



## **HOSA STRATEGIES FOR EMERGENCY PREPAREDNESS: COMPETITIVE EVENTS**

### **MODULE 2: PUBLIC HEALTH EMERGENCY PREPAREDNESS COMPETITIVE EVENT**

#### **PURPOSE**

The purpose of this module is to familiarize HOSA advisors with the Public Health Emergency Preparedness Competitive Event, which involves a presentation by a team of HOSA members on a topic in public health. Topic areas include the following:

- Bioterrorism, radiation, and chemical emergencies
- Mass casualties
- Natural disasters and severe weather
- Recent outbreaks and incidents

One of these topic areas will be designated each year by National HOSA. The purpose of this event is to encourage health science students to work as a team to plan and teach others about public health emergencies.

#### **OBJECTIVES**

1. Explain the purpose of the Public Health Emergency Preparedness Competitive Event.
2. Identify official references that support the knowledge and skills needed to assist HOSA chapter members prepare for the event.
3. Describe components of the Public Health Emergency Preparedness Competitive Event.
4. Analyze opportunities for integrating the Public Health Emergency Preparedness Competitive Event knowledge and skills into the health science classroom.

5. Explore career opportunities in the field of Public Health Emergency Preparedness.

## RESOURCES

Public Health Emergency Preparedness Competitive Event Guidelines from the HOSA Handbook, Section B, available at <http://www.hosa.org/natorg/sectb/cat-ii/ep.pdf>.

The purpose of this event is for students to work as a team and inform the public about public health emergencies. The official resource is the CDC Emergency Preparedness website at <http://emergency.cdc.gov/>. The specific topic must come from the major category of public health emergencies for the year assigned and may include information about one or more of the types of emergencies presented on the website.

The CDC website must be the resource for specific topic selection by the team; however, other resources may be used in developing the presentation.

## CONTENT

On this CDC website, <http://emergency.cdc.gov/>, the user will find information on numerous types of emergencies that affect the public. According to the CDC, the site is intended to increase the nation's ability to prepare for and respond to public health emergencies. There is information on public health hazards, how to prepare for the hazards, what the CDC is doing to protect the public, and what the public can do to protect themselves and their communities. There is information designated for the public and for professionals. For those interested in more information, additional links are available. In addition, the site contains easily retrieveable updated information which can be used in class in the *What's New* section. Some career information is available by searching the website.



4. The CDC offers a free email subscription service through their website, <http://emergency.cdc.gov/>, helping the public stay informed about various health issues. Your email address will only be used to deliver the requested information or to give you access to your profile of subscriptions. You can customize the topics for which you would like information. In order to stay abreast of the information you can use in your classroom:
  - Go to the opening page of the CDC website listed above.
  - You will find a *Get Email Updates* area on the right hand side of the webpage.
  - Enter your information in the space provided. (Make sure you are following school policies.)
  - Print a copy of the confirmation page which states that you have successfully subscribed and include it in your course notebook.
  
5. Using HOSA events in the classroom can be a valuable learning experience if the activity is aligned with your instructional objectives. In this activity, assign students in teams of 2-4 members who will work together to create a plan for a presentation which follows the competitive event guidelines. Familiarize yourself with the event guidelines and, in your own words, introduce the activity to your class. Then follow the steps below:
  - Assign each group a specific category of disaster as identified in the Hazard Chart. (Attachment 2-1)
  - Give each group a copy of the event rating sheet (rubric) and the handout provided in this module. (Attachment 2-3)
  - Students will need access to computers/Internet.
  - Determine how much time you can allot to this activity and plan the activity accordingly. (Note – you can modify this assignment by having the students begin this activity in class and finish it as homework.)
  - Before students turn in their work, facilitate a classroom discussion so that groups can share what they learned about the public health hazards. You may also get them to discuss how effective their presentations would be and why. Include samples of the completed handouts from students in your course notebook.

- *Optional* – Select one or more groups to actually follow through with their plan and presentation. For HOSA members who may choose to participate in this event, you may encourage them to first present to their class, then to other classes or groups within the school. Select “judges” to complete the rating sheet during each presentation, therefore, providing feedback for improvement. Once the team has put the “final touches” on the presentation, partner with community groups who will volunteer to serve as the audience as the team practices for the competition. *It is important to remember that the process the team uses to reach their goals and the learning and personal growth involved is a major purpose of competitive events. Encourage students to reflect on their experiences along the way and help them celebrate their accomplishments regardless of whether or not they place as a top team in the competition.*
6. As issues in public health emergencies continue to emerge and as information and guidelines for preparation are updated, it is important that you incorporate current information into the curriculum as necessary. You have likely encountered times in your career when classroom information became outdated and the need arose to obtain credible updates. In the area of public emergency preparedness, the CDC website contains a variety of methods for updating the public and professionals with updated information. On the website, click on the link, *What’s New*. Scroll through the posted updates and choose 3-5 updates that relate to what you are teaching in the health science curriculum. Note the key points which have relevancy to your class content and include them in the chart included in this module. (Attachment 2-4)
7. Complete one of the following assignments:
- Invite a guest speaker to speak during your class or HOSA Chapter meeting from your local Office of Emergency Management Services. Develop at least four (4) learning objectives to provide guidance to the guest on information to include in the presentation. Make sure to include career objectives. Then write at least four (4) questions you anticipate students might ask after the presentation. Complete a Speaker Summary. (Attachment 2-5A)
  - Schedule an interview with someone from your local Office of Emergency Management Services. Information you obtain in the interview should be appropriate for use as a student resource for this competitive event and for identifying opportunities for a HOSA partnership. Complete an Interview Summary. (Attachment 2-5B)

