EASTERN ARIZONA COLLEGE
Supervisory Training for Firefighters
Course Design
2011-2012

Course Information

Division: Allied Health
Course Number: FSC 202
Title: Supervisory Training for Firefighters
Credits: 3
Developed by: Pat Burke
Lecture/Lab Ratio: 3 Lecture/0 Lab

Transfer Status

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASU Dept. Elective (OMT)</td>
<td>Pending Evaluation</td>
<td>Pending Evaluation</td>
</tr>
</tbody>
</table>

Activity Course: No
CIP Code: 43.0200
Assessment Mode: Pre/Post-Test (100 Questions/100 Points)
Semester Taught: Upon Request
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
None

Educational Value
This course is designed to for students who aspire to develop administrative and supervisory methods applied to the fire service, departmental organization, and personnel management. Training includes fire alarm signaling systems, fire service planning, and building relationships with other fire agencies.

Description
This course offers the professional firefighter the opportunity to transition to the role of company officer and addresses supervisory skills and practices in the fire protection field. Topics include the supervisor's duties and responsibilities. Topics also include the supervisor's role, supervision skills, the changing work environment, managing change, organizing for results, discipline, grievances, and safety. Upon completion of this course, students will have developed an understanding of the roles and responsibilities of the effective fire service supervisor while meeting the requirements of NFPA 1021.

Supplies
Notebook/Access to World Wide Web
Competencies and Performance Standards

1. Develop an understanding of the skills needed to make a successful transition to the role of the Company Office.

Learning objectives
What you will learn as you master the competency:

a. Identify types of department personnel and their functions.
b. Identify the three basic types of aid.
c. Demonstrate knowledge of the most common principles of efficient fire departments.
d. Identify the four most common organizational structures for fire agencies.

Performance Standards

Competence will be demonstrated:

- by identifying types of department personnel and their functions.
- by identifying the three basic types of aid.
- by demonstrating knowledge of the most common principles of efficient fire departments.
- by identifying the four most common organizational structures for fire agencies.

Criteria - Performance will be satisfactory when:

- Learner can list in writing, the five basic types of personnel used in fire departments including career (full-time), volunteer, combination, paid-on-call and public safety. Students will also provide in writing the description of each basic type of personnel.
- Learner can recite and describe the three basic types of aid including automatic aid, mutual aid, and outside aid.
- Learner can list in writing and define unity of command, span of command, division of labor, and discipline.
- Learner can write detail, compare and contrast the most common fire department organizational structures including Scalar, Line and Staff, Authority to Implement, and Company Organizational Structure.

2. Develop an understanding of the company officer legal responsibility and liabilities.

Learning objectives
What you will learn as you master the competency:

a. Define governmental immunity.
b. Define and describe the five sources of law.
c. Explain two types of liability and fireman’s law.
d. Define Title VII.
e. Describing the function of the following major agencies and laws that impact and affect fire departments.
f. Describing current national standards for fire departments.

Performance Standards

Competence will be demonstrated:

- by defining governmental immunity.
- by defining and describe the five sources of law.
- by explaining two types of liability and fireman’s law.
- by defining Title VII.
- by describing the function of the following major agencies and laws that impact and affect
fire departments.

- by describing current national standards for fire departments.

**Criteria - Performance will be satisfactory when:**

- learner can in writing define governmental immunity and how it applies to fire departments.
- learner can in essay examination define Common Law, Constitutional Law, Statutory Law, Administrative Law, and Case Law. Student will also explain when each applies.
- learner can in essay examination compare and contrast criminal liability, civil liability, and fireman’s rule.
- learner can recite the history and importance of the Civil Rights Act of 1964 and its impact on discrimination.
- learner can in writing define the following: Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA), Equal Employment Opportunity (EEOC), American with Disabilities Act (ADA), Fair labor Standards Act (FLSA), Norris-LaGuardia Act, National Industrial Recovery Act, Wagner-Connery Act, Taft-Hartley Act, and Landrum-Griffin Act.
- learner can research and submit in writing the function of National Fire Protection Association (NFPA) and the American National Standards Institute (ANSI).

