Fire Service Course Delivery

Title: Master Syllabus
Date: August 29, 2017

Course Title	**Fire Service Course Delivery**
Course Number(s)	**FFP-1740, BFST 1740, ATPC 1740**
Prerequisite(s)	Meet Minimum requirements for FSI 1 certification, Fire Officer 1
Revision Date	August 25, 2017
College Credit Recommendation/Contact hours	This course is recommended for 3 College Credit Hours, with 45 contact hours
Continuing Education Units (CEU's)	45 hours
Class Days/Time	If on the Fire College Campus - 8:00am to 5:00pm with 5 additional hours of out of class work may be required.
Instructional Supervisor ***Program Manager***	Name: Francis J. Ennist Email: frank.ennist@myfloridacfo.com
Course Description	The curriculum draws from many recognized authorities in exploring the methods and mechanics of imparting information and adult learning principles. The course emphasizes techniques which have wide application in teach situations, as well as devices for specific training areas. The course also stresses measuring teaching effectiveness, and the use of media and visual aids. Fire Service Course Delivery Covers Chapters 1 to 4, 6 and 8. Chapter 5 is referenced during Delivery and covered in Course Design. Part of Chapter 7 is covered in Delivery and part in Design.
Student Learning Outcomes	**After the successful completion of this course, the student will be able to do the following:** 1. Define the roles of an instructor in a classroom and function as a fire service instructor as defined by NFPA 1041, Fire Service Instructor Professional Qualifications and Florida Rule 69A-37. 2. Describe the various methods of instruction and adapt it to a classroom setting through class projects. 3. Incorporate various learning theories and strategies into their own classroom presentation skills and techniques. 4. Create a learning environment that is conducive for positive learning. 5. Discuss legal considerations applying to instruction and training.

	6. Understand and be able to conduct a safe practical training exercise as defined in the NFPA Standards and Florida Statutes. 7. Construct, administer, and evaluate an assessment instrument. 8. Identify and effectively use various instructional media in a classroom environment; as well as outside class settings.
Textbook used by BFST	*NEW BOOK Fire Service Instructor – Principles and Practice (2nd Edition) Jones and Barlett Learning ISBN 978-1-4496-7083-2*
Required Materials	Notebook, pen, pencil, thumb drive, Textbook
Method of Instruction	Classroom Lecture, Practical Evaluations, On-Line, Blended Learning 30/15 hours
Grading	Passing 70%; Instructor will define the number of quizzes, tests, presentations, etc., and the point values or presentations for each.
Certification(s)	Fire Service Instructor 1, (upon completion of State Exam) 1 of 5 courses for Fire Officer 1: FFP2120 BUILDING CONSTRUCTION FOR THE FIRE SERVICE FFP2720 COMPANY OFFICER RN4807 COURAGE TO BE SAFE **FFP1740 FIRE SERVICE COURSE DELIVERY** FFP1810 FIREFIGHTING TACTICS AND STRATEGIES I
Attendance Policy	You are required to attend all sessions of the course and complete all pre-course assignments. Failure to appear in class for a scheduled activity will be considered an absence unless you make arrangements with the instructor for a make-up session. Failure to make up missed sessions prior to the next session will result in an absence. Students are allowed to miss 10% of the class and still receive credit.
Academic Integrity	Academic integrity is crucial to the learning community and indicates respect for the college, the instructor, the course, your classmates and yourself. Any violation of this trust, including but not limited to cheating, plagiarism, collusion, or using or having any content of an un-administered test, will result in immediate dismissal from the course. Under Florida Statute 633, any student dismissed for academic dishonesty **Qualification Description** **Instructor I Certification** You must be certified by the State of Florida as an Instructor I, II, or III, or a State of Florida

