

**CENTRAL TEXAS COLLEGE**  
**EMAP 2302**  
**Managing Mass Casualty and Fatality Incidents**  
**Semester Hours Credit: 3**

**INSTRUCTOR:** \_\_\_\_\_

**OFFICE HOURS:** \_\_\_\_\_

**I. INTRODUCTION**

- A. This course teaches disaster scene control involving large numbers of casualties and fatalities; coordination of the responding agencies. It includes observation and critique of mass casualty disaster drills and critical incident stress debriefing.
- 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. Prerequisite(s): None

**II. LEARNING OUTCOMES**

Upon successful completion of this course, Managing Mass Casualty and Fatality Incidents the student will be able to:

- A. Describe the implementation of the incident management system at a mass casualty/mass fatality incident. (C9, C10, C12, F8, F9)
- B. Identify the psychological problems that occur during a mass casualty/fatality incident. (F9)
- C. Describe the symptoms of post-traumatic stress. (F5, F6, F9)
- D. Explain how emergency workers can reduce stress. (F5, F6, F9)
- E. Conduct a mock critical incident stress debriefing. (C5, C6, C7, C8, C9, C12, F2, F5, F6, F8)
- F. Explain the importance of critical incident stress debriefings. (F12)

Some learning outcomes may be followed by letters and numbers; i.e., C9 or F11. These refer to SCANS foundations skills (F) and workplace competencies (C). View a chart showing these skills at <http://www.ctcd.edu/scans>. For more on the (Labor) Secretary's Commission

on Achieving Necessary Skills, or SCANS, go to the U.S. Department of Labor site at <http://wdr.doleta.gov/SCANS/>.

### III. INSTRUCTIONAL MATERIALS

- A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books). Although there is not a book required for this course, you must be able to access relevant websites, documents, videos, and PowerPoint presentations contained in the lessons and at the Resources link in the course menu on Blackboard.

### IV. COURSE REQUIREMENTS:

A. Class preparation:

Students are required to prepare for class in advance according to the schedule presented in the syllabus.

B. Participation:

1. Participation is very important online. You will be expected to participate in several different discussion boards and to contribute at least two substantive discussion board postings per lesson; these are a required part of your grade.
2. Please note that both quantity and quality are important considerations when it comes to participation. For example, a message which says simply, "I agree," does not constitute participation, because it does not add anything of substance to the discussion board.
3. Your response should be at least 100-200 words. Please make sure to proofread carefully. Grammar and spelling errors may impact the grading. I expect your Discussion Board responses to reflect critical thought. Whenever possible, please try to relate the course content to real-world applications from your work experience.

C. Discussion Board

1. In order to earn full participation points, you must add something of substance to the discussion board - this would consist of new ideas, your perspectives, pointed follow-up questions, etc. You will find it is much easier to keep up with an online class when you are logging in and participating regularly.
2. There are two discussion board questions for each Lesson.
3. Your response should be at least 100-200 words. Please make sure to proofread carefully. Grammar and spelling errors may impact the grading. I expect your Discussion Board responses to reflect critical thought. Whenever possible, please try to relate the course content to real-world applications from your work experience.

- D. Case Study Summary:
1. This course requires seven (7) case study summaries.
  2. Case study summary requirements are as follows:
    - a. 12 point Times New Roman font
    - b. double-spaced
    - c. 500-750 words in length (must meet this requirement to earn full credit)
    - d. Case Study Rubric is located in your Blackboard course
- E. Due Dates:  
Please note that all assignments are due Sunday 11:59 PM CST of the corresponding week.
- F. Class Performance:
1. It is the responsibility of the student to attain mastery of all course objectives and requirements. This can be accomplished only through active participation in all discussions, case studies and lessons through careful study and review outside of class.
  2. All students are required and expected to maintain the highest standards of attendance and maintain constant progress throughout the course. All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. For a description and consequences of scholastic dishonesty see the Central Texas College Catalog.
- G. Class Participation:  
A percentage of students grades are based on participation and attendance. The student will be required to participate in class discussions and exercise respect and civility within the discussion boards. Any behavior/statement deemed as disrespectful/disruptive/offensive may result in disciplinary action to include dismissal from the class.
- H. Academic Dishonesty: The College and its official representatives may initiate disciplinary proceedings against any student accused of any form of academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on academic work, plagiarism and collusion.
1. Cheating on academic work includes:
    - a. Copying another student's test paper, research paper or term paper.
    - b. Using materials during a test that are not authorized by the test administrator.
    - c. Collaborating with another student during an examination or in academic preparation without permission.
    - d. Giving or receiving information on examinations.
  2. Plagiarism is defined as the taking of passages from the writing of others without giving proper credit to the sources.

3. Collusion is defined as using another's work as one's own, or working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of "F" and subject to disciplinary action, which may include suspension and expulsion.

## V. EXAMINATIONS

- A. There will be at least two exams.
- B. The enrolled student must take all examinations within the course. 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.

## VI. SEMESTER GRADE COMPUTATIONS

- A. Your course grade is determined by your performance on assignments, discussions, case studies, and exams.
- B. The possible grades for this course are A, B, C, D, or F. 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.

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 on or after the first scheduled class meeting must file an Application for Withdrawal with the local Central Texas College representative by the last date to withdraw. Students enrolled in distance learning courses and who do not have access to a local Central Texas College representative should submit a withdrawal form to [EaglesOnCall@ctcd.edu](mailto:EaglesOnCall@ctcd.edu) or the Central Texas College Records Office in Killeen, Texas.
  1. It is the student's responsibility to withdraw him/herself from the courses. Applications for Withdrawal will be accepted at any time before the completion of the 12th week of classes for 16-week courses, the sixth week of classes for eight-week courses, or the fourth week of classes for six-week courses.

2. For non-GoArmyEd active military students, the effective date of withdrawal is the filing date with the Education Center. For all other students, the effective date of withdrawal is the date that the withdrawal application is received by the Central Texas College representative.
  3. Students who used financial aid, military tuition assistance, VA benefits, or other non-personal funds may be required to repay tuition and fees to the funding agency. For specific repayment requirements, contact the Office of Student Financial Aid or Veterans Services Office before withdrawing. Military tuition assistance students should visit their military Education Center or Navy College Office.
  4. Students may not withdraw from a class for which the instructor has previously issued a grade of F”, “FI”, “FN”, or “IP”. For additional information regarding this policy, please review the Central Texas College Student Handbook.
- B. Administrative Withdrawal: A student may be administratively withdrawn by a designated member of the Registrar’s Office under the following conditions:
1. The student has been placed on Academic Suspension or Disciplinary Suspension;
  2. The student has an outstanding financial obligation owed to the college; or
  3. The student registered for a course without the required prerequisite or departmental permission.

The college is under no obligation to refund tuition and fees, or other costs associated with a student who is administratively withdrawn.

- C. Incomplete Grade: An “IP” grade may be assigned by an instructor if a student has made a satisfactory progress in a course with the exception of a major quiz, final exam, or other project. The “IP” grade may also be assigned for extenuating circumstances beyond a student’s control such as personal illness, death in the immediate family, military orders, or in the case of distance learning courses, technology failures and mail delays. Notice of absences with supporting documentation may be required by the instructor. The instructor makes the final decision concerning the granting of the incomplete grade.
- D. Students are expected to initiate outside help if needed. It is the student’s responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.
- E. American’s with Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (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](http://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: Introduction to Mass Fatalities**

- 1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
  - a. Define mass fatality incident.
  - b. Explain what 4 factors that impact the identification of decedents in a mass fatality.
  - c. Define the National Incident Management System (NIMS).
  - d. Explain the purpose of the NIMS.
  - e. Name some of the key agencies involved in mass fatality response and recovery.
  - f. Identify the four guiding principles for mass fatality response.

These learning outcomes reflect the important concepts of this lesson and should be used to guide your studies and your preparation.

- 2. **Lesson One Outline:**
  - a. Natural Disasters:
    - i. Indian Ocean Tsunami on December 26, 2004 (250,000 deaths)
    - ii. Hurricane Katrina (1,464 deaths)
  - b. Acts of terrorism—demonstrated that the fatality management infrastructure is vulnerable to overwhelming events.
    - i. September 11, 2001 (nearly 3,000 deaths)
    - ii. Oklahoma City bombing (169 deaths)
  - c. The need to recognize and strength fatality management planning and the response is critical if we are to be prepared for the possibility of incidents like these.
  - d. In this lesson, we will begin our review of mass fatality incidents and their associated elements.

B. **Lesson Two: Concepts of Planning and Operations**

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
  - a. Explain key assumptions with Planning and Operations of a mass fatality incident.
  - b. Develop a Concept of Operations that will conceptualize the flow of decedent operations.
  - c. Explain the operations involved with the standard process for management of human remains.
  - d. Outline some general guidelines for disaster site operations.
  - e. List some of the Federal Resources and Agencies available to assist in a mass fatality incident.

These learning outcomes reflect the important concepts of this lesson and should be used to guide your studies and your preparation.

2. **Lesson Two Outline:**

- a. Planning and Operations—The planning context sets the direction and context for planning. It covers the Purpose and Objectives; Applicability and Scope; Assumptions; and Authorities and References. Each of these will become sections in your mass fatality plan.
- b. Command and Control—Command and control of a mass fatality incident is exercised through the Incident Command System which is the backbone of the National Incident Management Systems (NIMS).
- c. Mass Fatality Management Plan Maintenance—The Mass Fatality Management Plan describes the organization's plan maintenance strategy.

C. **Lesson Three: Notification and Activation**

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
  - a. Identify the key areas that contribute to the level of activations in a mass fatality incident.
  - b. Identify and describe mechanisms that are in place for notifying the Medical Examiner/Coroner (ME/C) of mass fatalities.
  - c. Explain the purpose and objectives of public communications following a mass fatality incident.
  - d. Identify who is responsible for public communications and how communications are managed.
  - e. Explain the role of the Medical Examiner/Coroner (ME/C) Office in public communications.

These learning outcomes reflect the important concepts of this lesson and should be used to guide your studies and your preparation.

2. **Lesson Three Outline:**

- a. Notification and Activation—In the Notification and Activation section we will learn who is responsible for activating the mass fatality plan, how notification of the mass fatality incident is made, and levels of activation. Different levels of activation all the response to be scaled to the needs of the event.
- b. Public Communication—Effective public communication is an essential component of mass fatality management. In the aftermath of a mass fatality, the demand for information will be immediate and great.
- c. Understanding what is involved in mass fatality management;
- d. The needs of victims' families and loved ones; and
- e. The communications message and operational considerations, including establishing a Joint Information Center (JIC), will enable jurisdiction to enact effective communications strategies immediately following a mass fatality event.
  - i. The Joint Information Center is a facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media at the scene of the incident. Public information officials from all participating agencies should collocate at the JIC.

D. **Lesson Four: Staff and Volunteer Center**

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
  - a. Describe specific functions and operations of the SPC.
  - b. Discuss the planning for staffing a mass fatalities incident.
  - c. Discuss staffing resources within the SPC.
  - d. Describe the importance of local documentation of disaster responders along with registration processes.

These learning outcomes reflect the important concepts of this lesson and should be used to guide your studies and your preparation.

2. **Lesson Four Outline:**

- a. Mass Fatalities:
  - i. The need for trained and prepared disaster response personnel.
  - ii. Jurisdictions can expect that they will need to rely on intermittent disaster-related staff and volunteers to meet personnel needs for mass fatality response operations.

b. Security—Security personnel are critical to effective mass fatality Management. A lack of security can derail the best plans.

c. Infection and Other Health and Safety Threats

In this lesson, we will examine the specific functions and operational roles of those who are first on the scene at a mass fatalities incident.

