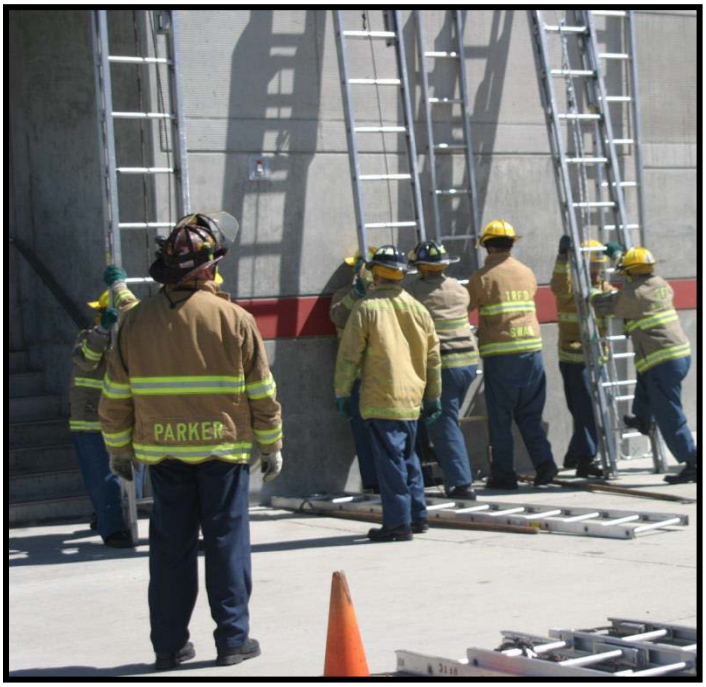
TRAINING INSTRUCTOR

Approved and Adopted by the
Office of State Fire Marshal

Recommended for adoption by the
Statewide Training and Education
Advisory Committee and the
State Board of Fire Services



STUDENT SUPPLEMENT

January 2010

TRAINING INSTRUCTOR 1B

PSYCHOMOTOR LESSON DELIVERY

STUDENT SUPPLEMENT

Published by

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State Fire Training

Mission Statement

The mission of State Fire Training is to enable the California fire service to safely protect life and property through education, training, and certification.

California Fire Service Training and Education System

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California fire service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

The role of CFSTES is one of facilitating, coordinating, and assisting in the development and implementation of standards and certification for the California fire service. CFSTES manages the California Fire Academy System by providing standardized curriculum and tests; accredited courses leading to certification; approved standardized training programs for local and regional delivery; administering the certification system; and publishing Certification Training Standards, Instructors Guides, Student Manuals, Student Supplements, and other related support materials.

This system is as successful and effective as the people involved in it are. It is a fire service system developed by the fire service, for the fire service... and we believe it is the best one in the country.

Acknowledgments

State Fire Training coordinated the development of the material contained in this guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this guide for adoption by the State Fire Marshal (SFM). This guide is appropriate for fire service personnel and for personnel in related occupations that are pursuing State Fire Training certification.

Del Walters Director of CAL FIRE	
Tonya Hoover Acting State Fire Marshal	**Vacant** Assistant State Fire Marshal
Mike Richwine Chief, State Fire Training	**Ron Coleman** Chair, STEAC

Special acknowledgement and thanks are extended to the following members of State Fire Training for their diligent efforts and contributions that made the final publication of this document possible.

Alicia Hamilton Fire Service Training Specialist	**Monica Miller** Office Technician

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Mary Jennings CFFJAC (Retired)	

"We gratefully acknowledge the hard work and accomplishments of those before us who built the solid foundation on which this program continues to grow."

Course Outline

Course Objectives: To provide the student with…

a) A variety of methods and techniques for training in accordance with the latest concepts in career education.

b) Information to select, adopt, organize, and utilize instructional materials appropriate for teaching psychomotor lessons.

c) Criteria and methods to evaluate teaching and learning efficiency.

d) An opportunity to apply major principles of learning through teaching demonstrations.

Course Content: 40:00

Unit 1: Introduction

1-1 Orientation And Administration 1:00

Unit 2: Instructional Methodology, Adaptation, and Delivery

2-1 Fire and Emergency Services Instruction As It Relates To Psychomotor Training 1:00

2-2 Employing The Four-step Method Of Instruction As It Relates To Psychomotor Training 1:00

2-3 Presenting Psychomotor Instruction 1:00

2-4 Safety Considerations For Psychomotor Instruction 1:00

2-5 Managing The Learning Environment for Psychomotor Training 1:00

2-6 Key Components Of A Psychomotor Lesson 0:30

2-7 Adapting Psychomotor Lesson Materials 1:30

2-8 Selecting And Using Training Aids 1:00

2-9 Procedures Used For Evaluating Student Instructor Teaching Demonstrations 1:00

2-10 Legal And Ethical Considerations As They Relate To Psychomotor Training 1:30

