OFFICE OF THE STATE FIRE MARSHAL
STATEWIDE TRAINING AND EDUCATION ADVISORY COMMITTEE
DEPARTMENT OF FORESTRY AND FIRE PROTECTION
PO Box 944246
Sacramento, CA 94244-2460
Phone: (916) 445-8200
Website: www.fire.ca.gov

Date: December 23, 2013 Attachment 6

To: Ronny J. Coleman, Chairman
Statewide Training and Education Advisory Committee
c/o State Fire Training

From: Bill Vandevort, Fire Service Training Specialist, State Fire Training

Subject/Agenda Action Item: Company Officer Standards and Curriculum

Recommended Actions: Information/Discussion

Background Information:

Fire Officer Certification was established in 1981 and included eight courses. The original courses were rolled over from courses that were currently being offered at the State Fire Academy at Asilomar. In 1984 the pre-requisite for Fire Officer Certification was changed to include Fire Fighter II and in 1998, I-300 was added as a pre-requisite.

Command 1A was virtually unchanged until it was completely revised in 2012. Command 1B originally addressed hazardous materials until 1998 when it was revised to include more all-risk incidents such as wildland firefighting and MCI. In 2004, Command 1C was added to the curriculum because of recommendations from the Blue Ribbon Committee resulting from near miss and Line of Duty Deaths (LODD) fatalities on wildland fires involving the wildland urban interface. Fire Investigation 1, a course designed for fire investigators, was one of the original eight courses, was last revised in 1996. Fire Prevention 1A and 1B were part of the original courses included in Fire Officer Certification even though they were developed for full time fire prevention personnel. A new course, Fire Prevention 1 replaced these courses in 2012 that is designed for company officers and focuses on pre-incident plans and company inspections. The instructor training courses that were included in the original eight courses were courses designed for fire instructors, and not necessarily company officers, came from an agreement between State Fire Training (SFT) (under the Department of Education, Bureau of Industrial Education) and UCLA (the keeper of teacher training at the time, circa 1960) that mirrored the UCLA 60 clock hour course for vocational education instructors. These courses were revised in 2010 to reflect changes in the NFPA Standard 1041, Fire Instructor Professional Qualifications that moved away from writing lesson plans to adapting lesson plans. Fire Management 1 has changed over the years with the last revision occurring in 2000.

In 2009 a cadre was convened to review the fire officer training that included a review and analysis of the courses for Fire Officer and Chief Officer certification. This cadre recommended, since approved by STEAC and the SBFS, that the Fire Officer level of certification be renamed Company Officer and that the Chief Officer level of certification be split into Chief Fire Officer and Executive Chief Officer. The cadre felt that there were enough significant differences among chief officers to warrant this split. Establishing levels of certification for Chief Fire Officer and Executive Chief Officer is consistent with the approach taken by the National Fire Academy.

In July 2013 SFT issued a task order for the rewriting of Fire Officer Certification, now known as Company Officer, through our contract with Sacramento State University, department of Continuing Education. A Development Cadre was formed with six fire service personnel representing organizations from around the state. The members of the cadre were Battalion Chief Ken Davis, CALFIRE fire academy at Ione, Captain Jeff Field, Monterey Fire Department, Jennifer McDowell, Riverside City Fire Department (So Cal TO's), Brian Oliver, Moraga-Orinda Fire Department, Mark Wygant, South Lake Tahoe Fire Department. Joe Bunn, State Fire Training, was also a member of the cadre serving in a training and development capacity. The Development Cadre first met in July 2013 and finished their work after three, multi-day meetings concluding in October 2013. During this time the cadre created a Certification Training Standard (CTS) for Company Officer and five Course Plans.

Once the Development Cadre finished their work, a Validation Cadre was formed to review and validate the content of the documents created by the Development Cadre. The Validation Cadre consisted of ten members of the fire service from throughout the state along with representatives from the community colleges. Cadre members included Captain Jon Black, Santa Clara County Fire Department, Joe Bunn, State Fire Training, Battalion Chief Ken Davis, CALFIRE academy at Ione, Captain Eric Fetherston, Los Angeles County Fire Department, Captain Jeff Field, Monterey Fire Department, Assistant Chief Jason Foster, Antelope Valley VFD, Timi Hayward, Chaffey College, Captain Aaron Lowe, Chico Fire Department (Nor Cal TO's), Division Chief Tony Mecham, CALFIRE, Brendan O'Leary, San Francisco City College, and Roy Paige, Los Angeles Fire Department. This cadre met for a three-day meeting in November 2013 to review and approve the work completed by the Development Cadre.

Analysis/Summary of Issue:

Following is an analysis of the major differences between the old Fire Officer Certification program and the new Company Officer program.

1. Consistent with the 2009 approval by STEAC and SBFS, the title of the certification job function has been changed from Fire Officer to Company Officer.

2. The prerequisite for Company Officer remains to be Fire Fighter II as established in 1984.

3. The Company Officer certification is based entirely on the 2009 edition of the NFPA 1021Professional Qualifications standard for Fire Officer, Levels I and II and NFPA 1051, Standard for Wildland Fire Fighter Professional Qualifications for Wildland Fire Officer I. Previously, Fire Officer certification, while it met many of the NFPA standard requirements, was based primarily on course content originally developed, and since revised, from the courses delivered at the

State Fire Academy at Asilomar. In addition any laws or mandates specific to California, not addressed in the NFPA standards, are included in the new Company Officer CTS.

4. Following the Homeland Security Presidential Directive-5 definition and requirements for ICS training, the cadre agreed that IS-200b, designed for single resources and initial actions, is appropriate for Company Officer certification. This course falls in line and builds on the ICS requirements identified for Fire Fighter I and is listed as a co-requisite meaning that it needs to be delivered within the Company Officer program.

5. Hazardous Materials Incident Commander, as delivered by CSTI, and S-290, Intermediate Wildland Fire Behavior, are also listed as co-requisites and need to be taken in conjunction with the other educational requirements for this level of certification.

6. The biggest change is with the educational requirements. There are now five courses identified to meet the job performance requirements listed in the NFPA 1021 standard:

    - Human Resource Management 1 - 40 hours
    - Fire Administration 1 - 20 hours
    - Fire Prevention Inspections and Investigation - 40 hours
    - Incident Command Operations 1 - 40 hours
    - Wildland Incident Operations 1 - 40 hours

    In addition to these courses, the new Fire Instructor 1 course (40 hours) is also part of the Company Officer educational requirements.

7. Two other considerations regarding these revised standards and curriculum that will be addressed in the future include a timeline plan to implement these changes and addressing instructor qualifications to teach the revised courses. For the purpose of this report we are focusing on the standards and the curriculum to meet those standards.

Company Officer
(NFPA Fire Officer I/II and Wildland Officer I)

Certification Training Standards Guide
[Month Year]

Cover Photo

California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Company Officer

Certification Training Standards Guide
[Month Year]

This CTS guide utilizes NFPA 1021 Standard for Fire Officer Professional Qualifications (2009) to provide the qualifications for State Fire Training's Company Officer certification.

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

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Cover photo courtesy of [name, organization]

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State Fire Training

Mission

To enable the California Fire Service to safely protect life and property through education, training, and certification.

The California Fire Services 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.

CFSTES facilitates, coordinates, and assists in the development and implementation of standards and certification for the California fire service. CFSTES:

1. Administers the California Fire Academy System
1. Provides accredited courses leading to certification and approved standardized training programs for local and regional delivery
2. Administers the national accreditation process in California
3. Publishes certification training standards, course plans, and a capstone task book for each certified level in the California fire service

CFSTES is a fire service system developed by the fire service, for the fire service. It is only as successful and effective as the people involved in it.

Acknowledgments

State Fire Training appreciates the hard work and accomplishments of those who built the solid foundation on which this program continues to grow.