		recognized Fire Department, or hold a certification as a Single Course Exemption Instructor. Applications can be made through the Bureau of Fire Standards and Training. Organization Providers Are Schools, Government Entities, and Businesses that need to apply and be approved by the Florida State Fire College. You may teach courses for this type of Certification or Competency only if you hold the certification, and the appropriate disciplines. Six years' experience as a regular member of an organized fire department. Documentation of completing the 40-hour Fire Service Course Delivery Class or equivalent. Physical ability to perform the tasks associated with the training. To apply for this certification, log in as a student, click on Apply, select certification exam and follow the process to submission. Supporting documentation may be scanned and attached or faxed to 352-732-1374. When faxing, note "on-line application" on the fax along with a contact phone number. Instructor I certification requires an application, fee, HS diploma, physical ability to instruct and 70% or better on the State Exam. When taking a state exam, please ensure that your personal profile matches the identification that you plan to produce at Pearsonvue. An Instructor I can teach courses that the instructor has taken and holds the state certification for.
	Renewal Message	You must complete 40 hours of continuing education in your 4-year time frame. Approved Continuing Education courses can be found at LOCATE, RENEWAL REQUIREMENTS
Students with Disabilities	Any student who has a permanent or temporary disability that may require a reasonable accommodation to participate in the course must present documentation of the disability and requested accommodation no later than the beginning of the course.	
Emergency Evacuation Policy	Emergency procedures for the institution or training facility should be followed. If on the Florida State Fire College campus, the occupants of the buildings on campus are required to evacuate and assemble outside	

	when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation. • Familiarize yourself with all exit doors of the classroom and the building. • Remember that the nearest exit door may not be the one you used when you entered the building. • If you require assistance to evacuate, inform the instructor on the first day of class. • In the event of an evacuation, follow the guidance of the instructor. • Do not re-enter a building unless you are given instructions by Florida State Fire College personnel to do so.
Requesting Emergency Care	Emergency procedures for the institution or training facility should be followed. If on the Florida State Fire College campus, any request for emergency care should be initiated by calling "911" from any phone on campus of the Florida State Fire College. Phones are located in each classroom. Additionally, in the event of any emergency, immediately contact an instructor or staff member.
Critical Event Procedures	Emergency procedures for the institution or training facility should be followed. If on the Florida State Fire College campus: **Severe Weather –** there is a lightning detection system on campus which has an audible 15 second blast of an air horn. If you are outside, please follow your instructor or move to the closest permanent building. Once the threat is over, there will be three 5 second blasts of the signal. **Security –** During the daytime, security is handled by full time faculty and staff. There are security guards on duty in the evenings and weekends. Please comply with the requests made of security officers. Failure to do so can result in removal from campus. **Student Badges –** You will be issued a badge to be worn anytime you are on campus.
Enabling Objectives	**Evaluator must observe and evaluate the final presentation demonstrating the JPR's of NFPA 1041 (2012 ed.)** 1. Assemble course materials 2. Review instructional materials. 3. Adapt a prepared lesson plan. 4. Organize the classroom, laboratory or outdoor learning environment. 5. Present prepared lesson plans.

	6. Adjust presentation. 7. Adjust to differences in learning styles, abilities and behaviors. 8. Operate audiovisual equipment. 9. Utilize audiovisual materials. 10. Administer oral, written, and performance evaluations.
Practical Applications	**Evaluator must observe and evaluate the final presentation demonstrating the JPR's of NFPA 1041 (2012 ed.)** **Chapter 4 Instructor I** **4.1 General.** **4.1.1** The Fire Service Instructor I shall meet the JPRs defined in Sections 4.2 through 4.5 of this standard. **4.2 Program Management.** **4.2.1 Definition of Duty.** The management of basic resources and the records and reports essential to the instructional process. **4.2.2** Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained. **(A) Requisite Knowledge.** Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability. **(B) Requisite Skills.** None required. **4.2.3** Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented. **(A) Requisite Knowledge.** Resource management, sources of instructional resources and equipment. **(B) Requisite Skills.** Oral and written communication, forms completion. **4.2.4** Schedule single instructional sessions, given a training assignment, department scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to department procedure. **(A) Requisite Knowledge.** Departmental scheduling procedures and resource management. **(B) Requisite Skills.** Training schedule completion. **4.2.5** Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures. **(A) Requisite Knowledge.** Types of records and reports required, and policies and procedures for processing records and reports. **(B) Requisite Skills.** Basic report writing and record completion.

