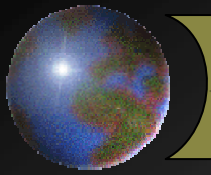


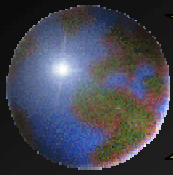
Disaster in the Curriculum

Lynne M. Healy
Barbados Seminar
2007



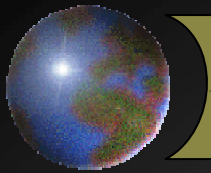
Disaster & International Curriculum Building

- ❖ Disaster as an important component of international curriculum
- ❖ Disaster can be used as an exemplar for internationalizing (a focus)
- ❖ Disaster is particularly useful in strengthen the global/local link & helping students understand this *



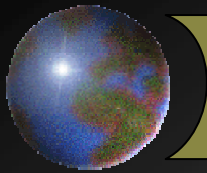
Special Areas of Relevance

- ❖ Disaster is particularly relevant to the Practice Curriculum, both micro and macro (and this is an under-represented area in the progress made in international curriculum)
- ❖ Disaster is also relevant for all population groups content and can be used to enhance both fields of practice and population based concentrations and courses



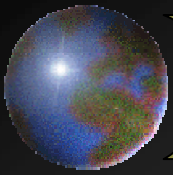
Models of Influencing Curriculum

- ⊕ Infusion or incorporation
- ⊕ Specialized courses
 - ⊕ Elective vs. required
- ⊕ Concentration/specialization



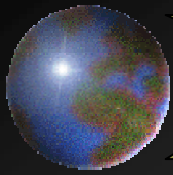
Models of Influencing Curriculum

Target Group	Degree of Comprehensiveness	
	Minimum Essentials	Comprehensive
All Students	Incorporate one or more modules	Infusion throughout total curriculum
Self-selected Group	Elective course	Concentration/ Specialization



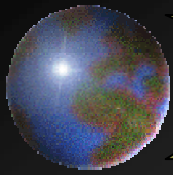
Models (continued)

- Attention to Field Work as well as coursework
- Individualized study with related field practicum is also an option



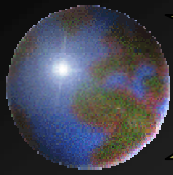
Principles of Infusion

- Relate to mission
- Complement existing curriculum
- Identify learning outcomes for infused content
- Content infused should match identified outcomes



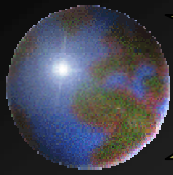
Infusion Considerations

- Build on faculty expertise
- Identify where in curriculum disaster content should be incorporated
 - Many are relevant: HBSE; policy; practice—both micro and macro; advanced concentrations; and oppression/social justice, as well as practice



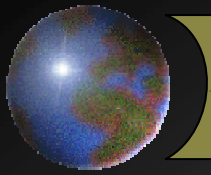
Considerations

- Note that practice is an area not addressed in U.S. EPAS for international content
- Note importance of including cultural relevance—models that are culturally appropriate and sustainable



Lessons learned: Challenges

- Attitudes of faculty, students and administrators
- Lack of faculty competence
- Lack of materials and resources (books, articles, etc)
- Lack of models for teaching this content in social work



Lessons learned from Internationalization efforts (2)

- Lack of related career opportunities
- Costs
- Crowded curriculum
- No recognition in the CPS (now EPAS) or in other standards including Global Standards