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Ken Pimlott
Director, CAL FIRE

Tonya Hoover
State Fire Marshal

Mike Richwine
Assistant State Fire Marshal

[Name]
Chief, State Fire Training

Ron Coleman
Chair, STEAC

Cadre Leadership

Bill Vandevort
Cadre Leader
Fire Service Training Specialist, State Fire Training

Laura Garwood Meehan
Cadre Editor
Sacramento State University

Cadre Members

Development Cadre:

Joe Bunn
Fire Service Training Specialist, State Fire Training

Ken Davis
Battalion Chief, CAL FIRE

Jeff Field
Captain, Monterey Fire Department

Jennifer McDowell
Captain, City of Riverside

Brian Oliver
Captain, Moraga-Orinda Fire District

Mark WyGant
Captain, South Lake Tahoe Fire Department

Validation Cadre:

Aaron Lowe
Captain, City of Chico Fire Department

Jason Foster
Assistant Chief, Antelope Valley Fire Department

Jonathan Black
Captain, Santa Clara County Fire Department

Brendan O'Leary
Fire Officer Program Director, City College of San Francisco

Roy Paige
Captain, Los Angeles Fire Department

Timi Hayward
Associate Professor of Fire Technology, Chaffey College

Tony Mecham
Division Chief, CAL FIRE

Eric Fetherston
Captain, Los Angeles County Fire Department

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innovative ideas, and forward-thinking services. This collaboration is made possible through an interagency agreement between CAL FIRE and Sacramento State.

How to Read a CTS Guide

State Fire Training develops a Certification Training Standards (CTS) Guide for a variety of job functions in the fire service such as firefighter, driver/operator, fire instructor, and company officer. The CTS guide lists the requisite knowledge and skills and the job performance requirements a person is expected to complete in order to become certified in a specific function. CTS guides are appropriate for fire service personnel and individuals in related occupations pursuing State Fire Training certification.

Each CTS guide serves as a foundation for the certification programs recommended for adoption by the Office of the State Fire Marshal. Any certification program must be based on job-related knowledge and measurable performance standards. To master the knowledge and skills needed for specialized operations, individuals will require additional training to augment the performance standards included in the CTS guide.

Within the CTS guide, it is impossible to capture the different policies and procedures of each organization in the California fire service. Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own departments or jurisdictions.

Format

Each certification training standard included in the CTS guide includes the following:

Section Heading

The section heading describes a general category for a group of training standards. For example, the Fire Marshal CTS includes the following sections: Administration, Risk Management, Community Relations, Professional Development, Regulatory Programs, Fire and Life Safety, and Investigation. Each section contains one or more individual training standards.

Training Standard Title

The training standard title provides a general description of the performance requirement contained within the standard.

Authority

The CTS guide references each standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

Given

This section lists the objects, equipment, materials, or facilities an individual needs in order to acquire the requisite knowledge and skills or to accomplish the job performance requirement(s) within a training standard.

Requisite Knowledge and Skills

This section lists the knowledge and skills that an individual must acquire in order to accomplish the job performance requirement(s) within a training standard.

This section does not include NFPA requisite knowledge or skills that are too general to teach or that individuals should develop through life experiences. For example, a training standard would not list “communicate orally and in writing” or “ability to relate interpersonally” unless they specifically apply to a job performance requirement about acquiring communication skills or developing interpersonal relationships.

Job Performance Requirements

This section includes one or more written statements that describe a specific job-related task and define measurable or observable outcomes. After an individual completes all coursework and requisite requirements, the capstone task book process verifies completion of job performance requirements.

Content

In addition to the individual certification training standards, the CTS guide also includes State Fire Training Revisions and Errata pages.

State Fire Training Content

Located at the back of the CTS guide, this table documents any significant revisions made by State Fire Training to the NFPA standards in the development of this CTS guide. This table is used to justify content additions and advise the course plan development team.

Errata

Located at the back of the CTS guide, this page documents any changes made to the CTS guide outside of the five-year NFPA revision cycle.

Company Officer

Section 1: General

1-1 Definition of Duty for Level I and Level II

Authority

- NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
- NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)

Given

1. NFPA 1021 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.2, 5.3, 5.4
2. NFPA 1051 7.2.1

Requisite Knowledge and Skills

1. Identify the duties of a company officer level I:
   - This duty involves utilizing human resources to accomplish assignments in accordance with safety plans and in an efficient manner. This duty also involves evaluating member performance and supervising personnel during emergency and nonemergency work periods, according to the following job performance requirements.
   - This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.
   - This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.
   - This duty involves conducting inspections to identify hazards and address violations, performing a fire investigation to determine preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.
   - This duty involves supervising emergency operations, conducting preincident planning, and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.
   - This duty involves integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene, including the donning of appropriate levels of personal protective equipment to ensure a work environment that is in

accordance with health and safety plans for all assigned members, according to the following job performance requirements.

2. Identify the duties of a company officer level II:
    - This duty involves evaluating member performance, according to the following job performance requirements.
    - This duty involves dealing with inquiries of allied organizations in the community and projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.
    - This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.
    - This duty involves conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.
    - This duty involves supervising multiunit emergency operations, conducting preincident planning, and deploying assigned resources, according to the following job requirements.
    - This duty involves reviewing injury, accident, and health exposure reports, identifying unsafe work environments or behaviors, and taking approved action to prevent reoccurrence, according to the following job requirements.
    - This duty includes meeting the instructor requirements as defined in NFPA 1041 for Fire Instructor I
3. Identify the duties of a wildland fire officer level I:
    - This duty involves basic wildland leadership, human resource management, and principles of supervision, according to the following job performance requirements.

Job Performance Requirements

There are no job performance requirements identified for this training standard.

1-2 Corequisite Course: IS-200.B—ICS for Single Resources and Initial Action Incidents

Authority
Office of the State Fire Marshal

Given
1. *IS-200.B: ICS for Single Resource and Initial Action Incidents*

Requisite Knowledge and Skills
1. *Meet the requirements of the course IS-200.B: ICS for Single Resource and Initial Action Incidents:*
   - *Describe the ICS organization appropriate to the complexity of the incident or event.*
   - *Use ICS to manage an incident or event.*

Job Performance Requirements
Demonstrate understanding of the information contained in IS-200.B: ICS for Single Resource and Initial Action Incidents, which must be completed as part of the certification education requirement.

1-3 Corequisite Course: S-290 Intermediate Wildland Fire Behavior

Authority
Office of the State Fire Marshal

Given
1. *S-290 Intermediate Wildland Fire Behavior*

Requisite Knowledge and Skills
1. *Meet the requirements of the course S-290 Intermediate Wildland Fire Behavior:*
    - *Identify and describe the characteristics of fuels, weather, and topography that influence wildland fire behavior.*
    - *Describe the interaction of fuels, weather, and topography on wildland fire behavior, fireline tactics, and safety.*
    - *Describe the causes of extreme wildland fire behavior (long-range spotting, crowning, and fire whirls) developing due to fuels, weather, and/or topography.*
    - *Interpret, apply, and document wildland fire behavior and weather information.*

Job Performance Requirements
Demonstrate understanding of the information contained in S-290 Intermediate Wildland Fire Behavior, which must be completed as part of the certification education requirement.

1-4 Corequisite Course: Hazardous Materials Incident Commander

Authority
Office of the State Fire Marshal

Given
1. *Hazardous Material Incident Commander (as offered by the California Specialized Training Institute)*

Requisite Knowledge and Skills
1. *Meet the requirements of the course Hazardous Materials Incident Commander:*
   - *Receive at least twenty-four hours of training equivalent to the first responder operations level*
   - *Know and be able to implement the employer's incident command system.*
   - *Know how to implement the employer's emergency response plan.*
   - *Know and understand the hazards and risks associated with employees working in chemical protective clothing.*
   - *Know how to implement the local emergency response plan.*
   - *Know of the state emergency response plan and of the Federal Regional Response Team.*
   - *Know and understand the importance of decontamination procedures.*

Job Performance Requirements
Demonstrate understanding of the information contained in Hazardous Materials Incident Commander, which must be completed as part of the certification education requirement.

Section 2: Human Resource Management

2-1: Explaining the Impact of the California Firefighters Procedural Bill of Rights

Authority
Office of the State Fire Marshal

Given
1. *The California Firefighters Procedural Bill of Rights Act, AB 220*

Requisite Knowledge and Skills
1. *Describe the disciplinary process as it relates to the California Firefighters Procedural Bill of Rights Act.*
2. *Describe the components of the notification and interrogation process.*
3. *Describe the protection of basic rights offered by the California Firefighters Procedural Bill of Rights Act.*

Job Performance Requirements
Explain the impact of the California Firefighters Procedural Bill of Rights Act as it applies to the company officer to reduce risk and civil and criminal liability.