	4.3 Instructional Development. **4.3.1* Definition of Duty.** The review and adaptation of prepared instructional materials. **4.3.2*** Review instructional materials, given the materials for a specific topic, target audience, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified. **(A) Requisite Knowledge.** Recognition of student limitations and cultural diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures. **(B) Requisite Skills.** Analysis of resources, facilities, and materials. **4.3.3*** Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved. **(A)* Requisite Knowledge.** Elements of a lesson plan, selection of instructional aids and methods, and organization of the learning environment. **(B) Requisite Skills.** Instructor preparation and organizational skills. **4.4 Instructional Delivery.** **4.4.1 Definition of Duty.** The delivery of instructional sessions utilizing prepared course materials. **4.4.2** Organize the classroom, laboratory, or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered. **(A) Requisite Knowledge.** Classroom management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction. **(B) Requisite Skills.** Use of instructional media and teaching aids. **4.4.3** Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed. **(A)* Requisite Knowledge.** The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson

	plan terminology and definitions; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor's role in distance learning. **(B) Requisite Skills.** Oral communication techniques, methods and techniques of instruction, and utilization of lesson plans in an instructional setting. **4.4.4*** Adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved. **(A) Requisite Knowledge.** Methods of dealing with changing circumstances. **(B) Requisite Skills.** None required. **4.4.5*** Adjust to differences in learning styles, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained. **(A)* Requisite Knowledge.** Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior. **(B)Requisite Skills.** Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations. **4.4.6** Operate audiovisual equipment and demonstration devices, given a learning environment and equipment, so that the equipment functions properly. **(A) Requisite Knowledge.** Components of audiovisual equipment. **(B) Requisite Skills.** Use of audiovisual equipment, cleaning, and field level maintenance. **4.4.7** Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media are returned to storage. **(A) Requisite Knowledge.** Media types, limitations, and selection criteria. **(B) Requisite Skills.** Transition techniques within and between media.

	4.5 Evaluation and Testing. **4.5.1* Definition of Duty.** The administration and grading of student evaluation instruments. **4.5.2** Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the agency, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained. **(A) Requisite Knowledge.** Test administration, agency policies, laws and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation. **(B) Requisite Skills.** Use of skills checklists and oral questioning techniques. **4.5.3** Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured. **(A) Requisite Knowledge.** Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores. **(B) Requisite Skills.** None required. **4.5.4** Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported. **(A) Requisite Knowledge.** Reporting procedures and the interpretation of test results. **(B) Requisite Skills.** Communication skills and basic coaching. **4.5.5*** Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data. **(A) Requisite Knowledge.** Reporting procedures and the interpretation of test results. **(B) Requisite Skills.** Communication skills and basic coaching.

Chapter 1

Terminal Objective

The participant will be able to define the roles of an instructor in a classroom and function as a fire service instructor as defined by NFPA 1041, Fire Service Instructor Professional Qualifications and Florida Rule 69A-37.

Enabling Objectives:

Know the difference of Instructor I, II, and III as defined in NFPA 1041 and Florida Statute 633 (69A-37).
Define various roles of an instructor
Define characteristics of an instructor
List responsibilities
Explain how ethics influence students and instruction in a classroom
Understand legal issues faced by instructors.
Identify difficult students and how to deal with them
Discuss how to issue discipline in the class
Describe basic communications model
Describe types of feedback
Discuss the instructor's role in safety in the classroom

Chapter 2

Terminal Objective

Upon completion of this chapter, the participant will be able to describe the various methods of instruction and adapt it to a classroom setting through class projects

Enabling Objectives:

Differentiate between the art and science of teaching
Describe and discuss the characteristics of adult learners
Describe and discuss how to motivate the adult learners
Describe and demonstrate the skills of making an effective presentation
Describe and discuss the four major teaching strategies
Describe how to conduct a facilitated class and a Socratic seminar

Chapter 3

Terminal Objective

Upon completion of this chapter, the participant will be able to incorporate various learning theories and strategies into their own classroom presentation skills and techniques

Enabling Objectives:

Upon completion of this chapter, the participant will be able to:
Describe the process of learning

Describe and explain the difference between the various learning theories
Describe the various learning styles and how they affect classroom learning
Identify and describe the various learning disabilities and how to deal with them in class
Describe the effect of various generations in classroom learning

Chapter 4
Terminal Objective

The participant will be able to create a learning environment that is conducive for positive learning.

