

Intro to Public Services: First Responders

COURSE OUTLINE

DESCRIPTION:

The Introduction to Public Services course is a foundational course in the public services pathway, designed to provide students with basic theories and practical skills for career exploration and post-secondary education in public services. Students will engage in critical thinking, communication, and analytical writing skills by applying law and theories to current community issues. This course emphasizes research skills and project-based learning to promote career exploration and career awareness of occupations in the field of law, criminal justice, law enforcement, fire services, emergency medical responders and cyber/technology security.

INFORMATION:

PRE-REQUISITE: None

LENGTH: One Semester

SECTOR: Public Services

PATHWAY: Public Safety, Emergency Response, Legal Practices

ARTICULATED: No

UC A-G APPROVAL: No

O*NET SOC CODES:

21-1092.00 Probation Officers

23-0000.00 Legal Occupations

29-2041.00 Emergency Medical Technicians and Paramedics

33-0000.00 Protective Service Occupations

Orientation
<ul style="list-style-type: none"> A. Introduce the course and facilities. B. Discuss the syllabus and major objectives. C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines. D. Review instructor/student expectations. E. Explain enrollment and attendance requirements and procedures. F. Review grading and student evaluation procedures. G. Discuss the community classroom aspect of the program if applicable. H. Discuss the “next steps” related to additional education, training, and employment. I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none"> A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite. B. Read and interpret written information and directions. C. Practice various forms of written communication appropriate to the occupation. D. Practice positive body language skills. E. Practice professional verbal skills for resolving a conflict. F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none"> A. Demonstrate positive teamwork skills by contributing to a group effort. B. Practice the importance of diversity awareness and sensitivity in the workplace. C. Define sexual harassment in the workplace and identify the employee’s role and responsibility. D. Practice participation skills. E. Identify different personality types and strategies for working effectively with each type. F. Practice business and social etiquette skills appropriate to the occupation. G. Discuss the role of business and personal ethics in the decision-making process. H. Evaluate various job-related scenarios and justify decisions based on ethics. I. Demonstrate flexibility and adaptability in working with others. J. Demonstrate the use of time management skills.
3. Leadership

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and/or in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

4. Personal and Occupational Safety

- A. Demonstrate procedures to be followed in the case of emergencies.
- B. Discuss ways to report a potential safety hazard to an administrator.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Describe the procedure for reporting a work-related hazard or injury.
- F. Recognize the effects of substance abuse in the workplace.
- G. Recognize good housekeeping as a safety issue.
- H. Identify safety hazards commonly found in the workplace.
- I. Define and discuss ergonomics in relationship to the working environment.
- J. Discuss the electrical hazards of working with electronic equipment.
- K. Describe Universal Precautions for dealing with infectious hazards.

5. Introduction to Criminal Justice System

- A. Explore the theories of justice and equity (Utilitarianism, Liberalism and Libertarianism).
- B. Evaluate the causes and impact of crime (criminology).
- C. Describe common crimes against persons and property as it relates to part I and II crimes.
- D. Explain the FBI Uniform Crime Report (UCR).
- E. Explore the origins of modern day law enforcement (political era 1840-1930, reform era 1930-1980 and community era 1980 to present).
- F. Examine modern challenges in the Criminal Justice System (e.g. Terror Threats, Cyber and Technology Crimes).
- G. Evaluate the structure of police officers (patrol officers, detectives, and forensic investigators).
- H. Differentiate the roles of corrections officers (prisons, probation, and parole).

6. Courts

- A. Explain the principal purposes of law in society.
- B. Identify the structure and function of courts.

- C. Compare and contrast criminal law versus civil law.
- D. Describe the role of judges and lawyers in the legal system (prosecutors, defense attorneys, public defenders, civil attorneys).
- E. Explore the U.S. adversarial legal system in comparison to other legal systems in the world.