2-2: Assigning Emergency Tasks or Responsibilities

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 4.2.1

Given

1. An assignment at an emergency incident

Requisite Knowledge and Skills

1. *Describe* techniques used to make assignments under stressful situations.
2. *List* methods of confirming understanding.
3. *Employ* condensed instruction for frequently assigned unit tasks based on training and standard operating procedures.
4. *Demonstrate* verbal communications during emergency incidents.

Job Performance Requirements

Assign tasks or responsibilities to unit members, providing complete, clear, and concise instructions; addressing safety considerations; and conveying the desired outcomes.

2-3: Assigning Nonemergency Tasks or Responsibilities

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 4.2.2

Given

1. An assignment under nonemergency conditions at a station or other work location

Requisite Knowledge and Skills

1. *Describe* techniques used to make assignments under routine situations.
2. *List* methods of confirming understanding.
3. *Provide* instructions for frequently assigned unit tasks based on department policy.
2. *Demonstrate* verbal communications during nonemergency incidents.

Job Performance Requirements

Assign tasks or responsibilities to unit members, giving complete, clear, and concise instructions; addressing safety considerations; and conveying the desired outcomes.

2-4: Directing Unit Members during a Training Evolution

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 4.2.3

Given

1. A company training evolution
2. Training policies and procedures

Requisite Knowledge and Skills

1. Distribute issue-guided directions to unit members during training evolutions.

Job Performance Requirements

Direct unit members to perform a training evolution efficiently, in accordance with safety plans, and as directed.

2-5: Recommending Action for Member-Related Problems

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 4.2.4

Given

1. A member with a situation requiring assistance
2. The member assistance policies and procedures

Requisite Knowledge and Skills

1. *Identify* the signs and symptoms of member-related problems.
2. *Identify* the causes of stress in emergency services personnel.
3. *Describe the* adverse effects of stress on the performance of emergency service personnel.
4. *Identify the* AHJ's member assistance policies and procedures.
5. *Implement* a course of action for a member in need of assistance.

Job Performance Requirements

Recommend action for member-related problems, identifying the situation and taking action within established policies and procedures.

2-6: Applying and Following Human Resources Policies and Procedures

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 4.2.5

Given

1. An administrative situation requiring action

Requisite Knowledge and Skills

1. *Identify* human resource policies and procedures.
2. *Describe the application of administrative procedures.*

Job Performance Requirements

Apply and follow human resource policies and procedures.

2-7: Supervising and Coordinating the Completion of Assignments

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 4.2.6

Given

1. A list of projects and tasks
2. The job requirements of subordinates

Requisite Knowledge and Skills

1. *Identify* principles of supervision.
2. *Describe* basic human resource management.
3. *Describe how* to set priorities.

Job Performance Requirements

Coordinate the completion of assigned tasks and projects by members, prioritizing assignments, developing a plan for the completion of each assignment, assigning members to specific tasks, and supervising and holding members accountable for completing their assignments.

2-8: Improving Member Performance

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 5.2.1

Given

1. Human resource policies and procedures

Requisite Knowledge and Skills

1. *Identify performance problems*.
2. *Describe concepts of* organizational behavior.
3. *Describe principles of* group dynamics.
4. *Describe the different* leadership styles.
5. *Describe the* types of power *in leadership*.
6. *Describe principles of* interpersonal dynamics.
7. *Employ techniques to improve member performance.*

Job Performance Requirements

Initiate actions that maximize member or unit performance or correct unacceptable performance, or refer the issue to the next level of supervision.

2-9: Performing and Reporting Job Evaluations

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 5.2.2

Given

1. Personnel records
2. Evaluation forms

Requisite Knowledge and Skills

1. *Identify* job descriptions.
2. *Describe the* objectives *and procedures* of a member evaluation program.
3. *Identify* common errors in evaluating.
4. *Demonstrate how* to plan and conduct evaluations.

Job Performance Requirements

Accurately evaluate assigned members' job performance and report each evaluation according to human resource policies and procedures.

2-10: Creating a Professional Development Plan

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 5.2.3
2. *Office of the State Fire Marshal*

Given

1. The requirements for promotion
2. *Opportunities for a member's professional development*

Requisite Knowledge and Skills

1. *Identify the steps for creating* a professional development *plan*.
2. *List professional development options.*
3. *Apply evaluation form results to individual development plans.*

Job Performance Requirements

Create a professional development plan for a member of the organization, providing the individual with the necessary knowledge, skills, and abilities to *maintain or advance professional development.*

Section 3: Community and Government Relations

3-1 Initiating Action to Address Community Needs

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 4.3.1
4. *Office of the State Fire Marshal*

Given

1. Policies and procedures
2. *Examples of community needs*

Requisite Knowledge and Skills

1. *Identify* community demographics.
2. *Identify* community service organizations.
3. *Explain* the role and mission of the department.
4. *Explain the role of* public relations *and its impact on the organization*.

Job Performance Requirements

Initiate action addressing community *needs*.

3-2: Initiating Action to Address Citizen Concerns

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 4.3.2
    - Paragraph 4.3.3
5. *Office of the State Fire Marshal*

Given

1. Policies and procedures
2. *Examples of citizen concerns*

Requisite Knowledge and Skills

1. Identify community or organizational resources.
2. *Describe methods of responding to citizens' concerns.*

Job Performance Requirements

Initiate action to answer a citizen's inquiry or concern or refer the concern to the correct individual for action, complying with all policies and procedures.

3-3: Explaining the Benefits of Cooperating with Allied Organizations

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 5.3.1
6. *Office of the State Fire Marshal*

Given

1. A specific problem or issue in the community
2. *A list of local, statewide, and national resources*

Requisite Knowledge and Skills

1. *Describe* the types and functions of external agencies in the community.

Job Performance Requirements

Clearly explain the benefits to the organization and the purpose for establishing cooperative external agency relationships.

Section 4: Administration

4-1: Explaining the Impact of State and Federal Laws and Regulations

Authority
Office of the State Fire Marshal

Given
1. *A list of state and federal laws and regulations pertaining to fire services supervisors*

Requisite Knowledge and Skills
1. *Identify state laws and regulations.*
2. *Identify federal laws and regulations.*

Job Performance Requirements
Explain the impact of state and federal laws and regulations as they apply to the company officer to reduce risk and civil and criminal liability.

4-2: Recommending Changes to and Implementing Departmental Policies

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 4.4.1
7. *Office of the State Fire Marshal*

Given

1. A new departmental policy

Requisite Knowledge and Skills

1. *Describe how* to communicate change in a positive manner.
2. *Identify the procedure for recommending policy changes.*

Job Performance Requirements

Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, communicating the policy to unit members so that they understand it.

4-3: Executing Routine Administrative Functions

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 4.4.2
2. *Office of the State Fire Marshal*

Given

1. Forms
2. *Examples of* record-management systems

Requisite Knowledge and Skills

1. Identify administrative policies and procedures.
2. *Describe the proper use of a record-management system, including:*
    - *The information found in a record management system*
    - *The value of a record management system*

Job Performance Requirements

Execute routine unit-level administrative functions, completing reports and logs and maintaining files in accordance with policies and procedures.

4-4: Preparing Budget Requests

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 4.4.3

Given

1. A need *requiring expenditure*
2. Budget forms

Requisite Knowledge and Skills

1. *Identify budget request* policies and procedures.
2. *Identify* the revenue sources.
3. *Describe* the budget process.
4. *Explain how to prepare a budget request.*

Job Performance Requirements

Prepare a properly formatted budget request that is supported with data.

4-5: Explaining Components of the Organization

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 4.4.4

Given

1. An organization chart

Requisite Knowledge and Skills

1. *Identify the* organizational structure of the department.
2. *Describe* functions of management.

Job Performance Requirements

Provide a current, accurate explanation of the purpose of each management component of the organization, clearly identifying the organization's purpose and mission.

4-6: Collecting Incident Response Data

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 4.4.5
8. *Office of the State Fire Marshal*

Given

1. The goals *and mission* of the organization

Requisite Knowledge and Skills

1. *Describe the purpose of collecting incident response data*.

