

# **N - 110: DISASTER NURSING**

## **MidYear, AY 2024-2025**

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## Welcome to N-110!

The course covers selected concepts, principles, and basic strategies that you can later apply in relation to disaster risk reduction and management across the different phases of the disaster continuum, including nursing activities or interventions in providing care to clients (individuals, families, vulnerable groups, and communities).

This Course Pack includes the following materials:

1. Learner's Contract (*uploaded in the course site*)
2. N – 110 Course Guide
3. Study Guides and Related Learning Resources (*uploaded in the course site*)
4. Laboratory and Fieldwork Guides (*uploaded in course site*)



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**THE HEALTH SCIENCES CENTER  
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**N - 110: DISASTER NURSING**  
MidYear, AY 2024 - 2025

**COURSE GUIDE**

**COURSE DESCRIPTION**

Application of concepts, principles and strategies in disaster risk reduction and management providing nursing care in all phases of disaster to help save lives and build resilience in the community.

**COURSE CREDIT**

3 units (1.5 units lecture)  
(1.0 unit laboratory; 0.5 unit field work)

**PREREQUISITE**

N 119

**COURSE OUTCOMES**

After completing this course, the student should be able to:

- 1) Discuss the concepts and frameworks in disaster risk reduction and management.
- 2) Conduct community assessment and planning for disaster prevention and mitigation of adverse effects of a disaster
- 3) Perform disaster preparedness activities as a member of the multidisciplinary team.
- 4) Demonstrate application of appropriate nursing interventions to different clients during disaster response.
- 5) Provide supportive care to those injured, with chronic disease, maladaptive patterns of behavior and disabilities during recovery/reconstruction/rehabilitation period.

**COURSE OUTLINE**

**I. Introduction: Review of worst disasters in the country and in the world**

- A. Overview of global and local disasters
- B. Disaster Risk Indices: The World and the Philippines

**II. Understanding emergencies and disasters**

- A. Classification of hazards
- B. Impact of disasters
- C. UN terminologies in disaster management

- D. Disaster risk reduction management frameworks

### **III. Role of nurses in disaster management**

- A. Roles and functions of nurses in disaster management
- B. Competencies of nurses in disaster management
- C. Settings where nurses work in disaster management
- D. Caring for Carers

### **IV. Disaster risk reduction**

- A. Building resilience
- B. Hazard, risk, and vulnerability analysis
- C. Prevention and mitigation of adverse effects of a disaster
- D. Disaster preparedness planning

### **V. Disaster response**

- A. Pre-hospital care
- B. Priority public health interventions
- C. Mental health and psychosocial support
- D. Disaster Risk Communication and Collaboration

### **VI. Disaster Recovery and Rehabilitation**

- A. Comprehensive approach in recovery and rehabilitation
- B. Roles and key principles of stakeholders at global and national levels
- C. Care for vulnerable groups and care of clients with special needs
- D. “Build Back Better” – Sendai Framework

### **VII. Advocacies in Disaster Risk Reduction Management: Doing our part**

## **MODE OF DELIVERY**

The course will be delivered in the classic blended mode (combination of asynchronous online and face-to-face learning sessions) and will use the **UPM VLE** (Moodle Platform) as the virtual classroom or Learning Management System (LMS). You can access the course in UPM VLE at <https://vle.upm.edu.ph/> using your **UPM login credentials**. Some of the skills lab sessions and field work will involve face-to-face sessions in UPCN or in the identified community setting. When you visit the course site you will have access to the modules, online activities, assignments, and discussion forums. The course materials and related learning resources and activities can be accessed at any time during the midyear except for some activities which will close according to the set schedule. You can download the materials and work on the activities and course requirements offline. However, there are some materials (videos, slides, website articles) and activities (online discussion forums, assignment submissions, and online exercises) that will require an internet access. Kindly refer to the Copyright Notice page regarding use of the course materials.

All communications, activities and submission of all paper requirements will be done online except the unit and final examinations which will be in-person. We have a non-graded discussion forum for questions and clarifications in the course site. In addition, you can also reach the faculty via the VLE chat or messaging platform.

