

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Fundamentals of Human Services and Emergency Management

DATE: January 2010

SUBJECT AREA: Career Technical Education

PROPOSED GRADE LEVEL(S): 12th

COURSE LENGTH: One Year

GRADING: A-F

NUMBER OF CREDITS: 5 per Semester

PREREQUISITES: Public Safety II

SUBJECT AREA CREDIT: Technology

COURSE DESCRIPTION:

The course introduces the fundamentals of emergency management as an integrated system working together in all types of hazards. Students will work toward a Federal Emergency Management Agency (FEMA) Professional Development certification. In addition this course introduces students to other challenges faced by families and individuals such as abuse and neglect, domestic and partner violence, substance abuse, and teen violence. Participation in community service projects will be integrated into this course to help increase student exposure/understanding of our community and our special populations. Students have the opportunity to receive college credit for FEMA Certification courses from Frederick Community College (FCC).

GENERAL GOALS / PURPOSES:

By the end of the course, each student will be able to:

- Explain the all-hazard emergency management process that integrates the resources of local, tribal, State, and Federal governments and voluntary and business assets.
- Explain the local, tribal, State, Federal, and individual and family roles in emergency management.
- Explain what individuals and families can do to protect themselves in emergencies.
- Describe the elements of an emergency management program.
- Discuss the role of individuals and organizations, as well as their relationships with one another, in emergency management.
- Explain the importance of networking to emergency management.
- Explain the social, political, and economic implications of a disaster.
- Describe alternate models for organizing emergency management programs.
- Recognize and prevent abuse and neglect, domestic or partner violence, substance abuse, and teen violence.
- Plan, prepare and practice responding to family and community emergencies as outlined in the U.S. Department of Health and Human Services.
- Understand the need for patient privacy and be able to define the Health Information Privacy (HIPAA)
- Discuss business and personal ethics and prepare responses to case studies related to human services and emergency responders
- Prepare a detailed list of resources for families and communities to help prepare and plan for emergencies of all types.

STUDENT READING COMPONENT:

Students will be required to:

- A. Use the Internet to research Human Services careers and emergency responders' career-related topics.
- B. Read articles related to Health and Human Services careers.

- C. Use resources found on the following websites:
 1. US Department of Health & Human Services
 2. American Red Cross
 3. Federal Emergency Management Agency
- D. Read required novel – *The Curious Incident of the Dog in the Night-Time*
- E. Required Texts – *Homeland Security and Emergency Medical Response* by Campbell & Smith, 2008
- F. Read and comprehend test questions and answers.

STUDENT WRITING COMPONENT:

Students will be required to:

- State their responses to questions in complete sentences related to Human Services Careers pathway standards.
- Develop an emergency plans for their family and neighborhood based on the format presented by the US Dept of Health & Human Services.
- Prepare documentation of disaster situations and determine resource status.
- Complete a notebook that includes note taking from class lectures.
- Develop informational brochures for the community on disaster preparedness in a variety of languages and for different target audiences.

STUDENT ORAL COMPONENT:

Students will be required to:

- Prepare an oral presentation to one of the target audiences of the emergency preparedness brochure.
- Respond to questions directed to them during class discussion.
- Participate in question/answer sessions with guest speakers.

DETAILED UNITS OF INSTRUCTION:

This is a capstone course in the Human Services pathway. The course will be taught in partnership with industry experts in American Red Cross, US Dept of Health & Human Services, Kaiser Hospital, Sacramento Metro Fire Department, Sacramento County Sheriff's Department and other local family services agencies. The students will be learn about persons with disabilities, special populations, and legal and ethical issues related to the field, and use problem solving skills to develop emergency plans for their families and neighborhoods.

- A. Persons with Disabilities
 1. Autism
 2. Visual and Hearing Impaired
 3. Traumatic Brain Injury
 4. Cerebral Palsy
 5. Alzheimer's Disease
 6. Student Shadow of a disabled student
- B. Abuse & Neglect
 1. Child Abuse and Neglect
- C. Domestic or Partner Violence
 1. Intimate Partner Violence Prevention
 2. Domestic Violence
- D. Emotional and Psychological Disorders
 1. Post Traumatic Stress Disorder

2. Bipolar and Schizophrenia Disorder

E. Substance Abuse

1. Drug Abuse
2. Alcoholism

F. Teen Violence

1. Juvenile Justice System
2. Criminal Statistics
3. Foster Care System

G. Homelessness

1. Statistics
2. Resources for the Homeless

H. Emergency Preparedness

1. Emergency plans for a variety of situations and victims.
2. FEMA “Are You Ready? An In-depth Guide to Citizen Preparedness” course materials.

I. Health Information Privacy (HIPAA)

1. The Privacy Rule providing federal protections for personal health information.

J. Emergency Management Certification

1. Incident Command System (ICS) 100 Training: Provides training on and resources for personnel who require a basic understanding of the Incident Command System (ICS).
2. Incident Command System (ICS) 200 Training: Provides training on and resources for personnel who are likely to assume a supervisory position within the Incident Command System (ICS).
3. Introduction to the National Incident Management System (NIMS), (IS-700): Provides training on and resources for the National Incident Management System (NIMS). NIMS provide a consistent nationwide template to enable all government, private sector, and nongovernmental organizations to work together during domestic incidents.
4. Introduction to National Response Framework (NRF), (IS-800): Provides training on and resources for the National Response Framework (NRF). The NRF presents the guiding principles that enable all response partners to prepare for and provide a unified national response to disasters and emergencies – from the smallest incident to the largest catastrophe. The Framework establishes a comprehensive, national, all-hazards approach to domestic incident response.
5. Principles of Emergency Management, IS230: Introduces the fundamentals of emergency management as an integrated system
6. Emergency Planning, IS235: This course is designed for emergency management personnel who are involved in developing an effective emergency planning system. This course offers training in the fundamentals of the emergency planning process, including the rationale behind planning. It will develop your capability for effective participation in the all-hazard emergency operations planning process to save lives and protect property threatened by disaster.
7. Effective Communication, IS242: Being able to communicate effectively is a necessary and vital part of the job for every emergency manager, planner, and responder. This course is designed to improve your communication skills.
8. Decision-Making and Problem-Solving, IS241: Being able to make decisions and solve problems effectively is a necessary and vital part of the job for every emergency manager, planner, and responder. This course is designed to improve your decision-making skills.

Optional Independent Study Units

- Leadership and Influence, IS240
- Developing and Managing Volunteers , IS244
- Exercise Design, IS139

Students have the opportunity to receive college credit for FEMA Certification courses from Frederick Community College (FCC). FCC offers one college academic semester hour for most successfully completed FEMA Independent Study courses. FCC is fully accredited by the Middle States Association of Colleges.

All Units of Instruction will include:

- Introductory class discussion and teacher presentation.
- Appropriate audio-visual media.
- Hands on learning activities.
- Evaluation of student learning.
- Student reading, writing, and oral component.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

FAMILY & HUMAN SERVICES PATHWAY STANDARDS

- D7.0** Students understand important safety, emergency, and disaster procedures to use for a variety of populations.
- D7.1** Understand how to establish and promote good safety habits for all ages.
- D7.3** Understand the causes and prevention of common accidents and injuries.
- D7.4** Know the correct procedures for dealing with emergencies and disasters.
- D7.5** Understand the procedures that prevent the spread of illnesses, infections, and diseases, including blood-borne pathogens.
- D7.6** Understand the specific health considerations of persons with disabilities.
- D8.0** Students understand and apply interpersonal skills required to interact effectively with individuals and families.
- D8.1** Know the strategies that promote positive interaction between individuals, families, and agencies.
- D8.2** Understand effective ways to communicate and interact with culturally diverse individuals and families, such as using mediation, conflict resolution, and decision-making skills.
- D8.3** Understand effective ways to teach individuals and families' communication, mediation, conflict-resolution, and decision-making skills.
- D11.0** Students understand common problems and crises affecting individuals and families.
- D11.1** Know the signs of emotional and physical abuse, emotional crises, and mental health issues, such as depression, isolation, substance abuse, and stress.
- D11.2** Know how to identify behaviors that require intervention and outside assistance.

D11.3 Know how to provide the information that individuals and families need to make decisions about seeking professional help.

PROTECTIVE SERVICES PATHWAY STANDARDS

C1.0 Students apply cognitive, critical thinking and problem solving skills to formulate solutions to problems common in the protective services fields

C2.0 Students develop team building and leadership skills.

C3.0 Students understand the safety, health, and environmental responsibilities of those in the protective services pathway.

C4.0 Students access, manages, integrate, and create information by using information technology tools specific to the Protective Services Pathway

C5.0 Students understand the common objectives and mission of the protective services, which are to solve problems, save lives and protect property.

C6.0 Students understand the appropriate level of nutrition, fitness, and agility required by the protective services career fields.

C7.0 Students understand the use of active listening, clear reporting, and professional equipment to communicate effectively.

C8.0 Students understand the laws, ordinances, regulations, and organizational rules that guide their respective protective services career field.

C9.0 Students know the skills and equipment needed to deal with most protective service situations, from local emergencies to area-wide incidents.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CSTs:

Writing, Reading, Language Arts, Social Science, and Science

LAB FEE, IF REQUIRED: None

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** – students will work independently to determine first aid treatment for mock victims, and to complete research projects related to chosen career fields.
- **Effective Communicators** – students will communicate through both written and oral presentations made in class.
- **Quality Producers/Performers** – students work will be held to a high industry standard as set by industry certified trainers.

- **Constructive Thinkers** – students will be able to size up emergency situations, document activities, and apply basic first aid skills in hands on –training situations.
- **Collaborative Workers** – students will understand the importance of teamwork and complete various projects as a member of a team.
- **Responsible Citizens** – students will participate in community service activities and learn about the laws governing the protective services pathway.