Job Performance Requirements

Explain the need for and benefits of collecting incident response data, producing timely, accurate incident response reports.

4-7: Developing a Policy or Procedure

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 5.4.1
9. *Office of the State Fire Marshal*

Given

1. An assignment
2. *The need to develop a policy or procedure*
3. *The template for new policies or procedures*

Requisite Knowledge and Skills

1. *Describe the procedure for developing new policies.*

Job Performance Requirements

Develop a policy or procedure that identifies the problem and proposes a solution.

4-8: Developing a Project or Divisional Budget

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 5.4.2

10. *Office of the State Fire Marshal*

Given

1. Budget schedule
2. Guidelines concerning the budget's preparation

Requisite Knowledge and Skills

1. *Identify the necessary* supplies and equipment for *budget items, which may include*:
    - ongoing or new projects
    - repairs to existing facilities
    - new equipment
    - apparatus maintenance
2. *Compute* costs:
    - personnel
    - *capital*
    - *operating*
3. *Describe the* appropriate budgeting system.
4. *Identify the proper procedure for* allocat*ing* finances.

Job Performance Requirements

Develop a project or divisional budget, determining and justifying capital, operating, and personnel costs.

4-9: Describing the Purchasing Process

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 5.4.3
2. *Office of the State Fire Marshal*

Given

1. Established *product or service* specifications
2. *Purchasing policies and procedures*

Requisite Knowledge and Skills

1. *Identify* purchasing laws.
2. *Identify purchasing forms needed.*
11. Define the competitive bidding process.

Job Performance Requirements

Describe a purchasing process, including soliciting and awarding bids, that ensures competitive bidding.

4-10: Preparing a News Release

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 5.4.4
2. *Office of the State Fire Marshal*

Given

1. An event or topic
2. Examples of formats used for news releases

Requisite Knowledge and Skills

1. Describe the policies and procedures for preparing a news release.

Job Performance Requirements

Prepare an accurate, properly formatted news release.

4-11: Preparing a Report

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
   - Paragraph 5.4.5
2. *Office of the State Fire Marshal*

Given

1. Fire department record(s)
2. A specific request for details, such as trends, variances, or other related topics

Requisite Knowledge and Skills

1. *Describe methods for preparing and submitting a report.*

Job Performance Requirements

Prepare a concise report for transmittal to a supervisor.

4-12: Developing Plans for Organizational Change

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 5.4.6

Given

1. An agency's change of policy or procedures

Requisite Knowledge and Skills

1. *Describe the process for* planning and implementing change.

Job Performance Requirements

Develop a plan that results in the positive implementation of effective change in the organization.

Section 5: Inspection and Investigation

5-1: Describing Fire Inspection Procedures

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 4.5.1
2. *Office of the State Fire Marshal*

Given

1. *The policies of the AHJ*
2. *The forms of the AHJ*
3. *The various occupancy classifications*

Requisite Knowledge and Skills

1. *Describe the various occupancies according to the current California Fire Code.*
2. *Describe* inspection procedures.
3. *Describe* fire detection systems.
4. *Describe* alarm systems.
5. *Describe* protection systems.
6. Identify fire hazards.
7. Identify life safety hazards.
8. *Describe* markings and identification systems for hazardous materials.
9. Apply the appropriate codes and standards.

Job Performance Requirements

Describe the AHJ's procedures for conducting fire inspections, identifying all hazards, including hazardous materials; completing approved forms; and initiating approved *follow-up* action.

5-2: Identifying Features that Prevent or Contribute to Fire Spread

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
   - Paragraph 4.5.2
2. *Office of the State Fire Marshal*

Given

1. An occupancy

Requisite Knowledge and Skills

1. *Describe* fire behavior *as it relates to fire spread for the various occupancies according to the current California Fire Code.*
2. *Identify* building construction *types.*
3. *Identify* building construction *features.*
4. *Describe the impact of:*
   - Detection systems
   - Alarm systems
   - Suppression systems
5. *Describe the impact of:*
   - Applicable codes
   - Applicable ordinances
   - Applicable standards

Job Performance Requirements

Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, developing an *occupancy* preincident plan.

5-3: Securing Incident Scenes

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 4.5.3

12. *Office of the State Fire Marshal*

Given

1. *An incident scene*
2. *Procedures for securing an incident scene*
3. *Equipment and resources*

Requisite Knowledge and Skills

1. *Identify* types of evidence.
2. *Describe* the importance of fire scene security.
3. *Describe* the importance of evidence preservation.
4. *Identify procedures for* establishing perimeters at an incident scene.

Job Performance Requirements

Secure an incident scene with recognizable perimeters, which keep unauthorized persons from restricted areas, and which protect all evidence or potential evidence from damage or destruction.

5-4: Determining the Origin and Cause

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 5.5.1

Given

1. One or more of the following:
    - *a fire scene or* photographs *of a fire scene*
    - diagrams
    - pertinent data
    - sketches

Requisite Knowledge and Skills

1. *Identify* methods used by arsonists.
2. *Identify* common causes of fire.
3. *Describe* basic cause and origin determination.
4. *Describe* fire growth and development.
5. *Describe* the documentation of preliminary fire investigative procedures.
6. Apply knowledge using deductive skills.

Job Performance Requirements

Determine the point of origin and preliminary cause of a fire to ascertain if arson is suspected.

Section 6: Emergency Service Delivery

6-1: Developing an Initial Plan of Action

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 4.6.1
2. *Office of the State Fire Marshal*

Given

1. Size-up information for an incident
2. *An ICS 201 Incident Briefing form*
3. Assigned emergency response resources

Requisite Knowledge and Skills

1. *Describe* the elements of a size-up.
13. *Describe* the standard operating procedures for emergency operations.
14. *Analyze* emergency scene conditions *for the following kinds of incidents:*
    - *Single-family dwelling fires*
    - *Multiple-family dwelling fires*
    - *Commercial fires*
    - *Assembly fires*
    - *Mid-rise and high-rise fires*
    - *Multicasualty incidents*
    - *Technical rescue*
15. *Describe how to* activate the local emergency plan, including localized evacuation procedures.
16. *Describe the use of* allocated resources.
17. *Describe the components of the ICS 201 Incident Briefing form.*

Job Performance Requirements

Develop an initial *plan of* action, *identifying the* resources *required* to control the emergency.

6-2: Implementing an Plan of Action

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 4.6.2
18. *Office of the State Fire Marshal*

Given

1. Assigned resources
2. Type of incident
3. A *previously developed* plan *of action*

Requisite Knowledge and Skills

1. *Describe the* resources available for the mitigation of fire and other emergency incidents.
2. *Use* an incident management system.
3. *Describe* scene safety *considerations.*
4. *Describe mitigations for* scene safety *hazards.*
5. *Describe* personnel accountability systems.
6. *Describe management of* assigned personnel under emergency conditions.
7. *Describe how to* account for assigned personnel under emergency conditions.
8. *Describe the procedure for the transfer of command.*

Job Performance Requirements

Implement a plan of action at an emergency operation, deploying resources to mitigate the situation.

6-3 Developing and Conducting a Postincident Analysis

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 4.6.3
    - Paragraph 5.6.2

19. *Office of the State Fire Marshal*

Given

1. A single-unit *or multiunit* incident
2. *Single-unit and multiunit* postincident analysis policies and procedures
3. *Single-unit and multiunit* postincident analysis forms

Requisite Knowledge and Skills

1. *Describe the* elements of a postincident analysis.

20. *Describe contributing factors for various incidents.*

21. *Describe* departmental procedures relating to:
    - Dispatch
    - Operations
    - Customer service

Job Performance Requirements

Develop and conduct a postincident analysis, identifying and communicating all required critical elements and completing and processing the approved forms in accordance with policies and procedures.

6-4 Identifying Elements of an Operational Plan to Mitigate an Incident

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 5.6.1

22. *Office of the State Fire Marshal*

Given

1. An emergency incident requiring multiunit operations
2. The current edition of NFPA 1600
3. AHJ-approved safety procedures

Requisite Knowledge and Skills

1. *Identify* national, state/provincial, and local information resources available for the mitigation of emergency incidents.
2. *Identify* command staff and unit supervision positions within the Incident Management System.