Unit 3: Testing

3-1 Introduction To And Administration Of Performance Tests 1:30

3-2 Student Progress And Testing Feedback 1:00

Reviewing And Assembling Instructional Materials 2:00

Student Instructor Teaching Demonstrations 20:00

Formative Tests 3:00

Summative Test 1:00

Texts and References

- Fire and Emergency Services Instructor, IFSTA, Seventh Edition
- Effective Supervisory Practices, ICMA, Fourth Edition
- Corps Business, David H. Freedman, 2000 Edition
- Developing Attitude Toward Learning, Robert F. Mager, 1968 Edition
- How Good People Make Tough Choices, Rushworth M. Kidder, 2003 Edition
- Legal Considerations for Fire and Emergency Services, J. Curtis Varone, 2007 Edition
- Overcoming Test Anxiety, Dennis H. Congos, University of Central Florida
- Telling Ain't Training, Harold D. Stolovitch and Erica J. Keeps, 2002 Edition
- The Instructor, Charles R. Allen
- The Rights of Firefighters, Will Aitchison, Third Edition

Topic 1-1: Orientation and Administration

Calendar of Events

DAY	TOPIC	TITLE	TIME	ACTIVITY	EVALUATION
Day 1	1-1	Orientation And Administration	1:00		
	2-1	Fire and Emergency Services Instruction As It Relates To Psychomotor Training	1:00	2-1-1	
	2-2	Employing The Four-step Method Of Instruction As It Relates To Psychomotor Training	1:00		
	2-3	Presenting Psychomotor Instruction	1:00		
	2-4	Safety Considerations For Psychomotor Instruction	1:00		
	2-5	Managing The Learning Environment for Psychomotor Training	1:00		
	2-6	Key Components Of A Psychomotor Lesson	0:30		
	2-7	Adapting Psychomotor Lesson Materials	1:30	2-7-1, 2-7-2, 2-7-3	
		Day 1 Total	**8:00**		
Day 2			1:00		Formative Test 1
	2-8	Selecting And Using Training Aids	1:00		
		Reviewing And Assembling Instructional Materials	2:00		
	2-9	Procedure Used For Evaluating Student Teaching Presentations	1:00	2-9-1 2-9-2	
		Student Instructor Teaching Demonstrations	3:00	2-7-4, 2-7-5 2-9-1, 2-9-2	
		Day 2 Total	**8:00**		
Day 3			1:00		Formative Test 2
	2-10	Legal And Ethical Considerations As They Relate To Psychomotor Training	1:30	2-10-1	
		Student Instructor Teaching Demonstrations	5:30	2-7-4, 2-7-5 2-9-1, 2-9-2	
		Day 3 Total	**8:00**		
Day 4			1:00		Formative Test 3
	3-1	Introduction To And Administration Of Performance Tests	1:30		
	3-2	Student Progress and Testing Feedback	1:00		

DAY	TOPIC	TITLE	TIME	ACTIVITY	EVALUATION
		Student Instructor Teaching Demonstrations	4:30	2-7-4, 2-7-5 2-9-1, 2-9-2	
		Day 4 Total	**8:00**		
Day 5		Student Instructor Teaching Demonstrations	7:00	2-7-4, 2-7-5 2-9-1, 2-9-2	
			1:00		Summative Test
		Day 5 Total	**8:00**		
		Course Total	**40:00**		

Student Tracking Sheet

ACTIVITY TITLE	DUE DATE	PASS/FAIL		DATE
Group Activity 2-1-1	Day 1: In Class	[ ] P	[ ] F	____/____
Group Activity 2-7-1 Reviewing/Adapting a Psychomotor Lesson Plan	Day 1: In Class	[ ] P	[ ] F	____/____
		Fail	Rewrite	Pass/Fail
Individual Activity 2-7-2 Adapting a Psychomotor Lesson Plan #1	Day 1: In Class and Homework	___/__	___/___	___/___
Individual Activity 2-7-3 Adapting a Psychomotor Lesson Plan #2	Day 1: Homework	___/__	___/___	___/___
Individual Activity 2-7-4 Psychomotor Teaching Demonstration #1	Day 2-5 ____/____	[ ] P	[ ] F	____/____
Individual Activity 2-7-5 Psychomotor Teaching Demonstration #2	Day 2-5 ____/____	[ ] P	[ ] F	____/____
Individual Activity 2-9-1 Evaluating a Student Instructor's Psychomotor Teaching Demonstration (Primary-1)	Day 2-5 ____/____	[ ] P	[ ] F	____/____
Individual Activity 2-9-1 Evaluating a Student Instructor's Psychomotor Teaching Demonstration (Primary-2)	Day 2-5 ____/____	[ ] P	[ ] F	____/____
Individual Activity 2-9-2 Evaluating a Student Instructor's Psychomotor Teaching Demonstration (Secondary-1)	Day 2-5 ____/____	[ ] P	[ ] F	____/____
Individual Activity 2-9-2 Evaluating a Student Instructor's Psychomotor Teaching Demonstration (Secondary-2)	Day 2-5 ____/____	[ ] P	[ ] F	____/____
Individual Activity 2-10-1 Legal and Ethical Concerns	Day 3: In Class	[ ] P	[ ] F	____/____
Formative Test 1	Day 2: In Class	[ ] P	[ ] F	____/____
Formative Test 2	Day 3: In Class	[ ] P	[ ] F	____/____
Formative Test 3	Day 4: In Class	[ ] P	[ ] F	____/____

Summative Test	Day 5: In Class	[ ] P [ ] F ____/____

Topic 2-1: Fire and Emergency Services Instruction as it Relates to Psychomotor Training

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 141-144, 180-181, and 191-195.