## COURSE MATERIALS

The course package for N-110 consists of:

1. Learner's Contract
2. Course Guide which has the study schedule, the assignment schedule, the course and grading requirements, and other pertinent information.
3. Study Guides include the topic modules, the link to the related learning resources and activities including topic assignments.
4. N-110 Laboratory Activity Guide and Field Work Guide

These course materials will be made available in the N-110 online course site in downloadable format. Given the blended learning modality of the course, you should have a stable internet access to work on the online activities. For those requiring internet and related technology assistance, kindly get in touch with the UPCN Office of the College Secretary.

In addition to the lecture materials and handouts, the course uses **open educational resources (OERs)** found in the Web which is an important feature of **Resource-Based Learning**. Thus, the course materials and some activities posted in **Moodle**, which include online resources such as electronic professional nursing journals and other reading references, websites, videos, and virtual libraries you will need for the course work, are based on OERs. Some resources and references available online can be accessed through the UP-Manila Library. You can either go to its main website (<http://library.upm.edu.ph/>) or read the UPM Library access guide in the course site.

There is no required textbook, so we included in the list of materials the main references used in the development of the course. You can, nevertheless, refer to any Disaster in Nursing textbook of your choice or those found under References. We encourage you to go over the materials especially those from the WHO and UNDRR. It will be no doubt of great help if you make it a habit to follow the suggested study schedule in this Course Guide so that you can maximize your time and submit assignments and activities as scheduled.

The study schedule below is your main guide for the course topics and activities both online and face-to-face. There may be some modifications as we go through the midyear for which we will inform the class ahead of time.

## STUDY SCHEDULE

Weeks	Module/Topic	Learning Tasks
<b>Week 1</b>	<b>Introduction to the Course</b>	<b>Self-Directed Learning (Online)</b>
<b>June 16 – 20</b>	<p>Course outcomes, overview of content topics, learning strategies and activities, requirements and grading system, student groups, navigating the UPM VLE N110 course site.</p> <p>Overview of the different modes of online/offline activities and how these will be evaluated.</p>	<p>Go over the online materials for the course orientation; read the course guide for an overview of the course, UPM VLE course navigation, online/offline activities for the laboratory and fieldwork, UPM library resources and other open educational resources.</p> <p>Class grouping into 6 groups: Assign a <b>group name</b> and <b>team leaders</b> for your respective groups.</p> <p><b>Online Activity:</b> Give a brief introduction of yourself, your expectations from the course, and your personal goals related to the course.</p> <p>Post this in the online <b>Forum: Goals and Expectations</b></p>
June 16	<p><b>I. Introduction: Review of worst disasters in the country and in the world</b></p> <p>A. Overview of global and local disasters</p> <ol style="list-style-type: none"> <li>1. Disaster risk trends and related factors</li> <li>2. Impact and significance</li> </ol> <p>B. Disaster Risk Indices: The</p>	<p>Read the Study Guides and the related reading materials. Work on the online activities (Lab activities: individual and group; participate actively in the group discussion forum)</p>

Weeks	Module/Topic	Learning Tasks
June 17	<p>World and the Philippines</p> <p><b>II. Understanding emergencies and disasters</b></p> <p>A. Classification of hazards</p> <ol style="list-style-type: none"> <li>1. Definition of Hazards</li> <li>2. Hazard clusters/categories</li> </ol> <p>B. Impact of disasters</p> <p>C. UN terminologies in disaster management</p> <p>D. Disaster risk reduction management frameworks</p> <ol style="list-style-type: none"> <li>1. UN frameworks and policies in disaster risk reduction management</li> <li>2. Philippine framework and policies in disaster risk reduction management</li> </ol> <p><b>III. Role of nurses in disaster management</b></p> <p>A. Roles and functions of nurses in disaster management</p> <ol style="list-style-type: none"> <li>1. The disaster continuum</li> <li>2. The nurse's roles in disaster management</li> </ol> <p>B. Competencies of nurses in disaster management</p> <ol style="list-style-type: none"> <li>1. The WHO and ICN framework of disaster competencies for nurses</li> <li>2. Core competencies in disaster nursing v2.0 (2019)</li> </ol> <p>C. Settings where nurses work in disaster management</p> <ol style="list-style-type: none"> <li>1. Background of nurses' work in disasters and</li> </ol>	<p><b>June 16 – 20, 2025</b></p> <p><b>The Impact of Health Emergencies and Disasters: Challenges and Lessons Learned</b></p> <p><b><u>Lab Activity 1: (Group)</u></b></p> <p><b>Group Task:</b> Interview 5 individuals from any of the following categories: healthcare provider (at least one RN), barangay or LGU official or Barangay Health Worker (BHW) or Volunteer, academe (administrators, teachers and/or students), community member of any barangay/community, NGO, who were involved in any work/activity during the Covid-19 Pandemic.</p> <p><b><u>Focus questions:</u></b></p> <ol style="list-style-type: none"> <li>a) What specific role did you play during the Covid-19 Pandemic?</li> <li>b) How did it impact you personally and professionally?</li> <li>c) What do you think was the major gap or challenge in responding to this pandemic?</li> <li>d) How can we be better prepared in situations such as this?</li> </ol> <p><b><u>Output per Group:</u></b></p> <p>Summary of respondent's answers to the questions. Include a brief introduction and a conclusion (highlights) of your group work. Include in the conclusion the group's reflection regarding the activity.</p> <p><b>Post in the Submission Bin: Due: June 18, 2025</b></p> <p><b><u>Lab Activity 2: (Individual)</u></b></p> <p><b>Watch</b> the video clips on "<u>Living</u></p>



