



HEALTHCARE SCIENCE

COURSE: 25.564 Emergency and Disaster Preparedness

UNIT: 19.1 Disaster Psychology



INTRODUCTION

Annotation:

During this unit students will evaluate techniques for managing personal reactions to emergency/disaster situations to assist in effectively meeting the needs of the victims and other rescuers. Students will learn the process of critical incident stress debriefing and the stages of grief.

Grade(s):

x	9 th
X	10 th
X	11 th
X	12 th

Time: Five 50 minute periods

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Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-EDP-1: Students will demonstrate knowledge and understanding of the academic subject matter required for proficiency within their area. Academic Standards are integrated throughout the standard statements within their applicable discipline areas and documented immediately following the standard statement.

HS-EDP-8: DISASTER PSYCHOLOGY. HS-EDP-8. Students will evaluate techniques for managing intra-personal reactions to emergency/disaster situations to assist in effectively meeting the needs of the victims and rescuers.

- a. Describe the disaster and post-disaster emotional environment.
- b. Describe the steps that rescuers can take to relieve personal stress and the stress of disaster survivors.

GPS Academic Standards:

ELA11SLV1: The student participates in student-to-teacher, student-to-student, and group verbal interaction.

ELAALRC3: The student acquires new vocabulary in each content area and uses it correctly.

ELAALRC4: The student establishes a context for information acquired by reading across subject areas

ELA11C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

National / Local Standards / Industry / ISTE:

- Refer to modules 1-2.1 - 1-2.6 at www.nhtsa.gov/people/injury/ems/pub/frnsc.doc



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand how to recognize signs of stress and burnout.
- Students will implement methods to reduce and cope with stress in their personal and professional lives.
- Students will access sources of support during times of emotional crisis such as in death and dying.

Essential Questions:

- How can a rescuer cope with the emotional environment during and after a disaster?
- How is stress different from burnout?
- What are healthy and unhealthy responses to stress?
- Why do individual reactions to stress vary greatly?

Knowledge from this Unit:

- Student can describe how to cope with emotions associated with a disaster.
- Student can differentiate between healthy and unhealthy responses to stress.
- Student can describe the process of critical incident stress debriefing.
- Student can list the stages of death and dying according to Elisabeth Kubler-Ross.

Skills from this Unit:

- Student can recognize potential sources of stress.
- Student can access sources of support during times of stress.
- Student can practice healthy behaviors to reduce stress reactions.
- Student can practice tolerance of the stress reactions of others.



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☒ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☒ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☒ Observe students working with partners
 - ☒ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

- Burnout Article Essay questions
- Disaster on the Hudson reading worksheet
- Disaster Psychology Unit Assessment

Assessment(s) Description/Directions:

- Burnout Article. Have students read article and answer questions (can be written on the board). Have students answer questions in complete sentences.
- Disaster on the Hudson reading worksheet: hand out article (use article from <http://www.ajc.com/services/content/news/stories/2009/01/16/plane0116.html> or find similar article on the web) and worksheet. Have students read article and answer all questions.

- Disaster Psychology Unit Assessment: administer exam upon completion of unit.
- May need to modify assessment by adding word bank and more multiple choice questions.

Attachments for Assessment(s):

- Burnout Article
- Disaster on the Hudson article and reading worksheet
- Disaster Psychology Unit Assessment



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-EDP-1: Students will demonstrate knowledge and understanding of the academic subject matter required for proficiency within their area. Academic Standards are integrated throughout the standard statements within their applicable discipline areas and documented immediately following the standard statement.

HS-EDP-8: DISASTER PSYCHOLOGY. Students will evaluate techniques for managing intra-personal reactions to emergency/disaster situations to assist in effectively meeting the needs of the victims and rescuers.

2. Review Essential Questions.

- How can a rescuer cope with the emotional environment during and after a disaster?
- How is stress different from burnout?
- What are healthy and unhealthy responses to stress?
- Why do individual reactions to stress vary greatly?

3. Identify and review the unit vocabulary.

- Acceptance
- Critical Incident
- Anger
- Grief
- Bargaining
- Denial

- Burnout
- Depression
- CISD
- Stress

Interest Approach - Mental Set

Ask students to think about what causes stress in their lives. Have them write down a list of the things that cause them stress. Then, have them rate their stressors from 1-10 with a "1" causing very little stress and a "10" causing extreme, life-changing stress. Give students approximately 5-6 minutes to complete their lists. Ask for student volunteers to raise hands and share one or two of their stressors with the class.

LESSON ONE

1. Ask class:
 - "Will everyone rate the same life event as the same number on the scale of how stressful it is?" If you were late to class today, would that stress you out? How much? (Let students call out numbers from one to ten). Why do different people respond differently to stress? Allow 5-10 minutes for class discussion on individual responses to stress.
 - "As a health care worker, do you think you would be faced with stressful situations?"
Tell class: This unit will discuss not only every day stressors, but the extreme situations that healthcare workers may have to face, and how these situations are managed.
2. Brainstorming activity.
Divide class into three groups and have large sheet of paper and markers available in three areas of room. Sheets of paper should be titled: "Sources of Stress in my Life," "Healthy ways to deal with Stress," "Unhealthy ways to deal with Stress" (note: if large size class, can have six sheets of paper and title two each of the same; move groups on same side of classroom.) Tell students this is a SILENT activity. Students are to respond to the title on the sheet of paper for their group. Give each group 1-2 minutes and then have them rotate to the next sheet of paper.
After groups have rotated to each sheet of paper, have students return to their seats.

Accommodation Note: Lesson 1 – brainstorming: Students with special needs may need to be paired with a partner to come up with and/or spell the appropriate comments or a bank of ideas could be provided to the student. Burnout article – this may need to be read aloud or on computer for student with reading difficulty.