Group Activity 2-1-1: Coaching Opportunities

Time Frame:	0:15
Materials Needed:	• None
Introduction:	This activity provides the students the opportunity to think about and discuss instances they have had or missed for coaching as either a supervisor or a subordinate.
Directions:	1. Think about opportunities you have had or missed for coaching as either a supervisor or a subordinate. 2. You have 1 minute for this step. 3. Share your thoughts with the student next to you. 4. You have 2 minutes each to complete this step. 5. Be prepared to discuss your thoughts with the class.

Topic 2-2: Employing the Four-step Method of Instruction as it Relates to Psychomotor Training

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 193-196.

Topic 2-3: Presenting Psychomotor Instruction

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 143, 151-152, 222, 224-227, 277, and 282-284.

Topic 2-4: Safety Considerations for Psychomotor Training

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 35-42, 45-47, 53-56, and 285-293.

Topic 2-5: Managing the Environment for Psychomotor Training

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 35-41, 101-116, and 213-215.

Topic 2-6: Key Components of a Psychomotor Lesson

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 196-200, 323, 328, and 341.

Topic 2-7: Adapting Psychomotor Lesson Materials

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 282, 339-344, and 402-405.

Psychomotor Lesson Materials Checklist

It is helpful to employ a checklist while assembling and adapting psychomotor lesson materials. This checklist serves four main purposes.

1) Identify what required components are present or absent from the prepared materials.
2) Identify which of the required components do not need modification.
3) Identify which of the required components do need modification.
4) Track any required components created or modified.

	Component Present	No Modification Required	Modification Required	Changes Made
1. Lesson topic				
2. Allotted time				
3. Level of instruction				
4. Authority				
5. Behavioral objectives				
• Condition				
• Behavior				
• Standard				
6. Materials needed				
• To available resources				
• To instructional environment				
• To class size				
7. References				
8. Preparation				
• ACID BASE				
9. Presentation				
• Content				
• Information related to department-specific SOGs and SOPs				
• Emphasizing safety				
10. Application				
• Students saying while doing				
• Students continue to practice until they are ready to be evaluated				
• Instructor may demonstrate again to reinforce correct operations and key points				

	Component Present	No Modification Required	Modification Required	Changes Made
11. Evaluation				
• Does it match the behavioral objective?				
12. Test instrument (based on the Skills Sheet)				
• Does it match the behavioral objective?				
• Is it consistent with how you train?				
SKILLS SHEET				
1. Title				
2. Sequence and detail				
• Step-by-step				
• In performance sequence				
3. Operational steps				
• Performance units				
• Smallest step				
• Action verbs				
4. Key points				
• Knowledge units				
TEST INSTRUMENT				
1. Directions				
• Are they clear?				
2. Performance objective				
• Are they consistent with the learning objective?				
3. Rating factors				
• Performance accuracy				
• Time standard				
• Care in handling tools and/or equipment				
4. Use of the test instrument				
• Changes in materials used				
• Change in location or test site				
• Are there an appropriate number of evaluators?				

Group Activity 2-7-1: Reviewing and Adapting Psychomotor Lesson Materials

Time Frame:	0:30
Materials Needed:	• Psychomotor Lesson Materials Checklist • Student Adaptation Worksheets • Pen or pencil
Introduction:	This activity provides the students the opportunity to adapt existing psychomotor lesson materials. The instructor will lead the class through the process.
Directions:	1. Review the attached lesson plan. 2. Determine the adaptations required to revise the lesson plan to meet the following conditions: ▪ One-person ▪ To the door only ▪ 15-minute time frame 3. Evaluate each component for required modifications. 4. In the space provided, make any required changes. 5. Strike out those portions of the lesson plan that need to be eliminated. 6. Changes will be discussed as a class when appropriate.

Student Adaptation Worksheets

Topic: How To Advance A Charged Hoseline Into A Structure, Two-Person Method

Time Frame: 1:00

Level of Instruction: Level II

Authority: 2009 Fire Fighter CTS

Behavioral Objective:

Condition: A fire engine equipped with a charged hoseline and nozzle, appropriate personal protective equipment, and a suitable structure

Behavior: The students will advance a charged hoseline into a structure using the two-person method

Standard: Completing all operations within _____ according to the job breakdown

Materials Needed:

- Job breakdown
- Fire engine equipped with charged hoseline and nozzle (minimum 150-feet of 1½" hoseline)
- Appropriate personal protective equipment
- Suitable structure

References:

- Essentials of Fire Fighting, IFSTA, Fourth Edition, Chapter 12
- Hose Practices, IFSTA, Seventh Edition, Chapter 4

PREPARATION:

In order to attack and extinguish fires in structures, it is necessary to advance or stretch hoselines from the engine to the seat of the fire. For maximum safety, it is necessary that a fire fighter be alert to the dangers of back draft, flashover, and building collapse as well.

