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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Law, Public Safety, Corrections, & Security |
| **Course Name** | Firefighter 1 |
| **Lesson/Unit Title** | Members Assistance Programs |
| **TEKS Student Expectations** | **130.334. (c) Knowledge and Skills**(16) The student recognizes all aspects of the fire department organization.(F) The student is expected to explain the components of a member assistance program |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** |

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| The student will be able to explain the components of a Members Assistance |
| Program (MAP). |  |

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| **Rationale** |

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| The career of firefighting has inevitable, inherent stresses associated with it. |
| These stresses can affect a firefighter’s job performance, work relationships, |
| personal relationships, and health. Programs that deal with these issues and |
| help manage employee stress also benefit the employer and the municipality |
| that employs the firefighters. These programs reduce employee absenteeism, |
| improve morale, and improve workplace safety. NFPA 1500 (Standard on Fire |
| Department Occupational Safety and Health Program) requires that fire |
| departments establish these programs to benefit both the employees and the |
| employer. |  |  |

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| **Duration of Lesson** | 4 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Copy of the local jurisdiction (Fire Department) Member Assistance Program
* Members Assistance Programs Quiz and Key
* Discussion Rubric
* Research Rubric
* Writing Rubric
* Computer/Projector
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) |

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| Have an open discussion with the students about what issues cause stress for |
| firefighters. Some examples are work schedules, response types, pay, |
| personal relationships, work relationships, and other issues that firefighters |
| may need assistance managing. Ask the students, “What responses might |
| firefighters have to these issues?” Some example responses are drug and |
| alcohol dependence, extra-marital affairs, and depression. Use the Discussion |
| Rubric for assessment. |

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| **Direct Instruction \*** |

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| I. Members Assistance Programs (MAPs) |  |
| A. Confidential counseling/referral services provided to employees and |  |
| their eligible dependents |  |
| 1. Eligible dependents normally include |  |
|  | a) | Spouses |  |
|  | b) Common law spouses |  |
|  | c) Children living with the employee |  |
|  | d) | Elderly parents |  |
|  | e) | Boyfriends and girlfriends |  |
| B. Often referred to as Employee Assistance Programs (EAPs) |  |
| C. Normally prepaid by the employer |  |
| D. Designed to help employees with problems that can affect all families |  |
| at one time or another; these problems can also affect job |  |
| performance unless they are treated promptly and professionally |  |
| E. Assist with problems including, but not limited to |  |
| 1. Alcohol and drug dependency |  |
| 2. Personal and interpersonal problems3. Marriage Difficulties 4. Stress5. Depression6. Anxiety7. Divorce8. Financial Problems9. Emotional Health* 1. Give professional assistance to employees who need it (often by

giving referrals)1. Wellness Programs
	1. Established to assist fire service personnel dealing or struggling

 with health-related problems including, but not limited to* + 1. Nutrition
		2. Hypertension/High Blood Pressure
		3. Smoking
		4. Weight loss
		5. Physical conditioning with access to counselors and or trainers
	1. These programs are often offered to the firefighter and their eligible

dependents as listed above1. Critical Incident Stress Management (CISM)
	1. Often considered to be an integral part of a department’s MAP

because of the purpose it serves* 1. Assists firefighters with managing the stress related to incident

response* + 1. Because firefighters and victims are exposed to injuries that can be

horrific and gruesome some method of reducing and dealing with stress must be available to reduce the impact of these incidents* + 1. Stress management should begin prior to situations where

psychological or emotional stress can be anticipated. This can be done by* + - 1. Debriefing firefighters before they enter a seriously stressful

scene so they may prepare themselves for what they might encounter* + - 1. Defusing fire service responders that may be working several

shifts exposed to such conditions (recommended at the end of each shift)* + - * 1. A defusing session is an informal discussion with

 incident responders thatAddresses chemical and medical exposure informationAddresses damaged equipment and apparatusIdentifies any unsafe operating procedures that may have been used* + - * 1. At the defusing session

Information gathering responsibilities are assigned in preparation of the post incident analysis* + 1. Positive aspects of the incident are also

 identified and reinforced* + 1. Stress indicators are identified and initially

dealt with* 1. Additionally, firefighters should participate

 in a full debriefing session within 72 hours of  the incident1. Have qualified stress managers/counselors or incident personnel

available as neededIV. Employer benefits of providing MAPs1. Reduce the impaired performance of personnel and return it to an

 acceptable level1. Decrease excessive absenteeism
2. Reduce grievances
3. Decrease inappropriate treatment
4. Improve morale
5. Increase workplace safety
6. Enhance the family and workplace environment
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*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** NONE
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| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** NONE
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Members Assistance Program Paper. Have students select a topic from the following list and then write a short paper describing how the issue is resolved in a MAP. Use the Writing Rubric for assessment.* Alcohol dependency
* Personal problems
* Stress
* Depression
* Anxiety
* Divorce
* Financial problems

***Note:* the following steps of the writing process are suggested:**1. Brainstorm the topic: students may participate in one-on-one, small group, or classroom discussions as they choose their topic
2. Pre-write: students will prepare to write by mapping, webbing, outlining, and/or word clustering, etc.
3. First draft: students should let their thoughts flow (revising, editing, and proofreading come later)
4. Peer response: students will give each other specific feedback; circulate around the room during this time, offering your own feedback
5. Second draft: using peer and teacher feedback, students will revise their first draft; the second draft should represent the students’ very best work, given everything they know about writing and the feedback they receive
6. Scoring: score the second draft using Writing Rubric
7. Revision: using the written teacher feedback, students will revise the second draft, paying close attention to the rubric scoring; students will make changes suggested by the rubric grade and then turn in a final draft to the teacher

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*For reinforcement, the student will research how a fire service supervisorwould refer an employee to a MAP for a drug addiction. The student mustexplain the process, including patient confidentiality, and describe theconditions that must be met before an employee could safely return to work.Use the Research Rubric for assessment. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | * Members Assistance Programs Quiz
* Discussion Rubric
* Research Rubric
* Writing Rubric

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** NONE
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| **References/Resources/****Teacher Preparation** | 0135151112, *Essentials of Firefighting* (5th Edition)**,** International Fire Service Training Association (IFSTA), 20081428339825, *Firefighter's Handbook: Firefighter I and Firefighter II* (1st Edition), Delmar Cengage Learning, 2008El Paso Fire Department’s Members Assistance Program |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English/Language Arts StandardsI. WritingA. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.Edit writing for proper voice, tense, and syntax, assuring that it conforms |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | Students will select a counseling/referral service commonly offered by a fire service MAP and consider the potential consequences (for the fire service and the employee) if the program did not exist. Use the Writing Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)