FIRE 273.1 Course Outline as of Fall 2019

CATALOG INFORMATION

Dept and Nbr: FIRE 273.1   Title: FIRE SERVICE INST I
Full Title: Fire Service Instructor I
Last Reviewed: 10/14/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	2.00	4	Lecture Scheduled	8.00
Minimum	1.00	Lab Scheduled	8.00	2	Lab Scheduled	32.00
		Contact DHR	0		Contact DHR	0
		Contact Total	10.00		Contact Total	40.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 16.00   Total Student Learning Hours: 56.00

Title 5 Category: AA Degree Applicable
Grading: P/NP Only
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

Catalog Description:
This course provides the skills and knowledge necessary for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of National Fire Protection Association (NFPA) 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Fire Service Instructor I certification will be able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Fire Service Instructor I will also be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction. This Company Officer course is one of a series required for Company Officer Certification by California State Fire Training. Upon successful completion, the student will be eligible to apply for a completion certificate from the State Board of Fire Services.

Prerequisites/Corequisites:
Course Completion of FIRE 71 (Completion of basic fire academy or equivalent as determined by the Dean of Public Safety Instruction.)

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:
Description: This course provides the skills and knowledge necessary for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of National Fire Protection Association (NFPA) 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Fire Service Instructor I certification will be able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Fire Service Instructor I will also be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction. This Company Officer course is one of a series required for Company Officer Certification by California State Fire Training. Upon successful completion, the student will be eligible to apply for a completion certificate from the State Board of Fire Services. (P/NP Only)
Prerequisites/Corequisites: Course Completion of FIRE 71 (Completion of basic fire academy or equivalent as determined by the Dean of Public Safety Instruction.)
Recommended: Eligibility for ENGL 100 or ESL 100
Limits on Enrollment:
Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
CSU GE:	**Transfer Area**		Effective:	Inactive:
IGETC:	**Transfer Area**		Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 2020	Inactive:	
UC Transfer:		Effective:	Inactive:	

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Demonstrate the ability to adapt, prepare and deliver lesson plans that meets the needs of a specific audience
2. Demonstrate the ability to administer and record tests and evaluations and provide the feedback necessary to improve instructional performance
3. Demonstrate the ability to obtain and organize a safe and positive learning environment and the learning resources necessary to deliver instruction

Objectives:
Upon completion of the course, students will be able to:
1. Identify course objectives, requirements, assignments, activities, evaluation methods and participation requirements
2. Identify the different levels and courses required for certification in the Fire Instructor

tract and the capstone task book and testing process
3. Describe the duties of a Fire Service Instructor I
4. Determine the need to adapt lesson plans for specific cultures and student groups
5. Demonstrate the ability to adapt lesson plans
6. Demonstrate the ability to organize a learning environment to address lighting, climate, distractions, noise, seating, audiovisual equipment, teaching aids and safety
7. Demonstrate the ability to present a cognitive and psychomotor lesson plan
8. Demonstrate the ability to adjust a lesson plan to adapt to changing circumstances in the learning environment
9. Demonstrate the ability to adjust to different learning styles to accomplish lesson objectives and maintain a safe and positive learning environment
10. Demonstrate the ability to properly operate audiovisual equipment
11. Demonstrate the ability to smoothly transition the use of audiovisual materials during teaching demonstrations
12. Demonstrate the ability to administer oral and written tests in a manner that eliminates bias, follows agency procedures and maintains test security
13. Demonstrate the ability to grade written and performance tests accurately and securely
14. Demonstrate the ability to report test results accurately following agency polices
15. Demonstrate the ability to provide feedback to students that is timely, relevant, object and includes suggestions for improvement
16. Demonstrate the ability to evaluate teaching demonstrations and identify their strengths and weaknesses
17. Demonstrate the ability to assemble the resources and equipment necessary to deliver a lesson
18. Describe an agency's procedures for requesting resources necessary to meet training goals
19. Describe an agency's procedures for scheduling instructional sessions
20. Describe an agency's policies for completing and reporting training records