OPERATIONS	KEY POINTS
1. Deploy hoseline	1a. To point of entry
	b. Using appropriate hoseline pull
2. Flake hoseline	2a. So it can be easily used
	b. In line with direction of travel
3. Charge hoseline	3a. Signaling engine operator to charge the hoseline
	b. Bleeding air from nozzle
	c. Appropriate pattern selected (30° or less)
4. Check door	4a. With ungloved hand or wrist
	b. Starting at bottom of door and moving up
5. Check for back draft conditions	5a. Door is hot
	b. Smoke "puffing" in and out
	c. Notify officer of situation
6. Activate safety devices	6a. SCBA
	b. Personal alarm device
7. Open door	7a. Standing to side as partner forces door open
	b. Slowly
8. Enter structure	8a. Two-person minimum
	b. Advancing hoseline
	c. Keeping low
	d. Using short bursts of water to cool ceiling if extreme heat condition exists to prevent flashover

OPERATIONS	KEY POINTS
9. Check attic	9a. If attic involvement is suspected or if no extreme thermal layer exists upon entry
10. Advance hoseline	10a. To seat of fire
11. Extinguish simulated fire	11a. At base
12. Check for extension	12a. Attic first
	b. Other five sides of the structure
13. Perform primary search	13a. Notifying IC of primary knockdown and extension of fire
	b. In rooms closest and above origin
	c. Notifying IC when primary search is completed

Application:

The student will practice performing the operations in the job breakdown while under supervision.

Evaluation:

The student will complete a manipulative performance test at a time determined by the instructor.

Assignment:

Practice this job in order to prepare yourself for the upcoming performance test. Study for our next session.

Individual Activity 2-7-2: Adapting Psychomotor Lesson Materials #1

Time Frame: Homework

Materials Needed:
- Materials for your first psychomotor lesson
- Psychomotor Lesson Materials Checklist
- Pen or pencil

Introduction: This activity provides the students the opportunity to adapt an existing lesson plan considering how each lesson plan component is relative to the target audience.

Directions:

1. Assess your lesson materials using the Psychomotor Lesson Materials Checklist.
2. Make legible revisions on your hard copy documents.
   - Topic is still accurate.
   - Objectives need to match your revisions.
   - Lesson plan content has consistency and continuity
   - Lesson plan content needs to match time allotment
   - All lesson plan components are present
3. Bring your original documents and a second complete package for your instructor.
4. Bring all the materials you will need for your teaching demonstration.
5. Due: _____
6. If you do not meet the passing criteria, you will have one opportunity to submit a rewrite of your adapted lesson plan.
7. You will use these adapted materials for your upcoming teaching demonstration.

Individual Activity 2-7-3: Adapting Psychomotor Lesson Materials #2

Time Frame: Homework

Materials Needed:
- Materials for your second psychomotor lesson
- Psychomotor Lesson Materials Checklist
- Pen or pencil

Introduction: This activity provides the students the opportunity to adapt an existing lesson plan considering how each lesson plan component is relative to the target audience.

Directions:

1. Assess your lesson materials using the Psychomotor Lesson Materials Checklist.
2. Make legible revisions on your hard copy documents.
   - Topic is still accurate.
   - Objectives need to match your revisions.
   - Lesson plan content has consistency and continuity
   - Lesson plan content needs to match time allotment
   - All lesson plan components are present
3. Bring your original documents and a second complete package for your instructor.
4. Bring all the materials you will need for your teaching demonstration.
5. Due: _____
6. If you do not meet the passing criteria, you will have one opportunity to submit a rewrite of your adapted lesson plan.
7. You will use these adapted materials for your upcoming teaching demonstration.

Individual Activity 2-7-4: Psychomotor Teaching Demonstration #1

Time Frame: Homework

Materials Needed:

- Adapted lesson plan
- Appropriate audiovisual training aids
- Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation
- Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation

Introduction: This activity provides the student with the opportunity to deliver a psychomotor lesson from an adapted lesson plan. Instructor led presentations require an awareness of the students' knowledge base and several factors regarding the learning environment. Such things as lighting, comfort, instructor demeanor, voice volume, maintaining eye contact, and avoiding distracting teaching methods are all important considerations when presenting instruction.

Directions:

1. Your teaching demonstration is scheduled for:

   _____
   (Enter Day, Date, and Approximate Time)
2. Review the Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation form.
3. Review the Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation form.
4. Prepare to teach a 15-minute presentation from your adapted psychomotor lesson plan following the four-step method of instruction.
   - Include a clearly stated student behavioral objective.
   - Follow your lesson plan.
   - Use appropriate personal protective equipment.
   - Reinforce teaching points.
   - Allow time for student application while you supervise and provide feedback.
   - Allow time for student evaluation.
   - Conclude the presentation with an assignment, if appropriate.
5. Your presentation time must be at least 12 minutes and no longer than 17 minutes.
6. You will be evaluated by both student evaluators and the Primary Instructor for the class or a qualified Skills Evaluator.

Individual Activity 2-7-5: Psychomotor Teaching Demonstration #2

Time Frame: Homework

Materials Needed:

- Adapted lesson plan
- Appropriate audiovisual training aids
- Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation
- Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation

Introduction: This activity provides the student with the opportunity to deliver a psychomotor lesson from an adapted lesson plan. Instructor led presentations require an awareness of the students' knowledge base and several factors regarding the learning environment. Such things as lighting, comfort, instructor demeanor, voice volume, maintaining eye contact, and avoiding distracting teaching methods are all important considerations when presenting instruction.