Enabling Objectives:

Design a classroom setting so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered.

Diagram the various seating layouts for classroom instruction.

List the advantages and disadvantages of each classroom layout.

Adjust to differences in learning styles, abilities, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe learning environment is maintained.

Describe the various cultures including ethnicity, religion, and age as they pertain to the classroom environment.

List the components of a syllabus.

Construct a syllabus.

Chapter 5
Objectives:

Discuss differences between agency liability and instructor responsibility
List the elements necessary for liability
Understand precautions for instructors to minimize liability
Discuss copyright and privacy law

Chapter 6
Terminal Objective

The participant will have an understanding of and be able to conduct a safe practical training exercise as defined in the NFPA Standards and Florida Statutes

Enabling Objectives

The student will be able to describe the various components of a safe practical training exercise including but not limited to:

NFPA Standards Weather

Florida Statutes	Rehab
Safety Officers	Special hazards
Documentation	Operational planning

Chapter 7
Terminal Objective
The student will be able to construct, administer, and evaluate an assessment instrument

Enabling Objectives
Define the four levels of evaluation
Differentiate between summative and formative evaluation
Define the different kinds of tests
Discuss the difference among the various types of tests
List various sources for tests

Chapter 8
Terminal Objective:
The participant will be able to identify and effectively use various instructional media in a classroom environment; as well as outside class settings

Enabling Objectives:
Select the appropriate media to use; identify and describe the three purposes of media
Identify and describe the various types of media to use in the classroom
Describe simulation and how it can be used in the instructional setting

Grading Rubric for Oral Presentations:

Grading Embedded Rubric for Oral Presentations

Criteria	Excellent (5)	Very Good (4)	Good (3)	Needs work (2)	Inadequate (1)
Evaluate the practical elements of comprehensive Fire Department Training systems and applications	Excellent demonstration of the practical elements of comprehensive Fire Department Training systems and applications	Very Good, demonstration the practical elements of comprehensive Fire Department Training systems and applications	Good evaluation the practical elements of comprehensive Fire Department Training systems and applications	Needs Improvement in the practical elements of comprehensive Fire Department Training systems and applications	
Evaluate class make up and speak to the audience to deliver the appropriate class subject matter	Excellent evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Very Good evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Good evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Needs Work evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Inadequate evaluation of class make up and speak to the audience to deliver the appropriate class subject matter
Analyze problems requiring Training within the Fire Service and the needs of the organization	Excellent ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Very good ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Good ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Needs improvement in the ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Inadequate demonstration to Analyze problems requiring Training within the Fire Service and the needs of the organization

Demonstrate the skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Excellent skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Very good skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Good skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Needs improvement in skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Inadequate in the skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities
Apply appropriate terminology, concepts, principles.	Excellent Application in appropriate terminology, concepts, principles.	Very Good Application in appropriate terminology, concepts, principles.	Good Application in appropriate terminology, concepts, principles.	Needs Improvement Application in appropriate terminology, concepts, principles.	Inadequate Application in appropriate terminology, concepts, principles.
Writing style and English grammar and usage, and application of APA style	The research paper is exceptionally well written exhibiting flawless English grammar and usage plus excellent application of APA style	The research paper is very well written exhibiting excellent English grammar and usage plus excellent application of APA style	The research paper is well - written exhibiting acceptable English grammar and usage and acceptable application of APA style	The research paper demonstrates acceptable English grammar and usage and acceptable application of APA style	The research paper does not demonstrate acceptable English grammar and usage nor acceptable application of APA style