7. Foundations of Law

- A. Describe the source of power and funding (taxation) of federal and state governments in relationship to public services.
- B. Differentiate the roles of public safety officers in federal, state, and local governments based on the oaths they swear to.
- C. Describe the constitution, including the Bill of Rights, as the source of American law.
- D. Differentiate the constitutional police powers of federal and state governments.
- E. Explain the challenges of the 1st Amendment as applied to public safety officers.
- F. Explore unreasonable searches and seizures under the 4th Amendment in the Bill of Rights.
- G. Describe the elements of a private person's ("citizen's") arrest (Penal Code 849).
- H. Describe Miranda rights under the 5th Amendment, and its application to juveniles (see *Yarborough v. Alvarado*).
- I. Identify the rights to trial and sentencing under the Bill of Rights.

8. Fire Services / Emergency Medical Services

- A. Explain the history and role of the fire service.
- B. Explore basic chemistry and physics of fire and fire triangle.
- C. Understand the classifications of fire—A, B, C, D, K and demonstrate the use of fire extinguishers.*
- D. Describe community fire/medical services, including fire prevention.
- E. Examine how to prepare for a call, call volume and the interaction with other first responders and the general public.
- F. Identify key principles of an Incident Command System (ICS).
- G. Explain the history of EMS and the role of an Emergency Responder.
- H. Identify the differences between medical emergencies and non-emergencies for 911 calls.
- I. Understand the elements of an EMS system.
- J. Describe how Firefighting and EMS are integrated.

*Earn a certification using a fire extinguisher from an industry professional.

9. Education and Career Pathways

- A. Examine the impact of physical agility and juvenile records in preparation for public services careers.
- B. Explore education and career paths for law enforcement and corrections officers.
- C. Explore education and career paths for firefighters and emergency medical responders.
- D. Explore education and career paths for FBI, cyber/technology and security guards.
- E. Explore education and career paths for judges, lawyers, paralegals, court reporters and bailiffs.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
<p>1. <i>Essay: Each student will complete a 700 - 1000 word essay (using MLA format) in Google Docs on the progression of the three eras of law enforcement by identifying the improvements and drawbacks of these eras. In groups, students will use a graphic organizer to create a timeline from the Political era to the end of the Community Problem Solving era identifying the changes and supporting their point of view with specific examples.</i></p>	<p>1B, C 2A, D, I, J 3A, B, C, F 5E, F</p>	<p>1 2 4 5 9 11</p>	<p>2 4 5 7 8 9</p>	<p>A2.0</p>	<p>LS 11-12.6 SLS 11-12.1 SLS 11-12.1d SLS 11-12.2 WS 11-12.6 WS 11-12.7</p>
<p>2. <i>Create and present a public services agency policy manual: In groups, students will create a policy manual for a public services agency (e.g. a fire, police, FBI, emergency medical services department) of their choice, which will include creating: 1) name of agency, 2) logo, 3) motto, 4) core values and 5) leadership and ethical expectations. Students will obtain interviews of a public services agency and public services professional, online policy manuals, CAL POST, CAL Fire information and personal perspectives.</i></p>	<p>1A-D, F 2A-G, I, J 3A-F 4A -H 5G, H 6D 8A,G</p>	<p>1 2 4 8 9 10</p>	<p>2 4 6 7 8 9</p>	<p>A2.0 A3.0</p>	<p>LS 11-12.6 SLS 11-12.1 SLS 11-12.1d SLS 11-12.2 WS 11-12.6</p>
<p>3. <i>Fire extinguisher training: Students will describe various fire safety and suppression methods. Finally, students will receive hands-on fire extinguisher training and certification from a subject-matter expert.</i></p>	<p>1A-D, F 3C 4H 8B, C</p>	<p>1 2 4</p>	<p>2 6 11</p>	<p>B8.0</p>	<p>LS 11-12.6 SLS 11-12.2</p>
<p>4. <i>Essay: Students will write a 3-5 page paper proposing solutions to a crime or an issue of inequity (e.g. free lunch) in their community. In groups, students will conduct research. Students will find that all policies or solutions will raise issues of social justice, equity</i></p>	<p>1B, C 2A, D, I, J 3B, C, E, F 5A-D</p>	<p>1 2 4 5</p>	<p>2 4 5 7</p>	<p>A5.0</p>	<p>LS 11-12.6</p>