**ATTACHMENT 2-1**

**SPECIFIC HAZARD CHART**

<b>Hazard</b>	<b>Examples</b>
Bioterrorism	
Mass Casualties	
Chemical Emergencies	
Natural Disasters & Severe Weather	
Radiation Emergencies	
Recent Outbreaks &Incidents	

## ATTACHMENT 2-2

# LESSON PLAN – EMERGENCY PREPAREDNESS AND YOU

Develop a lesson plan which incorporates any or all of the information from the webpage, *Emergency Preparedness and You*. Create the lesson and obtain or develop the materials (PowerPoints, brochures, handouts, checklists) needed. Since this webpage is also sponsored by the American Red Cross, you may wish to review any materials they offer. Search and explore other websites to obtain materials or create your own from this website.

INSTRUCTOR		DATE
COURSE TITLE		CLASS PERIOD
UNIT	SPECIFIC TOPIC	
INSTRUCTIONAL GOAL (outcome that students should be able to demonstrate upon completion of the lesson.)		
LESSON CONTENT (How the lesson will incorporate information from PandemicFlu.gov)		
INSTRUCTIONAL PROCEDURES <ul style="list-style-type: none"><li>a. Focusing event (something to get the students' attention)</li><li>b. Teaching procedures (methods you will use)</li><li>c. Formative check (progress checks throughout the lesson)</li><li>d. Student participation (how you will get the students to participate)</li><li>e. Closure (how you will end the lesson)</li></ul>		
MATERIALS AND AIDS (what you will need in order to teach this lesson)		

## ATTACHMENT 2-3

# PUBLIC PREPAREDNESS PRESENTATION PLAN

**Assignment:** Plan a 15 minute group presentation designed to inform the public about public health emergencies.

**Handouts:** This activity page  
Rubric for Public Health Emergency Preparation  
Public health hazard category assignment from your teacher

**Directions:** Follow the instructions in this handout completing the work as a team. Turn in the completed form and required attachments to your teacher.

**Assigned Hazard** \_\_\_\_\_

1. Using the CDC Emergency Preparedness website at <http://emergency.cdc.gov/> as your primary resource, research your hazard category and determine which specific topic(s) your group will present. List your selected topic(s) below.

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2. Continue your research into your specific topic and identify additional resources your group may use to plan your presentation. List these resources below.

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3. Develop a brief outline of the information you wish to include in your presentation and attach a copy to this handout.

4. Divide the responsibilities for the presentation among your group members. In the space below, describe the process your group used to determine these responsibilities. Attach the list of responsibilities to this handout.

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5. Make a list of supplies and equipment needed for the presentation.

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6. Compare your plan with the presentation rubric and answer each question. Be prepared to share your thoughts in a class discussion.

- Other than the “team member” section of the rubric, identify the areas of strength in your plan.

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- Are there criteria for which you have not considered in the development of your plan (such as organization of content and originality or creativity)?

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- Are there any changes that you would like to make in your plan? If so, explain,

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**ATTACHMENT 2-4**

**WHAT'S NEW IN PUBLIC HEALTH EMERGENCY  
PREPAREDNESS?**

<b>CDC Posting Date</b>	<b>Title of Update</b>	<b>Summary of Key Points</b>	<b>Relevancy to Curriculum</b>

**ATTACHMENT 2-5A**

**GUEST SPEAKER SUMMARY**

Date	Speaker Name	Title
Objectives of presentation		
Questions for speaker		
Brief description of presentation		
Were objectives met? If not, describe any changes you would make to this activity in the future.		
List any follow-up activities that may occur as a result of this presentation		

**ATTACHMENT 2-5B**

**INTERVIEW SUMMARY**

Date	Name of person interviewed	Title
List interview questions.		
Describe information learned which can be used as a resource for HOSA members.		
Describe opportunities for a HOSA partnership.		
List any follow-up activities that may occur as a result of this presentation		