Directions:

1. Your teaching demonstration is scheduled for:

   _____
   (Enter Day, Date, and Approximate Time)
2. Review the Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation form.
3. Review the Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation form.
4. Prepare to teach a 15-minute presentation from your adapted psychomotor lesson plan following the four-step method of instruction.
   - Include a clearly stated student behavioral objective.
   - Follow your lesson plan.
   - Use appropriate personal protective equipment.
   - Reinforce teaching points.
   - Allow time for student application while you supervise and provide feedback.
   - Allow time for student evaluation.
   - Conclude the presentation with an assignment, if appropriate.
5. Your presentation time must be at least 12 minutes and no longer than 17 minutes.
6. You will be evaluated by both student evaluators and the Primary Instructor for the class or a qualified Skills Evaluator.

Sample Passing Student Instructor Psychomotor Teaching Demonstration

Student Instructor: WILLIAM JAMES — Demo #: [ ] 1st [X] 2nd

Topic: HOW TO INSPECT A PULASKI

Date: OCTOBER 31 — Level of Instruction: II

Student Evaluator: COLLEEN BUHLER — Primary [X] Secondary [ ]

	EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
1.	**MANAGED TRAINING ENVIRONMENT**	Disruptions, distractions	X		P or F
	Comments: ALL STUDENTS HAD A GOOD VIEW OF THE DEMO.				
2.	**LEARNING OBJECTIVE**	Must include Condition, Behavior, Standard	X		P or F
	Comments: STATED CLEARLY.				
3.	**PREPARATION**	ACID BASE, Effective	X		P or F
	Comments: TIED NEED TO KNOW TO EVERYDAY TOOL USE. STRESSED				
4.	**PRESENTATION**				
4a.	**Content**	Appropriate lesson flow, known to unknown	X		P or F
	Comments: GOOD FLOW. FOLLOWED SKILLS SHEET.				
4b.	**Training Aids and Props**	Same as what the students will use, easily seen, used effectively and safety	X		P or F
	Comments: EQUIPMENT SET-UP FOR STUDENTS TO SEE. HAD EVERYTHING				
4c.	**Performed Skill at Full-speed**	Using skills sheet, promoting safety	X		P or F
	Comments: PERFORMED SMOOTHLY ACCORDING TO SKILLS SHEET. EYE CONTACT WITH THE ENTIRE CLASS.				
4d.	**Performed Slowly, Verbalizing**	Operations and key points, promoting safety	X		P or F
	Comments: STRESSED SAFETY. MADE SURE ALL COULD SEE AND HEAR.				
4e.	**Verbal Communication**	Volume, clarity, interferences	X		P or F
	Comments: GOOD VOLUME AND CLARITY. TALKED TO STUDENTS, NOT AT				

Evaluation

	EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail	
4f.	**Nonverbal Communication**	Eye contact, gestures, distracting mannerisms	X		P or F	C
	Comments: HAD GOOD EYE CONTACT THROUGHOUT THE DEMONSTRATION. EVERYONE COULD SEE WHAT HE WAS DOING.					
5.	**APPLICATION**					
5a.	**Student Skill Performance**	Checking key points, correcting errors	X		P or F	C
	Comments: WORKED WITH EACH STUDENT AND GUIDED THROUGH THE CORRECTED ANY MISTAKES AND REMINDED THEM OF SAFETY ISSUES					
5b.	**Active Learning Environment**	Questioning techniques, interaction, feedback	X		P or F	C
	Comments: ASKED STUDENTS QUESTIONS. GAVE POSITIVE FEEDBACK.					
6.	**EVALUATION:**	Student performs without assistance	X		P or F	
7.	**ASSIGNMENT**		X		P or F	

C - Critical Component: Failure on this component results in failure of the teaching demonstration

[X] Primary or [ ] Secondary Student Evaluator: 15:12 Actual Teaching Time

Grade: Pass [X] Fail [ ]

Comments: GOOD JOB! DON'T OVER PRAISE.
GLAD YOU FAILED THE STUDENT THAT WASN'T TRYING

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [ ] Fail [ ]

Comments:

Sample Failing Student Instructor Psychomotor Teaching Demonstration

Student Instructor: Bill Buckner — Demo #: [X] 1st [ ] 2nd

Topic: How To Perform a Working Hose

Date: October 31 — Level of Instruction: 9

Student Evaluator: Mark Ferreira — Primary [X] Secondary [ ]

	EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail	
1.	MANAGED TRAINING ENVIRONMENT	Disruptions, distractions	X		P or F	
	Comments: Allowed all students to see the demo.					
2.	LEARNING OBJECTIVE	Must include Condition, Behavior, Standard		X	P or F	
	Comments: Did not say what the standard would be!					
3.	PREPARATION	ACID BASE, Effective	X		P or F	
	Comments: Used a short video of a recent fire showing this skill.					
4.	PRESENTATION					
4a.	Content	Appropriate lesson flow, known to unknown	X		P or F	
	Comments: Skills sheet appeared to be complete.					
4b.	Training Aids and Props	Same as what the students will use, easily seen, used effectively and safety	X		P or F	
	Comments: Equipment set-up prior to the demo. Had more than he needed.					
4c.	Performed Skill at Full-speed	Using skills sheet, promoting safety		X	P or F	
	Comments: Did not follow the skills sheet. Went a little too fast!					
4d.	Performed Slowly, Verbalizing	Operations and key points, promoting safety		X	P or F	
	Comments: Omitted this step.					
4e.	Verbal Communication	Volume, clarity, interferences	X		P or F	
	Comments: Good clear voice, volume, and clarity.					

