



**SRVL 393A: SPTP: Campus Leadership through Service  
WVU Community Emergency Response Team**  
Course Syllabus  
Fall 2016

**Course Format:** Community-Based Service-Learning Course

**Credit Hours:** 3

**Course Meeting Day & Time:** Wednesdays, 5:00-6:50pm (includes one hour (4:00-5:00pm) of service-release per week)

**Course Location:** G-106 Oglebay Hall

**Office hours:** Appointments may be requested any time by email

**Instructor:** Alexis Gainor-McMillen, MPA  
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### **I. Course Objective:**

To support Monongalia County's capacity for disaster and emergency response by preparing students to create a CERT (Community Emergency Response Team) model for WVU through teaching, training, and practice using course-based service-learning.

### **II. Course Description:**

Service-learning courses include four essential elements. They:

1. Enable students to enhance learning while engaging in hands-on service;
2. Provide service that benefits the community and the student;
3. Engage students in reflection and critical inquiry that link learning from service to academic learning; and,
4. Have the potential to promote community and civic engagement by relating service experiences to issues of public concern.

This course requires **regular attendance** for training, exercises, speakers, and class discussion as directed by the instructor. Some weeks, students will have service-release to complete hours and will not be required to attend. See the detailed course schedule for more information.

Additionally, students are required to complete at least **45 hours of service** during the semester (20 hours will be completed in class and 25 are to be completed outside of class or during service-release time).

### **III. Expected Learning Outcomes:**

As a result of this course, it is expected that students will be able to:

1. **Complete** CERT Certification program as delivered by the Monongalia County Health Dept. including in-class training, on-site exercises, etc.
2. **Illustrate** the critical impact of CERT program goals as they relate to the WVU community and the larger population of Monongalia County as a whole.
3. **Demonstrate** critical thinking and efficacy in emergency and disaster response during service, training, and practice.
4. **Justify** the need for institutional commitment to the CERT mission at WVU by creating a model for the campus CERT that includes: leveraged resources; positive impact on university culture (particularly as it affects the student body) and prioritization of the interpersonal value and connection to academic study provided by the service-learning experience.

#### IV. Required Text

There is no required text for this course, however readings or online modules may be assigned as they relate to CERT training. All reading materials will be available online at <http://www.fema.gov/training-materials> or will be provided by the instructor.

#### V. Overview of Assignments and Grading Policies

##### Grading Scale

3 Credit Hours	Points possible
Reflection Journal #1	100
Reflection Journal #2	100
Reflection Journal #3	100
Attendance and Participation—in class training (10 x 30 points each)	300
Final Project Presentation	200
Completion of required hours (45 total—includes 20 in class)	200
<b>TOTAL</b>	<b>1000</b>
<b>Grading Scale: A 900 - 1000 B 800 - 899 C 700 - 799 D 600 - 699 F 599 &amp; below</b>	

##### Grading Policy

An automatic Unforgivable F will be given to any student who has forged or falsified signatures, service hours, or activities.

##### Attendance Policy

**All class meetings are required.** If extenuating circumstances prevent students from attending class, they **must notify the instructor in writing in advance**, giving the reason for the absence. The instructor reserves the right to determine whether or not to excuse the absence, and may present an additional assignment for the absence to be excused (worth the equivocal 30 points for the class missed). All unexcused absences will negatively impact student grade.

##### Late Assignment Policy

***Students must receive permission from the instructor via email prior to the due date to submit any work late.*** Any unexcused late work received within one week of due date will receive half credit. Students will receive a zero for any work received more than one week after the due date. In the event that you foresee having an issue turning in an assignment on time, you may ask the instructor permission for an extension (only

acceptable by email). Extensions will only be granted if the request is made prior to the assignment due date, and the instructor reserves the right to deduct points for late work. The syllabus details all assignments and due dates and will be the student's best resource for planning accordingly.

## **VI. Assignment Details & Instructions**

### **A. Required Service Hours**

All students are required to complete 45 hours of service over the course of the semester. CERT training, practice, and exercises will constitute 20 hours, so the remaining 25 hours should be completed with a campus or community organization related to emergency or disaster response.

