

Course Title	Fire Service Course Delivery
Course Number	ATPC1740
Prerequisite (s)	None
Revision Date	July 29, 2018
College Credit Recommendation	This course has a college recommendation of 3 credits, 45 contact hours
Continuing Education Units (CEU's)	45 hours towards Fire Safety Inspector and Fire Instructor I, II, and III renewal.
Class Days/Time	Online, join anytime
Instructional Supervisor	Ben Rigney (info@jbfires.com)
Class Location	JBfires.com online
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.
Student Learning Outcomes	<p>After the successful completion of this course, the student will be able to do the following:</p> <ol style="list-style-type: none"> 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.
Required Textbook	Fire Service Instructor – Principles and Practice (2 nd Edition) Jones and Bartlett Learning ISBN 978-1-4496-7083-2

Required Material	Computer with internet access, textbook
Method of Instruction	Online (Must be logged into the course for a minimum of 40 Hours. The other 5 hours will be utilized for offline research.)
Grading	Passing 70%
Certification(s)	One of 4 required courses for Fire Officer 1 classification and required course for Fire Service Instructor 1, 2, and 3
Attendance Policy	Self paced online course to be completed within 1 month. If unable to continue for valid reason, contact instructor for course to be placed on hold or restarted at a later date. No refunds will be given for non completion. All courses completed by the end of the month will receive their final score and certificate by the 15 th of the following month.
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.
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.
Enabling Objectives	<p>Chapter 1</p> <p>Knowledge Objectives</p> <ul style="list-style-type: none"> • Define the roles and responsibilities of the Fire Service Instructor I, II, and III. • Identify physical elements of the classroom. • Discuss the importance of visioning and succession planning for the instructor. • Identify instructor credentials and qualifications. • Identify four issues of ethics for the fire service instructor. • Identify three ways to assist the instructor in managing multiple priorities. • Demonstrate the ability to manage the five roles of the fire service instructor. • Demonstrate ethical behavior in the classroom. • Demonstrate the ability to manage multiple priorities as a fire service instructor. <p>Skills Objectives</p>

- Demonstrate the ability to manage the five roles of the fire service instructor.
- Demonstrate ethical behavior in the classroom.
- Demonstrate the ability to manage multiple priorities as a fire service instructor.

Chapter 2

Knowledge Objectives

- Describe how laws and standards apply to the fire service instructor.
- Discuss the importance of proper recordkeeping.
- Describe the records and reports required by the fire department.

Skills Objectives

- Demonstrate the ability to apply laws and standards to instructional delivery.

Chapter 3

Knowledge Objectives

- Describe motivational techniques.
- Describe how to adjust the classroom presentation and still meet the objectives of the lesson plan.
- Describe the laws and principles of adult learning.
- Describe methods of instruction typically used in adult and fire service education.
- Identify characteristics of Generation X, Generation Y, Generation Z, and the baby boomers.
- Describe communication techniques that will improve your presentation.
- Explain how to deal with disruptive and unsafe behaviors in the classroom.

Skills Objectives

- Demonstrate basic coaching and motivational techniques.
- Deliver an instructional session utilizing prepared course material.
- Demonstrate professionalism during the learning process.

- Manage disruptive and unsafe behaviors in the classroom.

Chapter 4

Knowledge Objectives

- Describe the laws and principles of learning.
- Identify the 3 types of learning domains.
- Define learning styles and discuss the effects of learning styles on the classroom.
- Describe learning disabilities and methods of dealing with learning disabilities in adult learners.

Skills Objectives

- Analyze student learning styles and preferences.
- Demonstrate methods of dealing with learning disabilities.

Chapter 5

Knowledge Objectives

- Identify and describe the elements of the communication process.
- Describe the role of communication in the learning process.
- Compare and describe the different types and styles of communication.

Skills Objectives

- Demonstrate effective oral communication techniques.
- Demonstrate effective written communication techniques.
- Demonstrate the ability to use various communication styles in the classroom.

Chapter 6

Knowledge Objectives

- Identify and describe the components of learning objectives.
- Identify and describe the parts of a lesson plan.
- Describe the four-step method of instruction.
- Describe the instructional preparation process.

- Describe the lesson plan adaptation process for the Fire Service Instructor I.
- Describe how a Fire Service Instructor creates a lesson plan.
- Describe how a Fire Service Instructor modifies a lesson plan.

Skills Objectives

- Demonstrate the four-step method of instruction.
- Review a lesson plan and identify the adaptations needed.
- Adapt a lesson plan so that it both meets the needs of the students and ensures that learning objectives are met.

Chapter 7

Knowledge Objectives

- Describe the effect of demographics on the learning environment.
- Describe how to adapt the learning environment to suit the needs of your students.
- Describe how to create a learning environment that facilitates the learning process.
- Describe the effect of the audience and the venue on the learning process.