Evaluation

	EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail	
4f.	**Nonverbal Communication**	Eye contact, gestures, distracting mannerisms	X		P or F	C
	Comments: *Maintained eye contact with several students.*					
5.	**APPLICATION**					
5a.	**Student Skill Performance**	Checking key points, correcting errors	X		P or F	C
	Comments: *Helped each student. Was impatient with one student who get it.*					
5b.	**Active Learning Environment**	Questioning techniques, interaction, feedback		X	P or F	C
	Comments: *Only asked one question at the end. "Did everyone see that?"*					
6.	**EVALUATION:**	Student performs without assistance	X		P or F	
7.	**ASSIGNMENT**			X	P or F	

C - Critical Component: Failure on this component results in failure of the teaching demonstration

[X] Primary or [ ] Secondary Student Evaluator: *20:25* Actual Teaching Time

Grade: Pass [ ] Fail [X]

Comments: *Did not provide standard in*
Use of video was effective. Didn't complete each operation on the skills
No interaction.

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [ ] Fail [ ]

Comments:

Topic 2-8: Selecting and Using Training Aids

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 249-274.

Topic 2-9: Procedures Used for Evaluating Student Instructor Teaching Demonstrations

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 182, 183, and 361.

Individual Activity 2-9-1: Evaluating a Student Instructor's Psychomotor Teaching Demonstration as the Primary Evaluator

Time Frame:	0:30
Materials Needed:	• Blank Psychomotor Teaching Demonstration Evaluation Form • Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation • Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation • Pen or pencil
Introduction:	This activity provides the student the opportunity to observe student instructor teaching demonstrations and provide feedback in the form of a written evaluation. Student evaluators will be able to help student instructors by focusing on all aspects of the Training Instructor 1B course and give constructive, positive feedback to their fellow students.
Directions:	1. Review the Psychomotor Teaching Demonstration Evaluation Form. 2. Review the Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation. Pay special attention to the details of the remarks in each category. 3. Review the Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation. Pay special attention to the problem areas identified and how they were expressed. 4. As the **Primary Evaluator**, you will present your findings (using your completed evaluation form) and then lead a class discussion on the student instructor's performance. 5. Be prepared to discuss your overall experience with the class. 6. Submit your completed evaluation to your Primary Instructor when requested.

Individual Activity 2-9-2: Evaluating a Student Instructor's Psychomotor Teaching Demonstration as the Secondary Evaluator

Time Frame:	0:30
Materials Needed:	• Blank Psychomotor Teaching Demonstration Evaluation Form • Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation • Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation • Pen or pencil
Introduction:	This activity provides the student the opportunity to observe student instructor teaching demonstrations and provide feedback in the form of a written evaluation. Student evaluators will be able to help student instructors by focusing on all aspects of the Training Instructor 1B course and give constructive, positive feedback to their fellow students.
Directions:	1. Review the Psychomotor Teaching Demonstration Evaluation Form. 2. Review the Sample Passing Student Instructor Psychomotor Teaching Demonstration Evaluation. Pay special attention to the details of the remarks in each category. 3. Review the Sample Failing Student Instructor Psychomotor Teaching Demonstration Evaluation. Pay special attention to the problem areas identified and how they were expressed. 4. As the **Secondary Evaluator**, you will present your findings as requested by the Primary Evaluator. 5. Be prepared to discuss your overall experience with the class. 6. Submit your completed evaluation to your Primary Instructor when requested.

EVALUATED COMPONENTS		CONSIDER	YES	NO	Pass or Fail	
4f.	**Nonverbal Communication**	Eye contact, gestures, distracting mannerisms			P or F	C
	Comments:					
5.	**APPLICATION**					
5a.	**Student Skill Performance**	Checking key points, correcting errors			P or F	C
	Comments:					
5b.	**Active Learning Environment**	Questioning techniques, interaction, feedback			P or F	C
	Comments:					
6.	**EVALUATION:**	Student performs without assistance			P or F	
7.	**ASSIGNMENT**				P or F	

C - Critical Component: Failure on this component results in failure of the teaching demonstration

[ ] Primary or [ ] Secondary Student Evaluator: _____ Actual Teaching Time

Grade: Pass [ ] Fail [ ]

Comments:

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [ ] Fail [ ]

Comments:

Topic 2-10: Legal and Ethical Considerations as They Relate to Psychomotor Training

Student information for this topic can also be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 59-84.

The Training Instructor is exposed to both criminal and civil liability when providing training in the industrial setting (occupational training) and must adhere to the general safety orders of Cal/OSHA.

General Safety Orders of Cal/OSHA

Cal/OSHA is the state agency that regulates and enforces California workplace safety and health standards, and issues citations for any violations of those standards.

A citation is a written notice of a safety or health violation, usually based upon a Cal/OSHA inspection of a workplace or industrial accident. It typically must be issued within six months of the alleged violation, and it must describe the violation with particularity. The citation must also provide notice of any proposed penalty and provide a reasonable time for abatement.

Violation Categories

There are five categories of violations for which a citation may be issued, each with their own penalty guidelines.