Weeks	Module/Topic	Learning Tasks
	<p>humanitarian crises.</p> <p>2. From the hospital to the field, from the desk to the shelters</p> <p>D. Caring for Carers</p> <ol style="list-style-type: none"> <li>1. The Health EDRM workforce</li> <li>2. The effects of disasters on health care professionals</li> <li>3. Emergency planning and recovery for carers</li> </ol>	<p><u>Amidst Disasters."</u></p> <ol style="list-style-type: none"> <li>a) What common elements do you see across the various disasters shown in the videos?</li> <li>b) What factors could have influenced to cause or bring about the disaster events?</li> </ol> <p><b>Post</b> your answers in the Discussion/Activity Forum. Comment on your groupmate's posts.</p> <p><b>Discussion Forum closes on June 23.</b></p> <p><b><u>Lab Activity 3: (Group)</u></b></p> <p><b>Impact of Disaster Events</b></p> <p><b>Read</b> the instructions and work on the online worksheet provided for your group.</p> <p><b>Output:</b> Annotated Table of Disaster Effects/Impact</p> <p><b>Submit Final Output (pdf format) in the Submission Bin</b></p> <p><b>Due June 20, 2025</b></p>
June 19 – 20	<p><b>IV. Disaster Risk Reduction</b></p> <p>A. Building Resilience</p> <ol style="list-style-type: none"> <li>1. Nature and concept of resilience</li> <li>2. Factors influencing resilience</li> </ol> <p>B. Hazards, risk, vulnerability, and capacity analysis</p> <ol style="list-style-type: none"> <li>1. Hazard analysis</li> <li>2. Risk analysis</li> <li>3. Vulnerability analysis</li> <li>4. Capacity analysis*</li> <li>5. Tools for risk,</li> </ol>	<p>Read the Study Guides and the related reading materials. Work on the online activities (Lab activities: individual and group; participate actively in the group discussion forum)</p> <p><b>Watch</b> the video: "<u>Five types of hazards.</u>" This is accessible through the YouTube link provided.</p> <p><b>Read</b> the web article, "Time to say goodbye to "natural disasters," by Mami Mizutori.</p>

Weeks	Module/Topic	Learning Tasks
	<p>vulnerability, and capacity assessment</p> <p>C. Prevention and mitigation of adverse effects of a disaster</p> <ol style="list-style-type: none"> <li>1. Early warning systems</li> <li>2. Immunization</li> <li>3. Nutrition</li> <li>4. WASH</li> <li>5. Endemic diseases</li> </ol> <p>D. Disaster preparedness planning</p> <ol style="list-style-type: none"> <li>1. Evacuation plans</li> <li>2. Surge capacity plans</li> <li>3. Mass casualty management</li> <li>4. Business continuity plans</li> <li>5. Safety and security</li> </ol>	<p><b>Answer</b> the questions raised in the study guide and be ready to share your answers during the Recap/summary discussion</p>
<b>Week 2</b>		
<b>June 23 - 27</b>		
June 23	Recap: Modules 1 – 3 (Summary Discussion) Lab Activities Feedback	Plenary Discussion/Q & A Quiz
June 24	<b>HOLIDAY: Araw ng Maynila</b>	
June 25	Recap: Module 4 (Summary Discussion)	Plenary Discussion/Q & A Quiz
June 26		<p><b><u>Field Work 1: Group Activity</u></b></p> <p>Worksheet: <b>Roles of Nurses in Disaster Phases (ICN Framework, 2009)</b></p> <p>Field Interview (validate nurses' involvement in disaster preparedness &amp; response work, including networks and collaborative work)</p> <p><b>Due July 2, 2025</b></p>
June 27	<p><b>V. Disaster Response</b></p> <p>A. Pre-hospital care</p>	Plenary Discussion/Q&A

Weeks	Module/Topic	Learning Tasks
	<ol style="list-style-type: none"> <li>1. Field triage</li> <li>2. First aid</li> <li>3. Trauma and wound care</li> <li>4. Transporting</li> </ol> <p>B. Priority public health interventions</p> <ol style="list-style-type: none"> <li>1. Safe water</li> <li>2. Sanitation and hygiene</li> <li>3. Feeding and nutrition</li> <li>4. Mass immunization</li> <li>5. Health education</li> <li>6. Surveillance</li> </ol> <p>C. Mental health and psychosocial support</p> <ol style="list-style-type: none"> <li>1. Mental health and psychosocial care</li> <li>2. Psychological first aid</li> </ol> <p>D. Disaster Risk Communication and Collaboration</p>	<p><b>Work</b> on Self-Directed Activities as you go through the study guide. If required, post your answers in the activity link provided in the course site.</p>
<p><b>Week 3</b> <b>June 30</b> <b>to July 4</b></p> <p>June 30</p> <p>July 1</p> <p>July 2</p> <p>July 3</p> <p>July 4</p>	<p>Fieldwork: Marikina DRRMO</p> <p>Fieldwork: Pasig DRRMO</p> <p><b>First Long Exam</b></p>	<p><b>Field visit in the assigned LGU DRRMO</b> Read the Field visit Guide.</p> <p><b>Continue Fieldwork 1</b></p> <p><b><u>Lab Activity 4: Disaster Triage</u></b> Lecture/Tabletop Exercises</p>

Weeks	Module/Topic	Learning Tasks
<b>Week 4</b> <b>July</b> <b>7 – 11</b>  July 7 – 8   July 9   July 10 & 11	          <b>VI. Disaster Recovery and Rehabilitation</b>  A. Comprehensive approach in recovery and rehabilitation B. Roles and key principles of stakeholders at global and national levels C. Care for vulnerable groups and care of those with special needs <ol style="list-style-type: none"> <li>1. Clients with chronic diseases or disabilities</li> <li>2. Care for clients with maladaptive patterns of behavior</li> <li>3. Care for specific groups of clients (older persons, women and children, PDL)</li> <li>4. Safety in Evacuation Centers</li> </ol> D. Concept of “Build Back Better” – Sendai Framework	          <u><b>Field Work 2: Group Activity</b></u>  Ocular Inspection of Household/Transect Walk of Community  <b>Output:</b> Results of Ocular/Transect Walk  <u><b>Lab Activity 5: MHPSS in Disasters</b></u>  Psychological First Aid (PFA) Simulation in PFA   Plenary Discussion/Q&A  Read the Study Guide and Work on Self-Directed Activities as you go through the study guide. If required, post your answers in the activity link provided in the course site.
<b>Week 5</b> <b>July</b> <b>14 – 18</b>		

Weeks	Module/Topic	Learning Tasks
July 14	VII. Advocacies in Disaster Risk Reduction Management: Doing our part  A. Advocacy Areas in DRRM B. Advocacy Initiatives	<b><u>Lab Activity 6: Individual Disaster Preparedness Plan</u></b>  <b>Output:</b> Disaster Preparedness Plan (Family or Community)
July 15 – 17		<b><u>Lab Activity 7: Disaster Triage Simulation</u></b>  <b><u>Fieldwork 3: Advocacy Project/Initiatives in DRRM</u></b>  <b>Output:</b> Group Output on Advocacy Initiatives in DRRM
July 18		
<b>Weeks 6</b>		
<b>July 21</b>	Group Presentation of Advocacy Projects/Initiatives in DRRM	
<b>July 23</b>		<b>Final Submission of all Course Requirements</b>

### Exam Schedule

Requirements	Due Dates
<b>FIRST LONG EXAM</b>	<b>July 4, 2025</b>
<b>SECOND LONG EXAM</b>	<b>July 18, 2025</b>
<b>Advocacy Projects/Initiatives in DRRM</b>	<b>July 23, 2025</b>

### COURSE REQUIREMENTS

**Lecture:**

40%

	Long Examinations (2)	70%	
	Advocacy Project in DRRM	30%	
<b>Laboratory:</b>			30%
	Discussion Forum	30%	
	Worksheets	40%	
	Tabletop Exercises/Simulation	30%	
<b>Fieldwork:</b>			30%
	Group Assignments	50%	
	Special Project	30%	
	Peer Evaluation	20%	
<b>Total</b>			<b>100%</b>

## **COURSE REQUIREMENTS:**

### **1) Long Examinations**

You will have two (2) unit examinations and a special project. The written examination will be conducted in the classroom. Specific instructions will be given to you regarding the procedures for taking the written examinations. The passing score is 60%. No make-up exam will be given for any missed long exam.

### **2) Participation in Classroom and Online Discussion Forum**

Effective communication is an important competency of the nurse, whether in oral or written form. These are in-person or asynchronous forums with the topics and the forum dates indicated in the study schedule or updated online. The online discussion forums allow you to interact with and learn from your classmates, as well as from the feedback given by the faculty facilitator. To enable everyone to participate actively, your posts and comments will be limited within your specific group. Your faculty facilitator may assign a member of the group to summarize and post the highlights of the discussions which will be made available for everyone in the class to read. This will be graded using scoring rubrics. There will also be online discussion forums and chat rooms which are non-graded for submission of session activities or exercises, sharing of ideas, comments, and questions.

### **3) Skills Lab Sessions, Worksheets and Table-top Exercises**

Laboratory sessions will involve written activities and exercises done in groups including some basic health procedures related to disaster response. Some skills lab sessions will involve face-to-face sessions while others will involve online simulation exercises or table-top exercises. You will be provided with Activity Guides, including worksheet templates, for these activities.

### **4) Group Assignments**

Given the blended nature of the course delivery face-to-face skills lab sessions are scheduled, while some group collaboration can be done online. Fieldwork activities and outputs, termed Group Assignments, will likewise be done asynchronously except for field visits when possible. Fieldwork involves application of the concepts, principles, and strategies in disaster nursing. These can be in the form of guided interviews of professional nurses and other health care providers or stakeholders involved in disaster management, virtual or actual tour of community resources for disaster risk reduction, etc. Strict compliance to safety precautions related to the pandemic or other related infectious diseases will always be observed.

**5) Case Analysis/Study**

The case analysis or case study provides you with the opportunity to do an in-depth investigation into the application of disaster-related concepts, principles, and strategies. The range of questions or requirements may vary according to the different concepts covered. The final output submission is scheduled towards the end of the course.

**6) Self-Assessment and Self-Directed Activities**

These are online interactive or offline/ paper-based activities which you can work on to evaluate your understanding and application of the concepts and principles learned, including knowledge of basic nursing disaster skills. Most of these are non-graded activities although some will require formal submissions so you can get feedback of your performance or output. It is highly recommended that you work on these activities. Think of them as review exercises or the equivalent of classroom-based activities that seek to enhance your learning.

**7) Teaching-Learning Resource Material in DRRM**

One of the main outputs of the course is the development of a teaching-learning resource material in DRRM. The topic and process of developing this output will be discussed with your respective faculty.

**8) Peer Evaluation**

Peer assessment or evaluation provides a structured learning process among students to critique and provide feedback to each other on their work. It aims to help you develop lifelong skills in assessing and providing feedback to others and equips you with skills to self-assess and improve your own work. Providing feedback is deemed important in Team Building and Team support. Each of you will evaluate the members of your group with evidence to support your evaluation.