Topics and Scope:

I. Orientation and administration
   A. Review of facilities
   B. Review of classroom requirements
   C. Review of syllabus, participation, assignments and evaluation methods
II. Fire Service Instructor Certification track course requirements
   A. Level I requirements
   B. Level II requirements
   C. Level III requirements
   C. The capstone task book process
   D. The capstone testing process
III. Duties of a Fire Service Instructor I
   A. Program management and the basic resources, records and reports essential to the instructional process
   B. Instructional development
 1. Reviewing and adapting prepared instructional materials
 2. Maintaining lesson plan content and objectives
   C. Delivering instructional sessions using prepared materials
   D. Evaluation and testing
 1. Administration and grading of student evaluation instruments
 2. Impact of local policies and procedures on the evaluation process
IV. Determining Needed Adaptions

A. Recognizing student characteristics, needs and cultural diversity
  1. Specifically Designed Academic Instruction in English (SDAIE)
  2. Visual, Oral Reading-Writing or Kinesthetic (VORK) styles
  3. Student exceptionalities
  4. Members of the public
 B. Methods of instruction
 C. Types of resource materials
 D. Aspects of an organized learning environment
 E. Policies and procedures used to adapt instruction of the learning environment
 F. Analyzing available resources, facilities and materials

V. Adapting lesson plans
 A. Components of a lesson plan
 B. Instructional aids and methods used to support lesson plans
 C. Aspects of an organized learning environment
 D. Instructor preparation, organizational skills and awareness
 1. The learning environment
 2. Capability of the facilities
 3. Available equipment
 4. Target audience

VI. Organizing the learning environment
 A. Classroom management and current safety practices
   1. Compliance with Injury Illness Prevention Programs (IIPP)
   2. California Health and Safety Code Division 12
   3. Cal/OSHA
   4. NFPA Standards
     a. 1403, Standard for Live Fire Training Evolutions
     b. 1584, Standard on the Rehabilitation process During Training Exercises
     c. 1983, Standard on Life Safety Rope and Equipment for Emergency Services
   5. Existing NFPA professional qualifications
   6. Psychomotor lesson considerations
     a. Protective equipment
     b. Modeling good safety practices
     c. Guided practice
     d. Additional instructors to ensure safety
   7. Techniques to maximize student application times
   8. Procedures for the use of personal electronic devices
 B. Advantages and limitations of audiovisual equipment and teaching aids
 C. Classroom arrangement that fits the lesson, learning environment and student needs
 D. Methods of instruction that fits the lesson, learning environment and student needs
 E. Instructional media that fits the lesson, learning environment and student needs

VII. Presenting lessons
 A. Laws and principles of learning
 B. Methods and techniques of instruction
 C. Lesson plan components
 D. Elements of the communication process
 E. Lesson plan terminology
 F. Impact of cultural differences on instructional delivery
 G. Safety rules, regulations and practices
 H. Training hazards
 I. Elements, benefits and limitations of distance learning
 J. Distance learning delivery methods
 1. Online learning

2. Blended e-learning
3. Web-based instruction
4. Computer-based training
5. Interactive television
6. Podcasts
   K. The instructor's role in learning
   L. Oral and nonverbal communication techniques for classroom and distance learning presentation
   M. Using methods and techniques of instruction
   N. Using lesson plans in an instructional setting

VIII. Adjusting presentations for changing situations
   A. Methods of dealing with changing circumstances in the learning environment
1. Equipment failure
2. Weather
3. Audio and visual distractions
4. Safety
5. Limited resources
6. Presentation location

