

ORIGINATOR'S SECTION:

1. College: CHABSS CoBA CoEHHS CSM
 Desired Term and Year of Implementation (e.g., Fall 2008):
 Spring 2019

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* FIRE 354

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Workplace Stress, Behavioral, and Mental Health

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Firefighter Mental Health

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)
 Addresses industry culture, myths, beliefs, behavioral health, strategies for addressing occupational health and wellness, support services, and behavioral health assistance for first responders. Content focuses on understanding the sources of occupational stress and the regularity of incidents that expose first responders to often shocking, dangerous and stressful situations and Potentially Traumatic Events. Topics include suicide prevention/awareness, warning signs/symptoms, communication, emotional and physical behaviors, stress, anxiety, post-traumatic stress, addiction, depression, anger, and separation/retirement. Pre-requisite: BIOL 216.

9. Why is this course being proposed?
 Course is part of the curricula for the newly proposed Bachelor of Science in Wildfire Science and the Urban Interface

10. Mode of Instruction*
 For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



17. Corequisite(s): Yes No

18. Documentation attached Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* N/A

20. How often will this course be offered once established?* Once per academic year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Fulfills requirement for new Bachelor of Science in Wildfire and the Urban Interface

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline MW Meltr Signature 2/9/17 Date Support Oppose

Discipline _____ Signature _____ Date _____ Support _____ Oppose

SIGNATURES : (COLLEGE LEVEL) :

Matt Rahn, PhD, JD November 20, 2016

1. Originator (please print or type name) _____ Date _____

David Meltr 2/9/17

2. Program Director/Chair _____ Date _____

Bill Christ 5/5/17

3. College Curriculum Committee _____ Date _____

Thomas O'Brien 5/9/17

4. College Dean (or Designee) _____ Date _____

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

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Psychology Discipline	Signature _____	Date _____	_____ Support	_____ Oppose
Public Health / SON Discipline	<u>Denise Moore</u>	<u>4-19-17</u>	<u>X</u> Support	_____ Oppose
Social Work Discipline	<u>Beal Beal</u>	<u>4-11-17</u>	<u>X</u> Support	_____ Oppose
	Signature _____	Date _____	_____ Support	_____ Oppose

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Matt Rubin, PhD, III November 29, 2016
 1. Originator (please print or type name) Date

2. Program Director/Chair Date

3. College Curriculum Committee Date

4. College Dean (or Designee) Date

5. UCC Committee Chair Date

6. Vice President for Academic Affairs (or Designee) Date

7. President (or Designee) Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair

Wildfire Science and the Urban Interface
California State University, San Marcos

Course Outline

FIRE 354
FIREFIGHTER STRESS, BEHAVIORIAL, AND MENTAL HEALTH

COURSE DESCRIPTION

A course for first responders that addresses industry culture, myths, beliefs, and behavioral health. Addresses strategies related to occupational health and wellness, support services, and behavioral health assistance. Content focuses on understanding the sources of occupational stress and the "unfortunate regularity" of incidents that expose first responders to often shocking, dangerous and stressful situations and Potentially Traumatic Events. Topics include suicide prevention/awareness, warning signs/symptoms, communication, emotional and physical behaviors, stress, anxiety, PTSD, addiction, depression, anger, and separation/retirement.

REQUIRED MATERIALS

As an emerging field for firefighters, we will be relying on selected readings and resources from key agencies and institutions, including CAL FIRE, IAFF, NIOSH, FEMA/DHS, CDC, USFS, and peer-reviewed scientific literature. All resources will be available to download on the course website or on an agency/organization website.

Supplemental readings may be provided throughout the semester as topics or case studies are released. They will be uploaded to the course website, provided by a link to online materials, and/or emailed directly to students.

COURSE WEBSITE

This course is a fully-online course. As such, we will rely on the Cougar Courses course management software for all course interactions, materials, assignments, discussions, and quizzes. Recorded lectures, course notes, assignments, and supplemental readings will all be found there. There will also be an online forum for discussion boards and group conversations. Once you have successfully enrolled in the class you will have access to the course website at: <http://cc.csusm.edu>. Log in with your email user name and the same password as your email account.