3. **Analyze the independence movements, independence wars, and the period of instability that followed.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Explain Maslow’s Hierarchy of Needs.

b. Define the five basic types of power.

c. Describe the difference between Theory X, Y, and Z theories of management.

d. Describe the three basic styles of leadership.

e. Explain Total Quality Management (TQM).

f. List and define the skills needed for the successful supervision of fire agency.

g. Explain the importance of community and government relations.

**Performance Standards**

*Competence will be demonstrated:*

- by explaining Maslow’s Hierarchy of Needs.
- by defining the five basic types of power.
- by describing the difference between Theory X, Y, and Z theories of management.
- by describing the three basic styles of leadership.
- by explaining Total Quality Management (TQM).
- by listing and defining the skills needed for the successful supervision of fire agency.
- by explaining the importance of community and government relations.

**Criteria - Performance will be satisfactory when:**

- learner can write diagrams and discuss Maslow’s Hierarchy of Needs.
- learner can on essay examination compare and contrast the five basic types of power including: reward, coercive, identification, expert, and legitimate power.
- learner can on essay examination compares and contrast the basic differences between Theory X, Y, and Z Style of management and when they are most applicable.
4. **Explains the function of Inspection and investigation.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Explain procedures of preparing for inspection.
b. Explain the elements of conducting inspections.
c. Explain the different types of fire protection systems.
d. Discuss the process of fire investigations.

**Performance Standards**

*Competence will be demonstrated:*

- by explaining procedures of preparing for inspection.
- by explaining the elements of conducting inspections.
- by explaining the different types of fire protection systems.
- by discussing the process of fire investigations.

*Criteria - Performance will be satisfactory when:*

- learner can recite the variety of sources available for gathering information prior to conducting an inspection. Student will verbally recite the items needed for the inspections including flashlight, 50-ft measuring tape, clipboard, inspection form, graph paper/straightedge, pen/pencil, and camera with flash.
- learner can in writing list the inspection categories including access/egress, storage, housekeeping, waste management, industrial processes, and fire protection. Student will also describe in writing the different types of classification for structures including residential, educational, assembly, detention/correctional, mercantile, and industry.
- learner can role play the closing interview and exit drills.
- learner can list in writing and define the following alarm systems: local alarm, auxiliary alarm, remote station, proprietary, central station, and emergency voice. Student will also list and define stationary fire pumps, public fire alarm, standpipe, and fire extinguishing systems.

5. **Explains the process of incident scene management.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Define the need for various radio frequencies.
b. Describe various types of communication devices.
c. Identify objectives of scene management.
d. Define the elements of scene management.
e. Define size-up and incidents plans.
f. Discuss action plan implementation.
**Performance Standards**

*Competence will be demonstrated:*

- by defining the need for various radio frequencies.
- by describing various types of communication devices.
- by identifying objectives of scene management.
- by defining the elements of scene management.
- by defining size-up and incidents plans.
- by discussing action plan implementation.

*Criteria - Performance will be satisfactory when:*

- learner can recite the need for various radio frequencies including command, tactical operations, support operation, air-to-ground communications.
- learner can recite the types of radio including base, mobile, portable, citizen band radios, pagers, ham, land-based, cellular telephones, satellite telephones, facsimile machines, computer modems, Geographic Information Systems (GIS), Mobile Data Terminal (MDT), Mobile Data Computer (MDC), and Global Positioning System (GPS).
- learner can in writing outline the 5 C’s of communication: conciseness, clarity, confidence, control, and capacity.
- learner can on essay examination outline the three main objectives of scene management: life safety, incident stabilization, and property conservation.
- learner can on essay examination discusses topics including scene assessment, traffic control, perimeter control, crowd control, witness control, occupant services, evacuation and termination of the incident.
- learner can in writing list and define the five steps of traditional size-up: facts, probabilities, own situation, decisions, and plan of operation. In addition, writing list and defines size-up as locate, isolate, and mitigate.

**Types of Instruction**

Lecture

**Grading Information**

**Grading Rationale**

Each instructor has the flexibility to develop evaluate procedures within the following parameters.

1. Written exams must represent at least 60% of the course.
2. Final exam must represent at least 20% of the course grade.
3. The Post Test is to be embedded in the final exam and must represent at least 10% of the course grade. Students who do not take the Post Test will have their grade dropped by one letter.
4. Other activities may represent at most 10% of the course grade.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>Below 59%</td>
</tr>
</tbody>
</table>