IX. Maintaining a safe and positive learning environment
   A. Motivation and coaching techniques
      1. Factors that influence the learning process
         a. Attitude
         b. Experience
         c. Knowledge
         d. Education
         e. Personality
         f. Physical condition
         g. Unsafe behavior
         h. Motivation
         i. Competing demands for time
      2. Learning styles
      3. Learning disabilities and methods for meeting student needs
      4. Methods of dealing with disruptive students and unsafe behavior
         a. Harassment
         b. Abuse
         c. Discrimination
         d. Disruption of training
         e. Horseplay
         f. Lack of respect for others
      5. Using basic coaching and motivational techniques
      6. Corrective techniques to manage disruptive behavior
      7. Adapting lesson plans or materials to specific instructional situations

X. Operating instructional audiovisual equipment
  A. Components of audiovisual equipment
  B. Using audiovisual equipment to support the learning process
  C. Cleaning and maintaining audiovisual equipment

XI. Utilizing Audiovisual Materials
  A. Media types and the benefits and limitations of each
  B. Criteria to use when selecting media
  C. Transition techniques when using different media

XII. Administering and conducting tests
  A. Test administration procedures

B. Agency testing policies
C. Laws and policies pertaining to discrimination during training and testing
D. Methods for eliminating testing bias
E. Laws affecting records and disclosure of training and testing information
F. Purposes of evaluation and testing
G. Performance skills evaluation principles
H. use of skills checklists
I. Oral questioning techniques for testing
XIII. Grading and securing student examinations
A. Grading methods
B. Methods for eliminating bias during grading
C. Methods for maintaining exam security and confidentiality of scores
XIV. Reporting test results
A. Reporting procedures
B. Interpreting test results
1. Determining number who passed and failed
C. Communication techniques for submitting test results
1. Communication with agencies that collect test results
D. Providing feedback to the organization regarding test results
XV. Providing feedback evaluation to students
A. Reporting procedures
B. Interpreting test results
1. Areas requiring additional study or remediation
C. Communication skills for providing student feedback
D. Coaching techniques
1. Documenting remediation and coaching discussions
XVI. Evaluating Student instructor Lesson Demonstrations
A. Observing teaching demonstrations
B. Documenting strengths and weaknesses of student instructor performance
C. Facilitating reviews and discussions of teaching demonstrations
1. Instructor style
2. Flow of presentation
3. Matching the teaching style to the audience learning styles
XVII. Assembling course materials
A. Components of a lesson plan
B. Department policies and procedures for the procurement of materials and equipment
C. Availability of resources based on student need and number
XVIII. Preparing resource requests
A. Resource management for instructional materials
B. Sources of instructional materials and equipment
C. Effective oral and written communication techniques for requesting instructional materials
D. Completing resource request forms
XIX. Scheduling instructional sessions
A. Departmental scheduling procedures
B. Resource management for scheduling instruction
C. Scheduling instruction sessions
XX. Completing and submitting training records
A. Types of required records and reports
B. Policies and procedures for processing records and reports
1. Agency timelines
2. NFPA Standard 901, Classifications for Incident Reporting and Fire Protection

Data
3. Cal-OSHA Title 8 Chapter 3.2 Reporting Work Connected Fatalities and Serious Injuries
4. Ethical and legal implications of incomplete or falsified records
C. Writing training reports and completing training records

Assignment:

1. Pre-course reading and writing assignments of up to three hours
2. Adapt 1-3 lesson plans
3. Prepare 1-3 tests
4. 2-3 group activities
5. Present 1-3 lesson plans
6. Conduct 1-3 teaching demonstration evaluations
7. 2-4 quizzes
8. Summative exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Lesson plans, tests, demonstration evaluations, resource requests	Writing 5 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Teaching demonstrations with personnel scenarios	Problem solving 5 - 15%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Present lesson plans	Skill Demonstrations 5 - 15%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes and summative exam	Exams 70 - 85%

Other: Includes any assessment tools that do not logically fit into the above categories.

None	Other Category 0 - 0%

Representative Textbooks and Materials:
Fire and Emergency Services Instructor, IFSTA, 8th Ed. 2012, ISBN 9780879394417
Fire Service Instructor: Principles and Practice, Jones and Bartlett, 2nd Ed. 2014 ISBN