GENERAL OVERVIEW

Providing a comprehensive review in mental health for first responders and firefighters is challenging. The field is rapidly expanding, and research, policies, and regulations are constantly being revised. In addition, a solid understanding of this field requires a foundation psychology, public health, and social work (just to name a few). As you will find out, this field is also subject to interpretation. Unlike some aspects of science, the standard for interpretation is really dependent on the person, organization, or agency...and not everyone agrees. This makes teaching (and learning) in this field somewhat difficult.

But don't let this scare you off! I expect a diversity of students in this course, with varied backgrounds in law and policy. Therefore, I will make sure that all the necessary background information is covered in as little or as much detail as needed by ALL students. The goal is not to force you to become mental health professionals, but rather to help you, as scientists and fire professionals, better understand the issues. As you will find out, many misconceptions and misinterpretations abound. Hopefully this will assist you in your understanding and appreciation of the field, and provide a foundation on which to build your future careers.

GRADING POLICY

Your grade will be based on performance on quizzes, assignments, participation, and a final project. While we want each student to achieve the highest grade possible in the course, please remember that long-standing policy considers a grade of A to be indicative of outstanding achievement; available only for the highest accomplishment, while a grade of B indicates a praiseworthy performance; definitely above average. Of course a C is considered average. This course does not use particular numerical scores that must be achieved to get a specific letter grade. Instead, letter grades will be assigned to scores after each assignment on the basis of the class average and our judgment regarding class performance.

Most of your grade will be based on the final project. We encourage you to keep up with the course pace, and develop virtual study groups with other members of the class. Discussion and interaction can be an important part of understanding the topic. Your grades will be posted on the course website as they become available, for assessment of your progress throughout the semester. Please be sure to contact the instructor early on if you are having any difficulty in the course.

Quizzes: To understand the issues discussed in class, you need to commit basic factual information to memory, and apply concepts to new problems. To make sure that everyone is keeping up with the readings and lectures, periodic quizzes will be given throughout the semester, mostly to judge your understanding of the subject matter, and to encourage timely preparation. Each quiz will test your ability to apply course information and materials to questions and case studies to solve and communicate answers to real-world problems. Assessments will be open book and notes. Also quizzes are timed, meaning that students will have to complete the assessment in the period allotted, with the site automatically shutting off after time expires.

Assignments: You will provide critical assessment and periodic assignments for this class that will teach you to apply the techniques and information you are learning. Details of each assignment will be covered in separate instructions. In general, assignments are designed to allow us to evaluate your critical thinking skills, problem solving abilities, and original thought. We will also want to ensure that written materials are of the highest quality and standard. To prepare you for assignments, textbook, online readings and/or other supplemental materials may be provided. These materials cover the concepts pertinent to the assignment.

Participation: Topics discussed in this course may be unfamiliar, albeit extremely important for your development as scientists and wildfire/WUI professionals. Regardless of whether you could conceivably pass the class without participating with the instructor or other students, every student learns more if he or she actively engages with the material, which you cannot do if you don't participate. Therefore, participation points will be based on attending online forums and discussions along with real-time discussion as appropriate.

Final Project: The final project will be based on a case study and an analysis of an a legal and economic issue related to wildfires and the wildland urban interface. At the end of the semester, students will be required to complete a written paper of no less than ten pages. A goal of the final paper is to assess the student's cumulative theoretical and applied interdisciplinary knowledge, providing an opportunity to apply this knowledge to a real-world setting through critical thinking, analysis, scientific methods, and legal analysis.

Final Grades will be calculated using the following:

Assignments	20 points	A = 100-95%	C- = 73-70%
Quizzes	20 points	A- = 90-94%	D+ = 69-67%
Participation	10 points	B+ = 89-87%	D = 66-64%
Final Project	100 points	B = 86-84%	D- = 63-60%
TOTAL	150 points	B- = 83-80%	F < 59%
		C+ = 79-77%	
		C = 76-74%	

Notes on Grading

Please check the grade for each assessment for errors. Any concerns (errors, disputes) be brought to our attention within **2 weeks**. Please double check your grade against the posted grades recorded on the website.