Job Performance Requirements

Identify elements of operational plans, obtaining required resources and their assignments, to carry out plans in compliance with NFPA 1600 and approved safety procedures, mitigating the incident.

6-5: Writing a Report Identifying Service Demand Causes

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 5.6.3
23. *Office of the State Fire Marshal*

Given

1. Incident reporting data from the jurisdiction
2. *A service demand*

Requisite Knowledge and Skills

1. *Describe how* to interpret response data correctly to identify the reasons for service demands.

Job Performance Requirements

Write a report identifying the major causes for service demands for various planning areas within the organization's service area.

Section 7: Health and Safety

7-1: Applying Safety Regulations

Authority
NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 4.7.1

Given
1. Safety policies and procedures

Requisite Knowledge and Skills
1. *Identify* the most common causes of personal injury and accident to members.
2. *Describe* safety policies and procedures.
3. *Describe* basic workplace safety.
4. *Describe* the components of an infectious-disease control program.

Job Performance Requirements
Apply safety regulations at the unit level, completing required reports, conducting in-service training, and conveying member responsibilities.

7-2: Conducting an Initial Accident Review

Authority

1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)
    - Paragraph 4.7.2

24. *Office of the State Fire Marshal*

Given

1. An incident
2. *Injury and accident* forms
3. *The AHJ's accident-review policies and procedures*

Requisite Knowledge and Skills

1. *Describe* procedures for conducting an accident *review*.
2. *Describe fact-finding procedures*.

Job Performance Requirements

Conduct an initial accident *review*, documenting the incident and processing reports in accordance with the AHJ's policies and procedures.

7-3: Describing the Benefits of Wellness and Fitness Programs

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 4.7.3

Given

1. Current fire service *safety and wellness* trends
2. Agency policies

Requisite Knowledge and Skills

1. *Identify* national death and injury statistics.
2. *Describe* fire service safety and wellness initiatives.

Job Performance Requirements

Describe the benefits of being physically and medically capable of performing assigned duties and functioning effectively during peak physical demand activities, explaining to members the need to participate in wellness and fitness program.

7-4: Analyzing and Reporting on Member History

Authority

NFPA 1021 Standard for Fire Officer Professional Qualifications (2009)

- Paragraph 5.7.1

Given

1. A case study

Requisite Knowledge and Skills

1. *Identify* the causes of unsafe acts, health exposures, or conditions that result in accidents, injuries, occupational illnesses, or deaths.
2. *Interpret* accidents, injuries, occupational illnesses, or death reports.
3. *Identify the HIPPA requirements.*

Job Performance Requirements

Analyze a member's accident, injury, or health exposure history, preparing a report including action taken and recommendations for a supervisor.

Section 8: Wildland Fire Officer I

8-1: Responding to Requests for Incident Information

Authority

NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)

- Paragraph 7.1.2

Given

1. Policies and procedures of the AHJ

Requisite Knowledge and Skills

1. *Describe* agency policies and procedures for release of incident information.

Job Performance Requirements

Accurately respond to requests for incident information according to policies and in a timely manner.

8-2: Evaluating Assigned Personnel

Authority

NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)

- Paragraph 7.2.2

Given

1. Agency personnel performance standards

Requisite Knowledge and Skills

1. *Describe the process for* observ*ing*, evaluat*ing*, counsel*ing*, and document*ing* personnel as to fitness for duty in accordance with agency policies and procedures.

Job Performance Requirements

Evaluate assigned personnel to ensure members are capable of safely performing assigned tasks and to identify individuals not meeting the standards, and taking corrective actions.

8-3: Verifying Personnel Qualifications

Authority

NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)

- Paragraph 7.2.3

Given

1. An assignment or task

Requisite Knowledge and Skills

1. *Identify* the agency's qualifications standards.
2. *Describe the* assess*ment of* personnel qualifications for assignment in accordance with agency policies and procedures.

Job Performance Requirements

Verify the qualifications of assigned personnel to verify that individuals' fire fighter skills are appropriate, identifying and reporting deficiencies and taking corrective action.

8-4: Providing for Emergency Medical Treatment

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 7.2.4
2. *Office of the State Fire Marshal*

Given

1. An injured or ill fire fighter
2. Agency policies and procedures *for medical treatment*
3. *ICS 206 Medical Plan form*

Requisite Knowledge and Skills

1. *Describe* medical *protocols*.
2. Describe agency accident and illness reporting procedures.
3. *Describe the procedures for using the ICS 206 Medical Plan form.*

Job Performance Requirements

Provide for appropriate emergency medical treatment, making *all* notifications and completing the required reports.

8-5: Evaluating Job Performance

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 7.2.5
2. *Office of the State Fire Marshal*

Given

1. Agency *policies and procedures*
2. *ICS 225 Incident Personnel Performance Rating form*

Requisite Knowledge and Skills

1. *Describe the procedures for using the ICS 225 Incident Personnel Performance Rating form.*

Job Performance Requirements

Evaluate job performance of assigned personnel, providing the information to the individual being evaluated and completing all required forms.

8-6: Obtaining Information from Dispatch

Authority

NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)

- Paragraph 7.4.2

Given

1. Agency standard operating procedures
2. *Incident information*

Requisite Knowledge and Skills

1. *Describe* agency dispatch *procedures*.
2. *Describe jurisdictional authority and responsibility.*

Job Performance Requirements

Obtain complete information regarding travel route, assignment, time needed, and point of contact from agency dispatch.

8-7: Formulating an Incident Action Plan

Authority

NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)

- Paragraph 7.5.2

Given

1. *One or more of the following:*
    - *a fire scene or photographs of a wildland fire*
    - *diagrams*
    - *pertinent data*
    - *sketches*
2. Available resources
3. *ICS 201 Incident Briefing form*

Requisite Knowledge and Skills

1. *Describe the elements of a wildland* size-up.
2. *Interpret* fire behavior.
3. *Describe* resource availability and capability.
4. Identify values at risk.
5. *Describe incident* objectives.
6. *Identify* correct wildland fire suppression strategies.
7. *Describe tactical priorities.*

Job Performance Requirements

Size up an incident to formulate an incident action plan that sets incident objectives and applies strategies and tactics according to agency policies and procedures.

8-8: Developing Reports on Conditions

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 7.5.3
2. *Office of the State Fire Marshal*

Given

1. *One or more of the following:*
    - *a fire scene or photographs of a wildland fire*
    - *diagrams*
    - *pertinent data*
    - *sketches*
2. Agency policies and procedures

Requisite Knowledge and Skills

1. *Describe* AHJ incident information requirements.
2. *Describe* size-up procedures.
3. *Describe the* relevant incident information *to be communicated.*

Job Performance Requirements

Develop an initial report on conditions that communicates required incident information to the agency communications center and update it as needed.

8-9: Establishing an Incident Command Post

Authority

NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)

- Paragraph 7.5.4

Given

1. AHJ policies and procedures

Requisite Knowledge and Skills

1. *Describe* factors affecting appropriate ICP locations.

Job Performance Requirements

Establish a correctly sited, clearly identified incident command post (ICP) and communicate its location to personnel.

8-10: Deploying Resources to Suppress a Wildland Fire

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 7.5.5
2. *Office of the State Fire Marshal*

Given

1. An assignment
2. Personnel
3. Equipment
4. Agency policies and procedures

Requisite Knowledge and Skills

1. *Describe* fireline location and construction techniques.
2. *Describe firing operations.*
3. *Identify* capabilities of firefighting equipment and personnel.
4. *Identify* radio communications capabilities and protocols.
5. *Describe* techniques for deploying the assigned resources.

Job Performance Requirements

Deploy resources to suppress a wildland fire, taking appropriate suppression actions and ensuring personnel safety.

8-11: Maintaining Incident Records

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 7.5.6
2. *Office of the State Fire Marshal*

Given

1. Agency policies and procedures
2. Applicable *single-unit and multiunit* forms

Requisite Knowledge and Skills

1. *Describe* agency incident documentation procedures.

Job Performance Requirements

Maintain incident records documenting required information.

8-12: Evaluating and Reporting Incident Conditions

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 7.5.7
2. *Office of the State Fire Marshal*

Given

1. *One or more of the following:*
    - *a fire scene or photographs of a wildland fire*
    - *diagrams*
    - *pertinent data*
    - *sketches*

Requisite Knowledge and Skills

1. *Describe how to* collect wildland fire weather, fuels, and topographic information.