1. Regulatory Violation

A regulatory violation occurs when an employer fails to comply with administrative safety and health requirements, such as record keeping, reporting, posting, or permit requirements. The penalty for a regulatory violation may be as high as $7,000. Failure to make a timely report of a death or serious illness or injury is subject to a minimum penalty of $5,000.

2. General Violation

A general violation occurs when an injury or illness results from a safety or health violation that is determined not to be likely to cause death or serious harm. The penalty for a general violation may be as high as $7,000.

3. Serious Violation

A serious violation occurs where there is a substantial probability that a safety or health violation could result in death or serious injury. A serious injury occurs whenever an employee suffers any loss of a body part, any degree of permanent disfigurement, or any injury requiring hospitalization (other than for observation) for more than 24 hours. The base penalty for a serious violation is $18,000 and may be as high as $25,000.

4. Willful Violation

A willful violation occurs where it is determined that the employer and/or employee committed an intentional and knowing safety or health violation, yet made no reasonable effort to eliminate the resulting hazard. The minimum penalty for a willful violation is $5,000 and may be as high as $70,000. A willful violation that causes death or prolonged physical impairment may also result in a criminal fine of up to $1.5 million and/or imprisonment for up to three years.

5. Repeat Violation

A repeat violation occurs where an employer repeats the same safety or health violation within three years of a previous violation. The penalty for a repeat violation may be as high as $70,000.

One can easily see from the information that a Cal/OSHA citation - any Cal/OSHA citation - is a serious matter. In the eyes of the state, it is incumbent on all employers and/or employees to anticipate potential safety or health hazards in the workplace, and to make reasonable efforts to eliminate or mitigate those hazards. Cal/OSHA also insists on scrupulous adherence to its administrative requirements, particularly those requirements governing illness and injury prevention, cleaning, maintenance and adjustment of machinery and record keeping and reporting of occupational injuries.

Group Activity 2-10-1: Legal and Ethical Concerns

Time Frame:	0:15
Materials Needed:	• Writing board/pads • Pens
Introduction:	This activity provides the students the opportunity to list legal and ethical concerns they may have as new instructors. The lists generated will be incorporated into the lesson where appropriate as discussion points. At the end of the lesson, the lists will be reviewed to ensure that all legal and ethical concerns have been addressed.
Directions:	1. Each group will be assigned a writing board and pens. 2. Half of the groups will list **legal** concerns they can foresee as instructors teaching cognitive lessons. 3. The other half of the groups will list **ethical** concerns they can foresee as instructors teaching cognitive lessons. 4. You have 5 minutes to complete this activity. 5. Be prepared to discuss your lists with the class.

Topic 3-1: Introduction to and Administration of Performance Tests

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 308 and 402-405.

Individual Activity 3-1-1: Scoring a Performance Test

Time Frame:	0:15
Materials Needed:	• Sample performance test rating sheet • Pen/pencil
Introduction:	This activity provides the students the opportunity to evaluate a performance test using a performance test rating sheet and discussing its strengths and weaknesses.
Directions:	1. Review the performance test rating sheet. 2. Grade the instructor as he or she performs the skill using the rating sheet. 3. Determine if the instructor passed or failed the skill. 4. Be prepared to discuss your evaluation.

Skill #8: Bleeding Control/Shock Management

Candidate's Name: _____ Evaluator's Name: _____

Date: _____ Start Time: _____ Stop Time: _____

	Points Possible	Points Awarded
Takes or verbalizes body substance isolation precautions	1	
Applies direct pressure to the wound	1	
Elevates the extremity	1	
Note: The examiner must now inform the candidate that the wound continues to bleed.		
Applies an additional dressing to the wound	1	
Note: The examiner must now inform the candidate that the wound still continues to bleed. The second dressing does not control the bleeding.		
Locates and applies pressure to appropriate arterial pressure point	1	
Note: The examiner must now inform the candidate that the bleeding is controlled.		
Bandages the wound	1	
Note: The examiner must now inform the candidate the patient is now showing signs and symptoms indicative of hypoperfusion.		
Properly position the patient	1	
Applies high concentration oxygen	1	
Initiates steps to prevent heat loss from the patient	1	
Indicates the need for immediate transportation	1	
Total:	**10**	

Critical Criteria

_____ Did not take or verbalize body substance isolation precautions

_____ Did not apply high concentration oxygen

_____ Applied a tourniquet before attempting other methods of bleeding control

_____ Did not control hemorrhage in a timely manner

_____ Did not indicate a need for immediate transportation

Topic 3-2: Student Progress and Testing Feedback

Student information for this topic can be found in Fire and Emergency Services Instructor, IFSTA, Seventh Edition, Pages 315-317.