3. Tape sheets of paper to wall or board. Read over student responses and discuss.
4. Stress vs. Burnout. Have students read Burnout article (article can be found at http://www.helpguide.org/mental/burnout_signs_symptoms.htm). Write essay questions on the board and have students write answers in complete sentences in their notebooks or on loose leaf to turn in:
 - Define burnout.
 - Describe the difference between stress and burnout.
 - Describe the signs and symptoms of burnout.
 - What do you think the author means when he says that stress is about "too much" and burnout is about "not enough?"
 - The article talks about job burnout. How would you tailor this specifically to "school burnout?" Include ways to prevent school burnout.
 - What would you say to a friend you suspected was suffering from school burnout?
5. Wrap-up activity. Ask students to raise hand and tell class new fact they learned today OR if there is enough time, have two or three students act out skit in which one student is suffering from school burnout/wants to drop out and the other student is offering some advice.

LESSON TWO/THREE

1. Brainstorming activity (write down answers in two columns labeled "physical" and "emotional" on board as students call out responses): As we discussed yesterday, everyone responds differently to stress. Additionally, stress can cause many different symptoms. Stress causes both physical and emotional reactions. Together let's brainstorm the reactions stress can cause.
2. Journaling activity: have students write about a time in their lives when they were extremely stressed. What physical symptoms did they feel? What emotional reactions did they have? Allow 5 minutes for students to write their responses. Discuss for 5-10 minutes.

Accommodation Note: Lesson 2 – journaling – students may need to discuss or tape answer.

3. Multimedia presentation (slideshow) on Disaster Psychology (attached). This presentation with time for questions and discussion will take two 50-minute class periods.
4. Wrap-up activity: Have students stand at desks or in circle and practice deep breathing exercises and/or stretching exercises for relaxation.

LESSON FOUR

1. Ask students to recall disaster situations that have happened in their lifetimes. Ask them what they were doing when they learned of the disaster and why it stays in their memory.
2. Tell students briefly about the "Disaster on the Hudson." Hand out the news article (<http://www.ajc.com/services/content/news/stories/2009/01/16/plane0116.html> -may use link or find another article on web) and worksheet (attached). Remind students to read the article thoroughly first, and then scan back through for the details to answer the questions. Allow a minimum of 25 minutes for this exercise. Note: Can adapt this exercise to ANY incident that would require a CISD meeting.

Accommodation note: Disaster on Hudson – student may need it on tape and/or read to him/her. Also, multiple choice or word bank would need to be added for assessment piece.

3. Assign students into groups of 8. Give each student a role to play in a mock CISD meeting following the plane crash from the article (roles such as: CISD team leader, plane captain, passenger on plane, civilian on a boat that rescued survivors, etc. Can write roles on cards and have students pick at random, or let them choose). Instruct them to act out a CISD meeting, remembering the stages the meeting should follow:
 - Introduction and a description
 - Review of the factual material
 - Sharing of initial thoughts/feelings
 - Sharing of emotional reactions to the incident
 - Instruction about normal stress reactions
 - Review of the symptoms
 - Closing and further needs assessment
4. Wrap-up Activity: have students journal about the CISD meeting experience. How do they think it would help survivors after an incident? Would they ever want to be a CISD team leader? Why or why not?

LESSON FIVE

1. Review the five stages of grief discussed in the slide show on day three (acronym such as DABDA to help remember the stages.)
2. One of the most important ways to support someone who is grieving is to listen. Today's lesson will begin with a listening exercise. Ask students, "How do you know when someone is really listening to you?" (eye contact, nodding, expressions of assent).
3. Assign students into groups of 5-6 each. Have them place their chairs into a circle. Tell students that each session will last exactly two minutes but that only ONE person will be speaking during

that time frame. If this person has nothing else to say, the group must sit **silently** in the circle until the time is up. The topic is "All about Me." Speaker is to tell other students about him or herself for the entire two minutes. The other students must actively listen but NOT speak. (Result is generally that the speaker will run out of things to say in about a minute, but when given a silent moment will resume speaking rather than stay silent. Speakers will tell much more about themselves than they expect; listeners find that remaining silent will often encourage other person to open up.)

4. Repeat exercise, changing speakers. Repeat 2 or 3 times (not all students will want to be the speaker).
5. Give students time to "debrief" and share how the experience affected them.
6. Tell students that next exercise is to offer students the role of "peer counselor." Line students up in two rows, facing each other, seated in their chairs. Tell one line of students that they are the "counselors" and the other side is the "clients." The clients should think of a problem they are currently having that they want to share with the counselor (can be a minor problem). The client will tell this problem to the "counselor" across from them. Give each session one - two minutes. Have clients move down one seat but counselors stay still. Client now tells same problem to new counselor. Repeat 3-4 times to let clients get a variety of feedback from their counselors. Switch roles and repeat.
7. Wrap-up Activity: Give students time to "debrief" and share how the experience affected them.

Attachments for Learning Experiences:

- Burnout Article
- Disaster on the Hudson article and worksheet
- Multimedia presentation (slideshow) on Disaster Psychology
- Lesson on the Hudson news article and student handout. *Note: can use any news article with a disaster situation that would result in a possible CISD team response. Use events with which students are familiar to maximize interest.*

Notes & Reflections:

- Invite speaker from hospice agency or Funeral Home to speak to class.
- Invite organ donation agency to speak to class



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated

Attachments for Culminating Performance Task



UNIT RESOURCES

Web Resources:

www.nhtsa.gov

www.citizencorps.gov/cert/

Article on vicarious trauma: <http://www.uic.edu/orgs/convening/vicariou.htm>

Attachment(s):

Materials & Equipment:

- Large sheets of paper and markers for brainstorming activity on day one.

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		