Skills Objectives

- Analyze the learning environment according to the students' needs and the learning objectives.
- Organize the learning environment by arranging it to meet the requirements of the material to be presented.
- Present material to a diverse audience following acceptable presentation methods and techniques.

Chapter 8

Knowledge Objectives

- Describe the types of multimedia tools available for the fire service instructor and identify their use in a lesson plan.
- Describe the advantages and limitations of audiovisual equipment and teaching aids.
- Describe how to use multimedia tools during a classroom presentation.

- Describe how to maintain multimedia tools.
- Describe when to use multimedia tools in a presentation.

Skills Objectives

- Demonstrate how to use multimedia tools during a classroom presentation.
- Demonstrate how to clean and maintain audiovisual equipment in the field.

Chapter 9

Knowledge Objectives

- Discuss the relationship between training and fire fighter safety.
- List the 16 fire fighter life-safety initiatives.
- Describe how to ensure safety in the classroom.
- Describe how to promote and teach safety by example.
- Describe your responsibility for students and other instructors during training.
- Describe the laws and standards pertaining to safety during live fire training.
- Discuss how to develop safety as part of your department's culture.
- Discuss how you as a supervisor can develop a culture of safety in your department.
- Describe your role as a supervisor in using the incident management system during all high-risk training activities.

Skills Objectives

- Demonstrate how to lead by example. (p 209)
- Demonstrate safety in the classroom and on the training ground. (pp 208–221)
- Demonstrate safety during the training process.

Chapter 10

Knowledge Objectives

- Describe standard testing procedures.
- List the types of written examinations.
- Describe the methods used by the instructor to grade exams.

	<ul style="list-style-type: none"> • Describe how to administer testing. • Describe the legal considerations for testing. <p>Skills Objectives</p> <ul style="list-style-type: none"> • Demonstrate how to grade student evaluation instruments. • Demonstrate how evaluations are proctored and results are recorded. • Demonstrate the methods for providing feedback on evaluation performance to students. <p>Chapter 12</p> <p>Knowledge Objectives</p> <ul style="list-style-type: none"> • Describe how to schedule instructional sessions. • Describe the types of training records necessary to document a single instructional session. • Describe the process for acquiring training resources. <p>Skills Objectives</p> <ul style="list-style-type: none"> • Demonstrate how to grade student evaluation instruments. • Demonstrate how evaluations are proctored and results are recorded. • Demonstrate the methods for providing feedback on evaluation performance to students. <p>Chapter 16</p> <p>Knowledge Objectives</p> <ul style="list-style-type: none"> • Discuss the importance of continuing learning for the fire service instructor. • Identify professional organizations that will help in the professional development of the fire service instructor. • Identify and discuss the value and importance of coaching and mentoring the next generation of fire service instructors.
<p>Practical Applications</p>	<p>Final project: Student will record themselves presenting 5-10 minute demonstrative speech to a minimum of two other people. This recording will be uploaded as the Course Project. You can find materials on the internet or use your training officer as a</p>

resource. Use what you have learned in class to accomplish the following:

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.

To verify that you completely understand NFPA 1041: JPRs 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, you will write and submit a paper, no less than 500 words, identifying and discussing each of these objectives and how they affected your presentation. If you need guidance in any of these areas while creating your lesson, feel free to email or call me. If, after watching your presentation and reading your paper, I feel you need to demonstrate any of these items more thoroughly, I will contact you via email to schedule a one on one facetime or skype video conference.

The Instructor will 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,

	<p>transitions between media and other parts of the presentation are smooth, and media are returned to storage.</p> <p>(A) Requisite Knowledge. Media types, limitations, and selection criteria.</p> <p>(B) Requisite Skills. Transition techniques within and between media.</p> <p>4.5 Evaluation and Testing.</p> <p>4.5.1* Definition of Duty. The administration and grading of student evaluation instruments.</p> <p>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.</p> <p>(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.</p> <p>(B) Requisite Skills. Use of skills checklists and oral questioning techniques.</p> <p>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.</p> <p>(A) Requisite Knowledge. Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.</p> <p>(B) Requisite Skills. None required.</p> <p>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.</p> <p>(A) Requisite Knowledge. Reporting procedures and the interpretation of test results.</p> <p>(B) Requisite Skills. Communication skills and basic coaching.</p> <p>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.</p> <p>(A) Requisite Knowledge. Reporting procedures and the interpretation of test results.</p> <p>(B) Requisite Skills. Communication skills and basic coaching.</p>
Class Participation	Your class participation grade will consist of 1 discussion post along with 1 response to your classmates for each lesson. The

	recommended wordcount is 100 words for your initial post and 20 words for each response. Your grade will be based off of the quality of your posts.
Grading Scale	Quizzes 20% Class participation 20% Course project 20% Midterm exam 20% Final exam 20%