Appendix A: Blank Evaluation Forms

Student Instructor Psychomotor Teaching Demonstration Evaluation Form

Student Instructor: _____ Demo #: [ ] 1st [ ] 2nd

Topic: _____

Date: _____ Level of Instruction: _____

Student Evaluator: _____ Primary [ ] Secondary [ ]

	EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail	
1.	**MANAGED TRAINING ENVIRONMENT**	Disruptions, distractions			P or F	
	Comments:					
2.	**LEARNING OBJECTIVE**	Must include Condition, Behavior, Standard			P or F	
	Comments:					
3.	**PREPARATION**	ACID BASE, Effective			P or F	
	Comments:					
4.	**PRESENTATION**					
4a.	**Content**	Appropriate lesson flow, known to unknown			P or F	
	Comments:					
4b.	**Training Aids and Props**	Same as what the students will use, easily seen, used effectively and safety			P or F	
	Comments:					
4c.	**Performed Skill at Full-speed**	Using skills sheet, promoting safety			P or F	
	Comments:					
4d.	**Performed Slowly, Verbalizing**	Operations and key points, promoting safety			P or F	
	Comments:					
4e.	**Verbal Communication**	Volume, clarity, interferences			P or F	
	Comments:					

	EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
4f.	**Nonverbal Communication**	Eye contact, gestures, distracting mannerisms			P or F C
	Comments:				
5.	**APPLICATION**				
5a.	**Student Skill Performance**	Checking key points, correcting errors			P or F C
	Comments:				
5b.	**Active Learning Environment**	Questioning techniques, interaction, feedback			P or F C
	Comments:				
6.	**EVALUATION:**	Student performs without assistance			P or F
7.	**ASSIGNMENT**				P or F
	C - Critical Component: Failure on this component results in failure of the teaching demonstration				

[ ] Primary or [ ] Secondary Student Evaluator: _____ Actual Teaching Time

Grade: Pass [ ] Fail [ ]

Comments:

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [ ] Fail [ ]

Comments:

Student Instructor Psychomotor Teaching Demonstration Evaluation Form

Student Instructor: _____ Demo #: [ ] 1st [ ] 2nd

Topic: _____

Date: _____ Level of Instruction: _____

Student Evaluator: _____ Primary [ ] Secondary [ ]

	EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail	
1.	**MANAGED TRAINING ENVIRONMENT**	Disruptions, distractions			P or F	
	Comments:					
2.	**LEARNING OBJECTIVE**	Must include Condition, Behavior, Standard			P or F	
	Comments:					
3.	**PREPARATION**	ACID BASE, Effective			P or F	
	Comments:					
4.	**PRESENTATION**					
4a.	**Content**	Appropriate lesson flow, known to unknown			P or F	
	Comments:					
4b.	**Training Aids and Props**	Same as what the students will use, easily seen, used effectively and safety			P or F	
	Comments:					
4c.	**Performed Skill at Full-speed**	Using skills sheet, promoting safety			P or F	
	Comments:					
4d.	**Performed Slowly, Verbalizing**	Operations and key points, promoting safety			P or F	
	Comments:					
4e.	**Verbal Communication**	Volume, clarity, interferences			P or F	
	Comments:					

	EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
4f.	**Nonverbal Communication**	Eye contact, gestures, distracting mannerisms			P or F C
	Comments:				
5.	**APPLICATION**				
5a.	**Student Skill Performance**	Checking key points, correcting errors			P or F C
	Comments:				
5b.	**Active Learning Environment**	Questioning techniques, interaction, feedback			P or F C
	Comments:				
6.	**EVALUATION:**	Student performs without assistance			P or F
7.	**ASSIGNMENT**				P or F
	C - Critical Component: Failure on this component results in failure of the teaching demonstration				

[ ] Primary or [ ] Secondary Student Evaluator: _____ Actual Teaching Time

Grade: Pass [ ] Fail [ ]

Comments:

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [ ] Fail [ ]

Comments:

Student Instructor Psychomotor Teaching Demonstration Evaluation Form

Student Instructor: _____ Demo #: [ ] 1st [ ] 2nd

Topic: _____

Date: _____ Level of Instruction: _____

Student Evaluator: _____ Primary [ ] Secondary [ ]

	EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail	
1.	**MANAGED TRAINING ENVIRONMENT**	Disruptions, distractions			P or F	
	Comments:					
2.	**LEARNING OBJECTIVE**	Must include Condition, Behavior, Standard			P or F	
	Comments:					
3.	**PREPARATION**	ACID BASE, Effective			P or F	
	Comments:					
4.	**PRESENTATION**					
4a.	**Content**	Appropriate lesson flow, known to unknown			P or F	
	Comments:					
4b.	**Training Aids and Props**	Same as what the students will use, easily seen, used effectively and safety			P or F	
	Comments:					
4c.	**Performed Skill at Full-speed**	Using skills sheet, promoting safety			P or F	
	Comments:					
4d.	**Performed Slowly, Verbalizing**	Operations and key points, promoting safety			P or F	
	Comments:					
4e.	**Verbal Communication**	Volume, clarity, interferences			P or F	
	Comments:					

	EVALUATED COMPONENTS	CONSIDER	YES	NO	Pass or Fail
4f.	**Nonverbal Communication**	Eye contact, gestures, distracting mannerisms			P or F C
	Comments:				
5.	**APPLICATION**				
5a.	**Student Skill Performance**	Checking key points, correcting errors			P or F C
	Comments:				
5b.	**Active Learning Environment**	Questioning techniques, interaction, feedback			P or F C
	Comments:				
6.	**EVALUATION:**	Student performs without assistance			P or F
7.	**ASSIGNMENT**				P or F
	C - Critical Component: Failure on this component results in failure of the teaching demonstration				

[ ] Primary or [ ] Secondary Student Evaluator: _____ Actual Teaching Time

Grade: Pass [ ] Fail [ ]

Comments:

Master Instructor or Skills Evaluator: _____ Actual Teaching Time

Grade: Pass [ ] Fail [ ]

Comments: