

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	PSA482
Course Title:	Terrorism, CBRNE Incidents and Major Health Crises
Prerequisite Courses:	PSA310 Public Safety Service and Local Government PSA410 Risk Management in the Public Safety Or ESM240 Introduction to Risk Management ESM242 Foundations of Emergency Management II: Response & Recovery
School:	School of Public Safety and Security
Division/Academy/Centre:	Fire & Safety Division
Previous Course Code & Title:	N/A
Course First Offered:	2013

# of Credits:	3.0
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Course Description:

Examine case studies related to terrorism, CBRNE (chemical, biological, radiological, nuclear and explosive) incidents, and major health crises. Analyze responses to these types of occurrences and assess related laws and regulations. Explore radicalization and decontamination as well as environmental and psychosocial considerations. Consider communication strategies for mitigating panic and fear in mass casualty events. Leave with a new understanding of past occurrences as well as potential threats facing Canada today.

Note: It is strongly recommended that students have a solid understanding of Emergency Scene Management and/or the Incident Command System.

Course Goal(s): Learners will be able to explain and discuss a myriad of complex issues related to terrorism, CBRNE and major health crises, and appreciate how past incidents inform today's landscape.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

- Recognize distinguishing features of terrorism, CBRNE and major health-related incidents.
- Discuss terrorism in a historical context.
- Describe the root causes of radicalization and strategies for recruitment of terrorists.
- Analyze relevant terrorist-based laws and regulations.
- Analyze the importance of including terrorism within a hazard analysis and capabilities assessment.
- Explain key factors to consider in dealing with mass-casualty incidents and case studies.

- Summarize key concepts regarding decontamination.
- Identify key psychosocial considerations during decontamination.
- Assess environmental risks and practices in CBRNE events.
- Explain the myths of panic and fear in mass casualty events.
- Describe communication strategies in mass casualty events.
- Identify primary concerns for responder safety and security in the workplace.
- Analyze past occurrences and identify potential threats in Canada for planning and response.

Course Topics/Content:

- Overview of terrorism, CBRNE and major health-related occurrences
- Terrorism in historical context
- Radicalization
- Terrorist-based laws and regulations
- Terrorism and hazard risk and vulnerability analysis
- Mass casualty incidents
- Case studies in mass-casualty incidents
- Decontamination
- Psychosocial considerations
- Environmental considerations
- Communication strategies
- Health-related events
- Responder safety and security

Text and Resource Materials:

Required:

- Garcia, Antonio F. (2011). IHS Janes' CBRN Response Handbook. IHS Global Ltd.
- Ripley, Amanda. (2008). The Unthinkable: Who Survives When Disaster Strikes and Why. Crown Publishers, New York. (Also available in eBook format from multiple suppliers.)
- Additional readings and resources to be provided.

Recommended:

- NFPA 472: Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents. Quincy, MA.
- NFPA 473: Standard for Competencies for EMS Personnel Responding to Hazardous Materials/Weapons of Mass Destruction Incidents. Quincy, MA.
- Note: Access to NFPA Fire Codes available online through the JIBC Library with username and password.

Course Level:

	First Year		Second Year		Third Year	X	Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC: N/A

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion				
Simulation/Lab				
Practicum/Fieldwork				
Online	42			
Correspondence				
Total Class Hours	42			

Comments on Delivery Methods:

This course is currently available online.

Course Grading System:

Letter Grades	X	Percentage	Pass/Fail
Complete/Incomplete		Attendance Only	

Passing Grade:	50%
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	45%	Project	40%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	15%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

There are multiple evaluation methods in this course, each designed to support learning and to assess learner achievement of desired outcomes. The discussions contribute to personal and collective understanding of the assigned readings. The short essay and reflective paper support integration and synthesis of core concepts, and demonstrate individual comprehension of course material. The Team Project demonstrates collaborative team skills, application of the course concepts in an applied project and deeper understanding of course material.

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:
Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.