**ALL students are highly encouraged to complete out-of-class hours assisting with the medical services provided at all WVU home football games by the Monongalia County Health Department.** Other placements will be accepted if they are listed in WVU's iServe system and have been approved by the instructor. Approval can be requested by email and should include comprehensive justification as to how the service will allow the student to meet the intended course outcomes. Students should complete the out-of-class hours with no more than two (2) organizations. Hours for out-of-class service should be logged in WVU's iServe Service-Learning module. To access the course under your account, please begin with this link: <https://iserve.wvu.edu/slm/course/join/46ymkk3r4/ac262f29c00/>. All entries should include information about the organization, service performed, and contact information for verification.

### **B. Guided Preflection Journals**

You will write reflective journals throughout your service assignment. The journal should not be a log of the events and activities, but rather a collection of the various connections and reflections you have made during your service experiences. See the following guidelines for each of your required journal entries. **Each should be 2-3 double-spaced pages in length.** Grammar and transitions between thoughts are critical. Journal entries are due **as listed in the Course Schedule.**

#### **Reflection 1:**

- What are some of your most important concerns regarding the health and safety of the WVU Community? What role do you think students have in addressing these concerns? How about faculty/staff and administrators? What other stakeholders in the community should be addressing your concerns?

- What role do you think service-learning plays in how students can impact health and safety at WVU? Research some other university CERT or similar programs—how are they engaging students?
- What are your expectations for the course? What is your “big picture” goal for the CERT at WVU? What will your role be a year from now?

### **Reflection 2:**

- Discuss some of the most important concepts we have learned in CERT training to date. How do these concepts connect with your own strengths and skills? What's been most interesting to you and why? Describe why they are important and how you imagine that it will be valuable for WVU students to have such skills.
- Imagine that it's Fall 2017 and there is a CERT on campus that you helped establish during the Spring 2017 semester. What does the WVU CERT look like? How many members are there? What kind of training and development is CERT providing for the campus? What are the goals of the WVU CERT? What is your role and how are you involved regularly?
- Now imagine that unfortunately, there has been a disaster in Monongalia County. A very bad storm has caused thousands of residents to be without power and/or clean water all over the local area for over 5 days. First responders have reached out to the WVU CERT for support as their capacity has been expended trying to reach residents in rural areas... what is WVU CERT's role? How would you be a leader in helping the WVU CERT support the local community need? What further resources would you engage at WVU to be of assistance?

### **Reflection 3:**

- Pretend that you are at home for winter break and a friend from high school asks about your classes this Fall... tell them about SRVL 393A and your experience with CERT:
  - Give an overview of the training and orientation you received to become CERT certified. Give specifics about what you learned and what parts of class helped you gain the best understanding of the course goals. Be sure to include the types of learning that took place and specifically the service you completed out of class.
  - Describe to them why you took this course, what you learned/experienced throughout, and now that it's completed, what your personal commitment and investment will be to the WVU CERT.
  - Tell them about the goals of the program and how they related to WVU and the Monongalia County community as a whole. What is the impact of

the new program? “Sell” them on its critical importance. Be sure to use specific examples to illustrate your point, and be sure to include your service experiences.

- Now discuss the 25 hours of community service you completed specifically. Outline your experiences and what you and the community partner gained from your service. How did your service connect with your learning in the course? How did your experiences relate to the course goals? And to your personal goals? In what concrete ways did your experiences prepare you for CERT responsibilities?
- List two concepts/activities you’ve learned in this course and demonstrate how you are now more prepared to be of assistance and/or take leadership using those concepts/activities in an emergency or disaster situation. *Remember to draw upon your training, practice, and especially the related community service you completed.*

### E. Reflective Presentation

The Reflective Presentation is a way for you to build a reflective summary of the activities and connections you have experienced throughout the semester. The course will prepare a presentation as a group project to demonstrate what you’ve learned and how the WVU CERT will look. This should be in PowerPoint or Prezi format. More details will be provided at a later date.

Using PowerPoint or Prezi, please prepare a comprehensive presentation to illustrate, demonstrate, and justify the WVU CERT and your service-learning experiences in the course.