E. **Lesson Five: Human Remains Recovery**

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
  - a. Discuss the purpose of the Morgue Services/VIC.
  - b. State the site selection considerations for the Morgue Services/VIC.
  - c. Describe the site command structure within the Human Remains Recovery process.
  - d. Describe the role of the Medical Examiner within the mass fatality operations.
  - e. Discuss mortuary care at Morgue Services/VIC.

These learning outcomes reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.

2. **Lesson Five Outline:**
  - a. When a disaster or major incident occurs, the first on-site responders are:
    - i. the local fire department
    - ii. law enforcement
    - iii. emergency medical technicians
  - b. If the incident involves mass fatalities
    - i. the Medical Examiner/Coroner (ME/C) Office is notified and responds with a scene evaluation team and search and recovery teams.
  - c. Recovering human remains is a process in which the ME/C is very familiar. What is different in a mass fatality is the scale of the event and the organization that is required to respond effectively.
  - d. Morgue Services (another name typically used for Morgue Services is the Victim Identification Center (VIC) is organized to support the highest standards for:
    - i. morgue operations
    - ii. decedent identification
    - iii. data management--this is critical to ensuring the efficient, accurate, and timely identification of the deceased.
  - e. Death Care Industry
    - i. Includes funeral home or mortuary services, cremation services, and cemetery services.
    - ii. These services are locally owned and corporately owned licensed businesses that comply with federal, state, and local laws applicable to the handling of human remains.
  - f. Death Certificate and Permits
    - i. Timely registration of deaths and permits for disposition is an important part of mass fatality management.

F. **Lesson Six: Family Assistance**

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:

- a. Explain some of the planning considerations when establishing a FAC.
- b. Examine the mission and purpose of the family assistance center.
- c. Discuss some of the proposed approaches to the FAC operations.
- d. Explain the purpose of the Joint Family Assistance Center Management team.
- e. Discuss some of the operational guidelines as they relate to the development of the FAC.
- f. Discuss some of the key functions and family assistance expectations with this process.

These learning outcomes reflect the important concepts of this lesson and should be used to guide your studies and your preparation.

2. **Lesson Six Outline:**

- a. Immediate aftermath of a mass fatality
  - i. Families and friends will frantically seek assistance. They will gravitate to where they believe they will find their loved one or where they believe they will find information about them. That translates to the incident site and to local hospitals (thinking their loved ones are injured and have been transported to the nearest hospital). This is why a center or centers to provide family assistance immediately is so important.
- b. A Family Assistance Center (FAC) should be established immediately after a mass fatalities incident to provide a safe and private location for families to gather. Within this chapter, we will learn the purpose and many functions that the FAC serves within a mass fatalities incident.
- c. Family Concerns and Religious/Cultural Considerations

G. **Lesson Seven: Mass Fatality Stress Management**

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
  - a. Discuss the importance of Mental Health and Spiritual Care services within a mass fatality incident.
  - b. Identify the signs of emotional and physical demands of responders.
  - c. Describe the phases a disaster worker may experience within an incident.
  - d. Identify the stress reactions of workers during disasters.
  - e. Discuss crisis intervention.
  - f. Discuss confidentiality and spectrums of care.

These learning outcomes reflect the important concepts of this lesson and should be used to guide your studies and your preparation.

2. **Lesson Seven Outline:**

- a. Responders
  - i. Many responders know that disaster response can impact their personal lives long after they come home.
  - ii. Experienced responders know that when they go on a mass fatalities

- assignment, they will not come home the same person.
- iii. Due to the extreme traumatic nature of a mass fatalities incident, it is imperative that highly skilled Mental Health and Spiritual Care professionals be immediately activated to respond to the emotional and spiritual needs of survivors, family members, emergency and disaster responders, and others directly affected by the incident.
  - b. Interventions and procedures for coping with stress during a mass fatalities incident.

H. **Lesson Eight: Review/Final**

1. **Lesson Eight Outline:**
  - a. Course Conclusion
  - b. Final Exam
  - c. Course Evaluation
  - d. Feedback on Open Educational Resources