the 6th week; 5½-week session Friday of the 4th week. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be

awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements.
- C. **Incomplete Grade:** The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. **American's with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Service (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

- A. **Lesson One: Developing and Managing Volunteers (IS-244.B)**
 - 1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
 - a. Identify situations in which volunteers can be useful addition to response and recovery operations.
 - b. Define skill and knowledge requirements for volunteers.

- c. Develop a volunteer program that includes strategies for recruiting and managing volunteers within the whole community.
 - d. Develop a plan for setting up a Volunteer Reception Center.
 - e. Identify special issues involving the use of volunteers.
 - f. Define the main roles and responsibilities of the Volunteer Program Coordinator.
 - g. Describe the factors involved in determining whether a Volunteer Program Coordinator is required.
 - h. Explain the options for placing the Volunteer Program Coordinator in the emergency organization.
 - i. Understand the key knowledge and skill requirements of Volunteer Program Coordinators.
2. Learning Activities:
- a. Visit the [Federal Emergency Management Agency \(FEMA\)](#) website to learn more about the agency.
 - b. **Register** for a Federal Emergency Management Agency (FEMA) Student Identification System (SID) number to complete FEMA Interactive Web Based Courses.
 - o [Register for FEMA SID number](#)
 - c. **Read** lessons in [IS-244.B: Developing and Managing Volunteers](#) toward completion of the Interactive Web Based Course:
 - o Lesson 1: Introduction and Course Overview
 - o Lesson 2: The Role of the Volunteer Program Coordinator
 - d. **Complete** Lesson 1 Discussion.
 - e. **Complete** Lesson 1 Assignment.
 - f. **View** requirements for Community Based Learning Project.
3. Lesson Outline:
- a. What Are Volunteers?
 - b. Why Do People Volunteer?
 - c. Type of Volunteers.
 - d. Volunteers in Emergency Management
 - e. Using Volunteers Effectively.
 - f. Identifying Areas Where Volunteers Can Help.
 - g. Determining Knowledge, Skills, and Abilities and Developing Job Descriptions.
 - h. Developing a Volunteer Recruiting Program.
 - i. Providing the Training Required.
 - j. Ensuring Acceptable and Safe Job Performance.
 - k. Providing for Volunteers' Physical and Mental Well-Being.
 - l. Treating Volunteers With Respect and Thanking Them for Their Work.
 - m. Benefits and Challenges of Using Volunteers.
 - n. Making the Decision of Whether to Use Volunteers.
 - o. Removing Obstacles to Volunteer Engagement.

B. Lesson Two: Overview and History of Voluntary Organizations in Emergency Management

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Identify unique strengths of voluntary organizations in emergency management.
 - b. Explain the unique strengths of voluntary organizations.
 - c. Describe the historical events that impacted the growth and development of the voluntary sector.
 - d. Understand the characteristics of voluntary organizations.
2. Learning Activities:
 - a. **Read** Unit One of [IS-288.A: The Role of Voluntary Organizations in Emergency Management](#):
 - o Unit One: Overview and History of Voluntary Organizations in Emergency Management
 - b. **Complete** Lesson 2 Discussion.
 - c. **Complete** Lesson 2 Assignment.
 - d. **Continue** to work toward completion of the Community Based Learning Project.
3. Lesson Outline:
 - a. Unique Strengths of Voluntary Organizations.
 - b. The Role of Voluntary Organizations in Historical Disasters.

C. Lesson Three: The Role of Voluntary Organizations in Emergency Management (IS-288.A)

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Describe the overall roles of voluntary organizations in emergency management functions.
 - b. List various services that voluntary organizations may provide in emergency management functions.
 - c. Explain the overall roles of the voluntary organizations.
 - d. Understand specific roles and services provided by voluntary organizations.
 - e. Describe what organizations are normally active during a disaster.
2. Learning Activities:
 - a. **Read** Unit Two of [IS-288.A: The Role of Voluntary Organizations in Emergency Management](#):
 - o Unit Two: Roles and Services of Voluntary Organizations in Emergency Management
 - b. **Complete** Lesson 3 Discussion.
 - c. **Complete** Lesson 3 Assignment.

- d. **Continue** to work toward completion of the Community Based Learning Project.
3. Lesson Outline:
 - a. Roles of the Voluntary Sector.
 - b. Services Provided by the Voluntary Sector.
 - c. Organizations Active in Disaster.

D. Lesson Four: Collaboration and Partnerships

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Identify the benefits of voluntary organization collaboration.
 - b. List the challenges to and strategies for effective collaboration.
 - c. Describe entities that foster collaboration (government/voluntary organization, voluntary organization/voluntary organization, voluntary organization/community organization) throughout the emergency management cycle.
 - d. Explain the benefits of collaboration.
 - e. Describe the important partners in collaboration.
 - f. List the strategies for effective collaboration.
2. Learning Activities:
 - a. **Read** Unit Three of [IS-288.A: The Role of Voluntary Organizations in Emergency Management](#):
 - o Unit Three: Collaboration and Partnerships
 - b. **Complete** Lesson 4 Discussion.
 - c. **Complete** Lesson 4 Assignment.
 - d. **Complete** the Mid-Term Exam.
 - e. **Continue** to work toward completion of the Community Based Learning Project.
3. Lesson Outline:
 - a. Benefits of Collaboration.
 - b. Challenges to Collaboration.
 - c. Strategies for Effective Collaboration.
 - d. Entities that Foster Collaboration.
 - e. Partners in Collaboration.
 - f. Collaboration in Action.

E. Lesson Five: Evolving Trends of the Voluntary Sector

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Discuss the evolving trends impacting the voluntary sector in emergency management.