Job Performance Requirements

Evaluate incident conditions, identifying progress, changes in fuels, topography, weather, fire behavior, and other significant events, and communicating these conditions to the supervisor and to assigned and adjoining personnel.

8-13: Updating Supervisors, Crew Members, and Adjoining Personnel

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 7.5.8
2. *Office of the State Fire Marshal*

Given

1. *One or more of the following:*
    - *a fire scene or photographs of a wildland fire*
    - *diagrams*
    - *pertinent data*
    - *sketches*

Requisite Knowledge and Skills

1. *Identify* other hazards and factors related to the wildland fire environment.
2. *Describe methods of communicating updated information.*

Job Performance Requirements

Communicate with supervisors, crew members, and adjoining personnel, keeping them updated on progress, changes in conditions, fire behavior, and other significant events.

8-14: Providing for Assigned Resources' Needs

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 7.5.9
2. *Office of the State Fire Marshal*

Given

1. *One or more of the following:*
    - *a fire scene or photographs of a wildland fire*
    - *diagrams*
    - *pertinent data*
    - *sketches*
2. Assigned resources
3. Agency policies and procedures

Requisite Knowledge and Skills

1. *Describe* short- and long-term needs as *required* by the incident.
2. Identify the need for the logistical support and services.

Job Performance Requirements

Provide for assigned resources' logistical service and support needs in accordance with agency policies.

8-15: Analyzing Incident Needs

Authority

NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)

- Paragraph 7.5.10

Given

1. Assigned resources
2. Incident status

Requisite Knowledge and Skills

1. *Describe* AHJ policies and procedures related to resource ordering and release.

Job Performance Requirements

Analyze incident needs, ordering additional resources or identifying and releasing excess resources in accordance with agency policies and procedures.

8-16: Providing Information to the Replacement Incident Commander

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 7.5.11
2. *Office of the State Fire Marshal*

Given

1. *ICS 201 Incident Briefing form*

Requisite Knowledge and Skills

1. *Describe* AHJ policies and procedures for transfer of command.

Job Performance Requirements

Complete the transfer of command, ensuring the new incident commander has the necessary information to operate.

8-17: Deploying Resources to Mop Up a Wildland Fire

Authority
NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)

- Paragraph 7.5.12

Given
1. A wildland fire
2. Personnel
3. Equipment
4. Agency policies and procedures

Requisite Knowledge and Skills
1. *Identify* environmenta*l* factors.
2. *Identify* resource capability.
3. *Describe how to* conduct a risk assessment.

Job Performance Requirements
Deploy resources to mop up a wildland fire, *ensuring extinguishment*.

8-18: Completing Wildland Fire Suppression Operations

Authority

NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)

- Paragraph 7.5.13

Given

1. A wildland fire that has been controlled and mopped up
2. Agency policies and procedures

Requisite Knowledge and Skills

1. *Describe* AHJ policies and procedures for demobilization and abandonment of the fire.

Job Performance Requirements

Complete wildland fire suppression operations and return resources to service.

8-19: Completing Personnel Time and Equipment Use Records

Authority

NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)

- Paragraph 7.5.14

Given

1. Agency policies, procedures, and related forms

Requisite Knowledge and Skills

1. *Describe* AHJ policies and procedures for proper record keeping.

Job Performance Requirements

Complete personnel time and equipment use records in compliance with standards established by the AHJ.

8-20: Preparing Final Incident Reports

Authority

1. NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2012)
    - Paragraph 7.5.15

25. *Office of the State Fire Marshal*

Given

1. An extinguished wildland fire
2. Agency policies and procedures
3. *AHJ incident forms*

Requisite Knowledge and Skills

1. Describe AHJ incident reporting policies and procedures.

Job Performance Requirements

Prepare final incident reports.

State Fire Training Content

Code Key

Blocks
- G = Given
- RKS = Requisite Knowledge and Skills
- JPR = Job Performance Requirements
- NCTS = New certification training standard

Sources
- [ACRONYM = Title]
- [ACRONYM = Title]
- [ACRONYM = Title]

Certification: Fire Officer I&II

CTS	Block	Addition	Justification	Source/Reference
1-2	NCTS	**1-2 Corequisite Course: IS-200.B—ICS for Single Resources and Initial Action Incidents** **Authority** Office of the State Fire Marshal **Given** 1. IS-200.B: ICS for Single Resource and Initial Action Incidents **Requisite Knowledge and Skills** 1. Meet the requirements of the course IS-200.B: ICS for Single Resource and Initial Action Incidents: • Describe the ICS	Required as a corequisite course	Office of the State Fire Marshal

CTS	Block	Addition	Justification	Source/Reference
		organization appropriate to the complexity of the incident or event. • Use ICS to manage an incident or event. **Job Performance Requirements** Demonstrate understanding of the information contained in IS-200.B: ICS for Single Resource and Initial Action Incidents, which must be completed as part of the certification education requirement.		
1-3	NCTS	**1-3 Corequisite Course: S-290 Intermediate Wildland Fire Behavior** **Authority** Office of the State Fire Marshal **Given** 1. S-290 Intermediate Wildland Fire Behavior **Requisite Knowledge and Skills** 1. Meet the requirements of the course S-290 Intermediate Wildland Fire Behavior: • Identify and describe the characteristics of fuels, weather, and topography that influence wildland fire behavior.	Required as a corequisite course	Office of the State Fire Marshal

CTS	Block	Addition	Justification	Source/Reference
		• Describe the interaction of fuels, weather, and topography on wildland fire behavior, fireline tactics, and safety. • Describe the causes of extreme wildland fire behavior (long-range spotting, crowning, and fire whirls) developing due to fuels, weather, and/or topography. • Interpret, apply, and document wildland fire behavior and weather information. **Job Performance Requirements** Demonstrate understanding of the information contained in S-290 Intermediate Wildland Fire Behavior, which must be completed as part of the certification education requirement.		
1-4	NCTS	**1-4 Corequisite Course: Hazardous Materials Incident Commander** **Authority** Office of the State Fire Marshal **Given** 1. Hazardous Material Incident Commander (as offered by the	Required as a corequisite course	Office of the State Fire Marshal

CTS	Block	Addition	Justification	Source/Reference
		California Specialized Training Institute) **Requisite Knowledge and Skills** 1. Meet the requirements of the course Hazardous Materials Incident Commander: • Receive at least twenty-four hours of training equivalent to the first responder operations level • Know and be able to implement the employer's incident command system. • Know how to implement the employer's emergency response plan. • Know and understand the hazards and risks associated with employees working in chemical protective clothing. • Know how to implement the local emergency response plan. • Know of the state emergency response plan and of the Federal Regional Response Team. • Know and understand the importance of decontamination procedures.		

CTS	Block	Addition	Justification	Source/Reference
		Job Performance Requirements Demonstrate understanding of the information contained in Hazardous Materials Incident Commander, which must be completed as part of the certification education requirement.		
2-1	NCTS	**Explaining the Impact of the California Firefighters Procedural Bill of Rights** **Authority** Office of the State Fire Marshal **Given** 1. The California Firefighters Procedural Bill of Rights Act, AB 220 **Requisite Knowledge and Skills** 1. Describe the disciplinary process as it relates to the California Firefighters Procedural Bill of Rights Act. 2. Describe the components of the notification and interrogation process. 3. Describe the protection of basic rights offered by the California Firefighters Procedural Bill of Rights Act. **Job Performance Requirements** Explain the impact of the	Required by law.	The California Firefighters Procedural Bill of Rights Act, AB 220

CTS	Block	Addition	Justification	Source/Reference
		California Firefighters Procedural Bill of Rights Act as it applies to the company officer to reduce risk and civil and criminal liability.		
2-10	G	Opportunities for a member's professional development	Student will need this, especially if a member doesn't want to promote, but wants to consider larger professional development.	
2-10	RKS	2. List professional development options. 2. Apply evaluation form results to individual development plans.	Students did not have enough enabling learning objectives to complete the JPR.	
3-1	G	Examples of community needs	Students will need this to complete the JPR.	
3-2	G	Examples of citizen concerns	A student will need this to complete the JPR.	
3-2	RKS	Identify community or organizational resources.	A student will need this to complete the JPR.	
3-2	JPR	Initiate action to answer a citizen's inquiry or concern or refer the concern to the correct individual for action, complying with all policies and procedures.	A new combination JPR from two very similar JPRs	
3-3	G	A list of local, statewide, and national resources	A student will need this to complete the JPR.	
4-1	NCTS	**Explaining the Impact of State and Federal Laws and Regulations** **Authority**	Required by state law.	