CLASS POLICIES

Getting help: Students often struggle with various concepts, particularly during the early stages of a class. If you are having difficulty, there are several ways to get help:

- Come to virtual office hours. In addition to my posted office hours, you are welcome to set up a meeting by appointment. Office hours are greatly under-used by students at this campus, don't be shy about making use of them!

Email notification: If I need to e-mail announcements about the class, I will use your CSUSM account. If you do not regularly monitor your CSUSM e-mail, please set up a forward from your campus e-mail to whatever account you regularly use.

Academic dishonesty: Academic misconduct has rarely been a problem, and warning you about the consequences may seem unnecessary and perhaps even offensive. The University takes standards of integrity very seriously. We are very strict with regard to cheating and plagiarism, and will respond accordingly. Please review the information on students' rights and responsibilities

Any work you submit for grading must represent your own thinking, and must be in your own words. Any cheating or plagiarism that is detected will be reported to the Dean of Students. You are expected to know what plagiarism is – refer to <https://microsites.csusm.edu/plagiarism-tutorial/> for a tutorial on plagiarism (including “unintentional” plagiarism) and how to avoid them. The instructor reserves the right to apply appropriate penalties for cases of academic dishonesty detected, up to and including assigning an F for the class. All cases of academic dishonesty will be reported to the Dean of Students.

Making up missed work: This class involves a great deal of online interaction and work. As a fully online course, the internet becomes the virtual classroom. It is critically important that students put in the time to view lectures, attend discussion sessions (as appropriate), and review all course materials. Missed assignments or quizzes will receive zeros, unless arrangements are made in advance, or unless documentation of a serious and compelling reason is presented for the absence.

Disabled student services: Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my virtual office hours or in a more private setting in order to ensure your privacy.

Student Health and Counseling Services: If you decided to pay the opt-in registration fees for the health and mental services, you will have access to campus Student Health and Counseling Services. They can provide primary care, preventative services, wellness education and mental health services. Please call 760-750-4915 for more information.

All-University writing requirement: As a three unit course, each student will complete a rigorous series of written assessments that will encompass at least 2,500 words (approximately 10 pages). The student will be responsible for original work, ideas, and concepts, ensuring that all written materials submitted are of the highest quality and standard. Assessment of this material will cover spelling and grammar, content, clarity, and organization. Evaluations will also address critical thinking skills, problem solving, and original thought.

LEARNING OUTCOMES

After taking this course you should be able to:

- Understand how studies and research informs policy, regulation, management, administration, and decision-making
- Understand and evaluate how occupational stresses and traumatic events are related to PTSD, addiction, depression, and other physical and mental health issues
- Identify issues and risks related to mental health for first responders, and understand models for support services and assistance programs
- Identify and apply appropriate resources, practices, tools, and strategies to avoid, minimize, and mitigate the mental health risks associated with fires in the wildland and wildland urban interface
- Demonstrate the ability to discuss and evaluate mental health and wellness issues both verbally and written and apply perspectives, concepts, and theories related to societal problems, threats, risks, and safety impacts

RECOMMENDATIONS FOR STUDENT SUCCESS

You will find that the content in this class is familiar to you, but can certainly be challenging. However, the coursework will reinforce the principles of the scientific process, critical thinking, and problem solving. Students who are successful in this class are those that employ the following practices.

- Dedicate yourself to learning the course material – read and review.
- Never let yourself get behind on the materials or assignments.
- Use the help that is offered (instructor office hours, review sessions, and discussion boards).
- Study the material! While quizzes and assignments are open book/notes, you really need to know the materials; you will not have enough time to go through all your notes and materials to answer questions.
- Turn in all assignments quizzes, etc. – small points add up quickly and are very destructive of your grades
- Work in study groups. Or study alone. But whatever you do, study!

CLASS SCHEDULE

Unit 1	Occupational Health and Wellness Overview
Unit 2	Support Services and Behavioral Health Assistance
Unit 3	Occupational Stress and Potentially Traumatic Events
Unit 4	Suicide Prevention and Awareness
Unit 5	Post-Traumatic Stress Disorder
Unit 6	Addiction, Depression, and Anxiety
Unit 7	Physical Health and Mental Wellbeing
Unit 8	Separation and Retirement