- b. Describe the field of emergency management and trends impacting the voluntary sector.
 - c. Explain the next steps needed in the emergency management field in terms of volunteers.
2. Learning Activities:
- a. **Read** Unit Four of [IS-288.A: The Role of Voluntary Organizations in Emergency Management](#):
 - o Unit Four: Evolving Trends of the Voluntary Sector
 - b. **Complete** Lesson 5 Discussion.
 - c. **Complete** Lesson 5 Assignment - IS-288.A Final Exam. Your FEMA SID number is required to complete the exam.
 - d. **Continue** to work toward completion of the Community Based Learning Project.
3. Lesson Outline:
- a. Evolving Trends of the Voluntary Sector.
 - b. Next Steps.

F. Lesson Six: Developing a Volunteer Program

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
- a. Understand how volunteers can be used most beneficially in their emergency management programs.
 - b. Identify legal and liability issues involving volunteers.
 - c. Design a volunteer program.
 - d. Develop a volunteer job description.
 - e. Explain a strategy for recruiting, assigning, training, supervising, and evaluating volunteers.
2. Learning Activities:
- a. **Read** Lesson Three of [IS-244.B: Developing and Managing Volunteers](#):
 - o Lesson Three: Developing a Volunteer Program
 - b. **Complete** Lesson 6 Discussion.
 - c. **Complete** Lesson 6 Assignment.
 - d. **Continue** to work toward completion of the Community Based Learning Project.
3. Lesson Outline:
- a. Developing a Volunteer Program.
 - b. Analyze Agency and Program Needs.
 - c. Develop Job Descriptions.
 - d. Recruit Volunteers.
 - e. Develop a Recruitment Strategy.
 - f. Develop a Recruitment Message.
 - g. Match Volunteers to Jobs.

- h. Screening Process.
- i. Screening Tools: Job Applications.
- j. Conduct Interviews.
- k. Train Volunteers.
- l. Orientations.
- m. Classroom Training and Self-Instruction.
- n. On-the-Job Training.
- o. Develop a Training Plan.
- p. Supervise and Evaluate Volunteers.
- q. Provide Corrective Feedback.
- r. Evaluate Volunteers.
- s. When Termination Is Called For.
- t. Evaluate the Volunteer Program.
- u. Evaluation methods.
- v. Incorporate Feedback Into the Volunteer Program.

G. Lesson Seven: Working with NGOs and the Private Sector

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Identify the key responsibilities of the Volunteer Program Coordinator with regard to nongovernmental organizations (NGOs) and the private sector.
 - b. Develop a list of NGOs and other private sector organizations that can provide volunteers during an emergency.
 - c. Understand the type(s) of volunteer services that could be provided by identified organizations.
 - d. Identify and address common issues involved with managing volunteers and points of contact that can be used for consultation and advice.
 - e. Develop a topical outline for a plan to work with NGOs and other private sector organizations.

2. Learning Activities:
 - a. **Read** Lesson Four of [IS-244.B: Developing and Managing Volunteers](#):
 - o Lesson Four: Working With NGOs and the Private Sector
 - b. **Complete** [FEMA IS-317: Introduction to Community Emergency Response Teams](#) Interactive Web Based course.
 - c. **Complete** Lesson 7 Discussion.
 - d. **Complete** Lesson 7 Assignment - IS-317 Final Exam. Your FEMA SID number is required to complete the exam thru the FEMA website.
 - e. **Submit** your Community Based Learning Project.

3. Lesson Outline:
 - a. Benefits of Appointing a Volunteer Program Coordinator.
 - b. General Internal and External Responsibilities.
 - c. Coordination Issues.
 - d. Responsibilities for Working with Internal Stakeholders.

- e. Responsibilities for Working with External Stakeholders.
- f. Coordination Responsibilities.
- g. Coordinate with NGOs, Business, and Others.
- h. Involve Citizen Corps.

H. Lesson Eight: Managing Spontaneous Volunteers

1. Learning Outcomes: Upon successful completion of this lesson, the student will be able to:
 - a. Discuss benefits of engaging spontaneous volunteers.
 - b. Explain the principles and values guiding management of spontaneous volunteers.
 - c. Describe a plan for managing spontaneous volunteers.
 - d. Develop a plan for managing and reducing volunteer stress.

2. Learning Activities:
 - a. **Read** Lesson Five of [IS-244.B: Developing and Managing Volunteers](#):
 - o Lesson Five: Managing Spontaneous Volunteers
 - b. **Complete** Lesson 8 Discussion.
 - c. **Complete** Lesson 8 Assignment - IS-244.B Final Exam. Your FEMA SID number is required to complete the exam thru the FEMA website.
 - d. **Complete** Final Exam.

3. Lesson Outline:
 - a. Benefits of Engaging Spontaneous Volunteers.
 - b. Principles of Managing Spontaneous Volunteers.
 - c. Including Spontaneous Volunteer and Donations Management Annex.
 - d. Plan Purpose and Contents.
 - e. Plan Purpose, Assumptions, and Risk Management Strategy.
 - f. Public Education Strategies.
 - g. VRC Activation Procedures.
 - h. Planning for VRC Operations.
 - i. Establishing a VRC.
 - j. Site Selection.
 - k. VRC Resources.
 - l. VRC Staffing.
 - m. VRC Equipment Needs.
 - n. Risk Management and Safety.
 - o. VRC Documentation.
 - p. Documenting Volunteer Accomplishments.
 - q. Demobilizing the VRC.
 - r. Managing Volunteer Stress.

Other time blocks not specifically allocated above are spent with introductory topics, administrative matters, exams, and review classes (both before and after exams).