CTS	Block	Addition	Justification	Source/Reference
		Office of the State Fire Marshal **Given** 1. A list of state and federal laws and regulations pertaining to fire services supervisors **Requisite Knowledge and Skills** 1. Identify state laws and regulations. 2. Identify federal laws and regulations. **Job Performance Requirements** Explain the impact of state and federal laws and regulations as they apply to the company officer to reduce risk and civil and criminal liability.		
4-2	RKS	Identify the procedure for recommending policy changes.	A student will need this to complete the JPR.	
4-6	RKS	Describe the purpose of collecting incident response data.	A student will need this to complete the JPR.	
4-7	G	The need to develop a policy or procedure	A student will need this to complete the JPR.	
4-7	G	The template for new policies or procedures	A student will need this to complete the JPR.	
4-9	G	Purchasing policies and procedures	Made an RKS item a given, because students must be given this to complete the JPR.	
4-9	RKS	Identify purchasing forms	A student will need this	

CTS	Block	Addition	Justification	Source/Reference
		needed.	to complete the JPR.	
4-9	RKS	Define the competitive bidding process.	A student will need this to complete the JPR.	
4-10	G	Examples of formats used for news releases	Made an RKS item a given, because students must be given this to complete the JPR.	
4-11	RKS	Describe methods for preparing and submitting a report.	A student will need this to complete the JPR.	
5-3	G	An incident scene	A student will need this to complete the JPR.	
5-3	G	Procedures for securing an incident scene	A student will need this to complete the JPR.	
5-3	G	Equipment and resources	A student will need this to complete the JPR.	
6-1	G	An ICS 201 Incident Briefing form	Required by California law	
6-1	RKS	Describe the components of the ICS 201 Incident Briefing form.	Required by California law	
6-3	RKS	Describe contributing factors for: • Structure fire • Hazardous materials • Multicasualty incidents • Technical rescue	Expanded to include incidents other than fire	
6-5	G	A service demand	A student will need this to complete the JPR.	
8-4	G	ICS 206 Medical Plan form	Required by state law	
8-4	G	Describe the procedures for using the ICS 206 Medical Plan form.	Required by state law	
8-5	G	ICS 225 Incident Personnel Performance Rating form	Required by state law	
8-5	RKS	Describe the procedures for using the ICS 225 Incident	Required by state law	

CTS	Block	Addition	Justification	Source/Reference
		Personnel Performance Rating form.		
8-6	G	Incident information	A student will need this to complete the JPR.	
8-6	RKS	Describe jurisdictional authority and responsibility.	Helps clarify dispatch procedures	
8-7	G	ICS 201 Incident Briefing form	Required by state law	
8-16	G	ICS 201 Incident Briefing form	Required by state law	
8-20	G	AHJ incident forms	A student will need this to complete the JPR.	

Errata

[Month Year]

Certification:	[Certification Title]		
CTS:	[#-#]	**Block:**	[Given / RKS / JPR]
Change:	[Describe change]		
Task Book Impact:	[None] or [Describe change]		

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

[Month Year]

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

Certification:			
CTS:		**Block:**	
Change:			
Task Book Impact:			

Human Resource Management for Company Officers

Course Plan

Course Details

Certification: Fire Officer (Level I and II)

CTS Guide: Company Officer

Description: This course provides information on the use of human resources to accomplish assignments, evaluating member performance, supervising personnel, and integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene.

Designed For: Aspiring company officers

Prerequisites: Meet the educational requirements for Fire Fighter II

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 29:00

Activities: 7:00

Testing: 4:00

Hours (Total): 40:00

Maximum Class Size: 32

Instructor Level: Current State Fire Training registered instructor

Instructor/Student Ratio: 1:32

Restrictions: None

SFT Designation: CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need:

1. One of the following textbooks:
   - *Fire and Emergency Services Company Officer,* fourth edition, International Fire Service Training Association, 2007, 0879392819
   - *Fire Officer: Principles and Practice,* second edition, Jones and Bartlett, 2010, 9781449600621
2. *Pocket Guide to the Firefighters Procedural Bill of Rights Act,* second edition, California Public Employee Relations, 2012
3. Optionally, the following textbooks for reference purposes:
   - *Human Resource Management for the Fire Service,* first edition, Jones and Bartlett, 2013, 9780763749385
   - *Fire and Emergency Services Administration: Management and Leadership Practices,* second edition, Smeby, Jones and Bartlett, 2014, 9781449605834
4. Optionally, *Fire Officer: Principles and Practice, Student Workbook,* second edition, Jones and Bartlett, 2011, 9780763783679

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorresources.php:

- Human Resource Management for Company Officers course plan
- Links to publishers' websites for researching additional texts and resources

Student Resources

To participate in this course, students need:

- The required textbook chosen by the instructor
- *Pocket Guide to the Firefighters Procedural Bill of Rights Act,* second edition, California Public Employee Relations, 2012

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

Identify facility requirements

- Restroom locations
- Food locations
- Smoking locations
- Emergency procedures

Identify classroom requirements

- Start and end times
- Breaks
- Electronic device policies
- Special needs and accommodations
- Other requirements as applicable

Review course syllabus

- Course objectives
- Calendar of events
- Course requirements
- Student evaluation process
- Assignments
- Activities
- Required student resources
- Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Fire Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Fire Officer certification track, the courses and requirements for Level I and II certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Officer certification track

- Company Officer
- Chief Fire Officer
- Executive Chief Officer

2. Identify the courses required for Level I and II
   - Human Resource Management for Company Officers
   - Fire Administration for Company Officers
   - Fire Investigation and Inspection for Company Officers
   - Incident Command Operations for Company Officers
   - Wildland Fire Officer for Company Officers
   - IS-200b: Incident Command System For Single Resources and Initial Action Incidents
   - Intermediate Wildland Fire Behavior S-290
   - Fire Instructor I
   - Hazardous Material Incident Commander (as offered by the California Specialized Training Institute)
3. Identify any other requirements for Level I and II
   - Complete experience requirements
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit application and fees and request capstone task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
   - Complete course work
   - Schedule online capstone test
   - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Fire Officer certification track? What are they?

Activities

2. To be determined by the instructor.

Topic 1-3: Definition of Duty

Terminal Learning Objective

At the end of this topic, a student will be able to articulate the duties of a company officer level I and II and wildland fire officer level I.

Enabling Learning Objectives

1. Identify the duties of a company officer level I:

- This duty involves utilizing human resources to accomplish assignments in accordance with safety plans and in an efficient manner. This duty also involves evaluating member performance and supervising personnel during emergency and nonemergency work periods, according to the following job performance requirements.
- This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.
- This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.
- This duty involves conducting inspections to identify hazards and address violations, performing a fire investigation to determine preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.
- This duty involves supervising emergency operations, conducting preincident planning, and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.
- This duty involves integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene, including the donning of appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned members, according to the following job performance requirements.

2. Identify the duties of a company officer level II:
   - This duty involves evaluating member performance, according to the following job performance requirements.
   - This duty involves dealing with inquiries of allied organizations in the community and projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.
   - This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.
   - This duty involves conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.
   - This duty involves supervising multiunit emergency operations, conducting preincident planning, and deploying assigned resources, according to the following job requirements.

- This duty involves reviewing injury, accident, and health exposure reports, identifying unsafe work environments or behaviors, and taking approved action to prevent reoccurrence, according to the following job requirements.

3. Identify the duties of a wildland fire officer level I:
   - This duty involves basic wildland leadership, human resource management, and principles of supervision, according to the following job performance requirements.

Discussion Questions

1. None

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 1-1

Unit 2: Human Resource Management

Topic 2-1: Applying and Following Human Resources Policies and Procedures

Terminal Learning Objective

At the end of this topic, a student, given an administrative situation requiring action, will be able to apply and follow human resource policies and procedures.