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
and/or theories of crime.		9 11 12	8 9		
<p>5. Digital promotional material: Students will create promotional material on how to prepare for a career in public services. Students will select a career path in public services and identify steps to take while in high school, education requirements, and answer the following questions: What is the impact of a juvenile record? What is community service? What are the benefits of community service? What impact can community service have on the student's public service career?</p>	1A, D, E, F 2B, E, G, I 3B, C, F 5G, H 6D 9A-E	1 2 3 4 5 10	2 3 4 5 7 8 9	A1.0 A3.0 B1.0 C1.0	LS 11-12.6 SLS 11-12.2 WS 11-12.6
<p>6. Create and present a multimedia poster or public service announcement that raises awareness of the dangers and the punishment for a community problem (e.g. texting while driving, driving without buckling up, driving under the influence, bullying, etc.) In groups, students will survey the student body to identify the extent of the problem, interview public services officers (police, fire, EMS, attorneys, judges, etc.), look up statistics online, and research state or federal laws and cases before creating an awareness campaign. Students will present their campaign to the student body.</p>	1A-D, F 2A, D, E, I, J 3B,C,E,F 5A-D, G, H 6A,B 7C-I 8A, G	1 2 4 5 9 10 12	2 4 5 7 8 9 10	A5.0 B1.0 C1.0	LS 11-12.6 SLS 11-12.1 SLS 11-12.1d SLS 11-12.2 WS 11-12.6

Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

- Demonstrate and apply the knowledge and skills contained in the Public Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the Cal-HOSA and SkillsUSA career technical student organizations.

Pathway Standards

Public Services –

Public Safety Pathway

- A1.0 Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.
- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
- A3.0 Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.
- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
- A5.0 Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.

Emergency Response

- B1.0 Analyze the characteristics of different career fields within the Emergency Response pathway to develop a perspective on the nature of the work, entry-level requirements, career options, and expectations.
- B2.0 Understand the processes by which emergency management organizations and emergency managers exert command and control over an emergency response and recovery operation.
- B4.0 Execute safety procedures and protocols associated with local, state, and federal regulations in order to effectively and safely conduct duties within fire and emergency services.
- B5.0 Develop the level of nutrition, fitness, strength, agility, and psychological health and wellbeing required for safely working in emergency response career fields.
- B7.0 Research and define what is considered to be hazardous materials incidents and threats.
- B8.0 Understand the fundamental mission of fire services occupations and the responsibility to preserve life and property, promote public safety, and reduce fire deaths.

Legal Practices Pathway

- C1.0 Demonstrate an understanding of the state and federal justice system, the Rule of Law, and the environment/practice settings for legal professionals.
- C2.0 Demonstrate an understanding and ability to utilize legal research and writing.
- C4.0 Demonstrate knowledge of constitutional law, criminal law, immigration law, and related concepts, as well as their application to factual situations.

Common Core State Standards**ENGLISH LANGUAGE ARTS****Language Standards**

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LS 11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LS 11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LS 11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards for Literacy in Science and Technical Subjects

RLST 11-12.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

WHSST 11-12.1: Write arguments focused on discipline-specific content.

Writing Standards

WS 11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study or analogy).
- d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

WS 11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings, graphics (e.g., figures, tables, and multimedia when useful to aiding comprehension).
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topics.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from the supports the information or explanation presented (e.g., articulating implications or the significance of the topics).

WS 11-12.3 Write narratives to develop real or imaged experiences or events using effective technique, well-chosen details, and well-structured event sequences.

WS 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.