SRVL 393A Course Outcomes, Fall 2016:

- **Complete** CERT Certification program as delivered by the Monongalia County Health Dept. including in-class training, on-site exercises, etc.
- **Illustrate** the critical impact of CERT program goals as they relate to the WVU community and the larger population of Monongalia County as a whole.
- **Demonstrate** critical thinking and efficacy in emergency and disaster response during service, training, and practice.
- **Justify** the need for institutional commitment to the CERT mission at WVU by creating a model for the campus CERT that includes: leveraged resources; positive impact on university culture (particularly as it affects the student body) and prioritization of the interpersonal value and connection to academic study provided by the service-learning experience.

1. The presentation should be 20-30 minutes long and each class member should participate in its creation AND have a speaking part during the presentation.
2. The slides should have great audio/visual additions and support your presentation content (don't read from the slides!).

3. The presentation must contain photos and videos.
4. The presentation should be appropriate for use moving forward for WVU CERT promotion, member recruitment, and both MCHD and WVU buy-in for the program.
5. Please include an action plan for the future WVU CERT including SMART Goals for the program, a timeline that goes through December 2017 for the program, and necessary steps/actions as well as the person who will complete them.

## **VII. Course Schedule**

Readings and assignments may be modified, added or deleted as deemed necessary by the instructors.

<b>Date</b>	<b>Class Activity/Topic</b>	<b>Assignment Due</b>
<b>August 17</b>	Add/Drop (no class meeting)	
<b>August 24</b>	Class Meeting #1—Introductions and CERT Overview	
<b>August 31</b>	Class Meeting #2	
<b>September 7</b>	Class Meeting #3--Oglebay	<b>Reflection Journal 1</b> (via email by 12pm noon to the instructor) Basic Training
<b>September 14</b>	Class Meeting #4--MCHD	Disaster Medical Training I
<b>September 21</b>	Class Meeting--CANCELLED	
<b>September 28</b>	Class Meeting #5--MCHD	
<b>October 5</b>	Class Meeting #6--MCHD	
<b>October 12</b>	Class Meeting #7	<b>Reflection Journal 2</b> (via email by 12pm noon to the instructor)
<b>October 19</b>	Class Meeting #8—Oglebay	Light Search & Rescue
<b>October 26</b>	Class Meeting #9—MCHD	Light Search & Rescue Practice
<b>November 2</b>	Class Meeting #10--MCHD	Shots Fired, WVUPD
<b>November 9</b>	Class Meeting #11—Oglebay	Capstone Review

Date	Class Activity/Topic	Assignment Due
<b>November 10</b>	Capstone Exercise	MCHD-Mandatory
<b>November 16</b>	Class Meeting #12--Oglebay	CERT and Terrorism
<b>November 23</b>	<b>No Class Meeting (Thanksgiving Recess, November 21-28)</b>	
<b>November 30</b>	Class Meeting #13--Oglebay	Disaster Psychology
<b>December 3</b>	Service hours completed and tracked	<b>Must be tracked in iServe</b>
<b>December 7</b>	Class Meeting #14--Oglebay Presentation Preparation	<b>Reflection Journal 3</b> (via email by 12pm noon to the instructor)
<b>TBA</b>	<b>Final Presentations-Location TBA</b>	<b>Mandatory Attendance</b>

## VIII. UNIVERSITY POLICIES

### **A. ACADEMIC HONESTY AND INTEGRITY**

This course, and all WVU courses, upholds academic honesty and integrity. Students are expected to subscribe to the following statement: "Students should act to prevent opportunities for academic dishonesty to occur and in such a manner to discourage any type of academic dishonesty.

Academic dishonesty includes plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud" (WVU Undergraduate Catalog). The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (WVU Student Handbook).

**An automatic Unforgivable F will be given to any student who has forged or falsified signatures, service hours, or activities.**

### **B. SOCIAL JUSTICE and INCLUSIVITY**

West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination.

Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

### **C. CONDITIONS FOR GIVING AN "I"**

Students are expected to complete course work in the semester in which the course is taken. From time to time, events that are clearly beyond the control of the student may prevent the timely completion of a course. Should you find yourself facing such circumstances, you may wish to discuss this with your instructor and see if an incomplete should be given until the late work can be completed. Faculty are not required to give an incomplete and would not be expected to do so where there are not compelling reasons to justify the request.