**9) Failure to submit the graded course requirements listed above will mean an equivalent grade of **INCOMPLETE (INC)** in this course provided your class standing is Passing. However, if your class standing is otherwise, then you will obtain a failing mark or **5.0**.**

**References:** (Refer to the Study Guides for the other online references)

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Specialty Group

N110 – Course Coordinator



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## HOUSE RULES

- 1) At the beginning of the semester, the course pack will be made available to students in the course site (in downloadable form). The course pack includes the course guide with the study schedule and the course requirements; the study guides; the assignment or activity guide (as applicable); the link to online course resources or materials. Other materials will be uploaded in the course site. Updates or changes to the course materials and schedule will be announced to the class.
- 2) The course pack includes a **Learner's Contract** which the student needs to sign and return to the Faculty as proof of agreement to the learning/teaching content and modality to attain the course outcomes and achieve a final grade. Both student and faculty are bound by the signed Learner's Contract in all terms pertaining to the delivery and fulfillment of the course content and achievement of the course outcomes. Any matter arising from the Contract should be discussed with the Course Coordinator (CC) or the Faculty Facilitator (FF).
- 3) No make-up examinations will be given for failure to take the scheduled written examination. Please inform your CC or FF ahead of time for conflicts in schedule with your other courses.
- 4) Please observe the UP Manila and UPCN safety protocols and guidelines when you are within its premises. These will ensure your health and safety including those around you. Please be likewise responsible to report if you have any covid-19 related symptoms so appropriate measures can be ensured.
- 5) Observe network etiquette when posting in the discussion boards. Please read <http://www.albion.com/netiquette/corerules.html>. Your participation in the online discussion forums carries a 30% weight of your Laboratory grade. Make sure that your contribution is substantive, constructive, and relevant to the topics.
- 6) On occasions when studying from home is prescribed, including meetings via various platforms, there comes a need to review how we ought to conduct ourselves professionally. Here is a link to a list of video meeting etiquette tips which will help us all stay productive, connected, and comfortable while we face this new era of online education.

Please read: [https://citl.indiana.edu/teaching-resources/guides/Zoom Etiquette.html](https://citl.indiana.edu/teaching-resources/guides/Zoom%20Etiquette.html).  
In addition to these reminders, we can also consider the following tips for meeting attendees:

- a. Keep a presentable appearance  
*Although you are in a study-at-home mode, it is good and professional practice to look presentable during online sessions.*
- b. Mute your microphone  
*To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.*
- c. Be mindful of background noise  
*When your microphone is not muted, avoid activities that could create additional noise, such as shuffling papers.*
- d. Position your camera properly  
*If you choose to use a web camera, be sure it is in a stable position and focused at*

*eye level, if possible. Doing so helps create a more direct sense of engagement with other participants.*

e. Limit distractions

*You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and muting your smartphone.*

f. Avoid multitasking

*You'll retain the discussion better if you refrain from replying to emails or text messages during the meeting and wait to work on that PowerPoint presentation until after the meeting ends.*

g. Prepare materials in advance

*If you will be sharing content during the meeting, make sure you have the files and/or links ready to go before the meeting begins.*

*From: (<https://www.technology.pitt.edu/blog/zoom-tips>)*

- 7) Submission of assignments should be on time. Send an electronic file (upload) via the course site. Please make sure you upload your paper following the correct **submission format (.pdf, jpeg, png) or as specified** by the faculty. For the format and grading of submitted requirements please refer to the Study Schedule above or as indicated in the course site.
- 8) Post or upload written assignments. Prepare them very well since they reflect a good portion of your final grade. Keep a duplicate softcopy with you, just in case the one you submitted gets lost in transit and the computer files get corrupted. Received assignments will also be acknowledged.
- 9) Send or upload written requirements **only in submission bins** in the course site. Assignments sent as attachments via email to the faculty or any other means will not be checked **unless a prior agreement** was made with your faculty. This is important so that your CC and FF can keep track of your submitted requirements and send you feedback.
- 10) For those of you without available or reliable internet access or computer for use, you should have earlier indicated so at least during the enrolment period or at the beginning of the semester. Please inquire with the Office of the College Secretary on how to avail of an internet subscription for academic use during the semester.
- 11) Be sure to be present/available on the date of the written examinations as scheduled. Specific instructions will be sent to you regarding the details and procedures for the written exam.
- 12) Always observe intellectual honesty in the conduct of the course and in the fulfillment of your course requirements. There are University rules against plagiarism and cheating which will be strictly enforced.
- 13) If you have concerns or problems in the online course delivery or the course pack you received, please contact the CC or FF as soon as possible so that appropriate solutions may be applied. You may contact your faculty via the message system in the UPM VLE course site, through email.

**THANK YOU AND HAVE A VERY PLEASANT AND FRUITFUL MIDYEAR!**