Enabling Learning Objectives

1. Identify human resource policies and procedures
2. Describe the application of administrative procedures, which might include:
   - Transfers
   - Promotions
   - Compensation/member benefits
   - Sick leave
   - Vacation
   - Requests for pay or benefits while acting in a temporary position
   - Change in member benefits
   - Commendations
   - Disciplinary actions
   - Grievances

Discussion Questions

1. Which human resource policies and procedures apply to you as a company officer?
2. What is your role as a company officer in your organization regarding the application of these procedures?
3. Does your organization have unwritten policies set by past practice, and how do those interact with written policies and procedures?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 2-6

Topic 2-2: Creating a Professional Development Plan

Terminal Learning Objective

At the end of this topic, a student, given the requirements for promotion and opportunities for a member's professional development, will be able to create a professional development plan for a member of the organization, providing the individual with the necessary knowledge, skills, and abilities to maintain or advance professional development.

Enabling Learning Objectives

1. Identify the steps for creating a professional development plan
2. List professional development options, such as:
    - Job shadowing
    - Mentoring
    - Continuing education
3. Apply evaluation form results to individual development plans

Discussion Questions

1. What are your professional goals and how would you accomplish them?
2. How does your department enable members' professional development?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 2-10

Topic 2-3: Assigning Nonemergency Tasks or Responsibilities

Terminal Learning Objective

At the end of this topic, a student, given an assignment under nonemergency conditions at a station or other work location, will be able to assign tasks or responsibilities to unit members, giving complete, clear, and concise instructions; addressing safety considerations; and conveying the desired outcomes.

Enabling Learning Objectives

1. Demonstrate verbal communications during nonemergency incidents
2. Demonstrate written communications during nonemergency incidents
3. Describe techniques used to make assignments under routine situations
4. List methods of confirming understanding
5. Provide instructions for frequently assigned unit tasks based on department policy

Discussion Questions

1. What is the communication model?

Activities

1. The instructor must create an activity directing students to use the communications model during a nonemergency event.

Instructor Notes

1. Use the communication model or cycle discussed in your textbook.

CTS Guide Reference: CTS 2-3

Topic 2-4: Assigning Emergency Tasks or Responsibilities

Terminal Learning Objective

At the end of this topic, a student, given an assignment at an emergency incident, will be able to assign tasks or responsibilities to unit members, providing complete, clear, and concise instructions; addressing safety considerations; and conveying the desired outcomes.

Enabling Learning Objectives

1. Demonstrate effective verbal communications during emergency incidents
2. Describe techniques used to make assignments under stressful situations
   - Clear text
   - Common terminology
   - Voice tone
3. List methods of confirming understanding
   - Repeating message back to sender
   - Body language or gestures
4. Employ condensed instruction for frequently assigned unit tasks based on training and standard operating procedures

Discussion Questions

1. On an emergency scene, what are some common barriers to effective communication?
2. How would you overcome these obstacles?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 2-2

Topic 2-5: Directing Unit Members during a Training Evolution

Terminal Learning Objective

At the end of this topic, a student, given a company training evolution and training policies and procedures, will be able to direct unit members to perform a training evolution efficiently, in accordance with safety plans, and as directed.

Enabling Learning Objectives

1. Distribute issue-guided directions to unit members during training evolutions

Discussion Questions

1. What are some types of issue-guided directions?

Activities

1. To be determined by the instructor.

Instructor Notes

1. As this has largely been covered in Instructor I, this should be a brief review more than an intensive lesson.

CTS Guide Reference: CTS 2-4

Topic 2-6: Supervising and Coordinating the Completion of Assignments

Terminal Learning Objective

At the end of this topic, a student, given a list of projects and tasks and the job requirements of subordinates, will be able to coordinate the completion of assigned tasks and projects by members, prioritizing assignments, developing a plan for the completion of each assignment, assigning members to specific tasks, and supervising and holding members accountable for completing their assignments.

Enabling Learning Objectives

1. Identify principles of supervision
2. Describe basic human resource management
3. Describe how to set priorities

Discussion Questions

1. What methods would you use to monitor the completion of projects and assignments?
2. What considerations are used when delegating assignments?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 2-7

Topic 2-7: Performing and Reporting Job Evaluations

Terminal Learning Objective

At the end of this topic, a student, given personnel records and evaluation forms, will be able to accurately evaluate assigned members' job performance and report each evaluation according to human resource policies and procedures.

Enabling Learning Objectives

1. Identify job descriptions
2. Describe the objectives and procedures of a member evaluation program
3. Identify common errors in evaluating
4. Demonstrate how to plan and conduct evaluations

Discussion Questions

1. What information is required in a job evaluation?
2. What is the purpose of a job evaluation?

Activities

1. The instructor must create an activity directing students to form small groups and discuss positive and negative elements in prior evaluations.

CTS Guide Reference: CTS 2-9

Topic 2-8: Recommending Action for Member-Related Problems

Terminal Learning Objective

At the end of this topic, a student, given a member with a situation requiring assistance and the member assistance policies and procedures, will be able to recommend action for member-related problems, identifying the situation and taking action within established policies and procedures.

Enabling Learning Objectives

1. Identify the signs and symptoms of member-related problems, such as:
    - Substance abuse
    - Acute, chronic, and delayed stress
2. Identify the causes of stress in emergency services personnel
    - Health, financial, personal, family, and other situations that adversely affect the member's job performance
3. Describe the adverse effects of stress on the performance of emergency service personnel
4. Identify the AHJ's member assistance policies and procedures
5. Implement a course of action for a member in need of assistance

Discussion Questions

1. As a company officer, what are your responsibilities in terms of identifying member-related problems?
2. What are the limits on your authority in this area as a company officer?

Activities

1. Instructor must create an activity that uses one of the signs or symptoms of member-related problems, such as substance abuse or acute, chronic, and delayed stress. Have the student use the AHJ's policies and procedures to provide member assistance.

CTS Guide Reference: CTS 2-5

Topic 2-9: Improving Member Performance

Terminal Learning Objective

At the end of this topic, a student, given human resource policies and procedures, will be able to initiate actions that maximize member or unit performance or correct unacceptable performance, or refer the issue to the next level of supervision.

Enabling Learning Objectives

1. Identify problems
2. Describe concepts of organizational behavior
3. Describe principles of group dynamics
4. Describe the different leadership styles
5. Describe the types of power in leadership

6. Describe principles of interpersonal dynamics

Discussion Questions

1. What is group dynamics?
2. Describe a kind of leader that has impacted you.

Activities

1. The instructor must create activities pertaining to the above topics.

CTS Guide Reference: CTS 2-8

Topic 2-10: Explaining the Impact of the California Firefighters Procedural Bill of Rights

Terminal Learning Objective

At the end of this topic, a student, given the California Firefighters Procedural Bill of Rights Act, AB 220, will be able to explain the impact of the California Firefighters Procedural Bill of Rights Act as it applies to the company officer to reduce risk and civil and criminal liability.

Enabling Learning Objectives

1. Describe the disciplinary process as it relates to the California Firefighters Procedural Bill of Rights Act
2. Describe the components of the notification and interrogation process
3. Describe the protection of basic rights offered by the California Firefighters Procedural Bill of Rights Act

Discussion Questions

1. How has your agency implemented the California Firefighters Procedural Bill of Rights Act?
2. How does the act affect the company officer's supervisory duties?

Activities

1. The instructor must create an activity using the case studies in the *Pocket Guide to the Firefighters Procedural Bill of Rights Act*.

CTS Guide Reference: CTS 2-1

Unit 3: Health and Safety

Topic 3-1: Applying Safety Regulations

Terminal Learning Objective

At the end of this topic, a student, given safety policies and procedures, will be able to apply safety regulations at the unit level, completing required reports, conducting in-service training, and conveying member responsibilities.

Enabling Learning Objectives

1. Identify the most common causes of personal injury and accident to members
2. Describe safety policies and procedures

3. Describe basic workplace safety
4. Describe the components of an infectious-disease control program

Discussion Questions

1. Discuss ways your agency could improve member safety.
2. Is your agency proactive or reactive in terms of safety? In what ways?
3. What are some of the laws with regard to health and safety?

Activities

1. Instructor must initiate a discussion based on a case study that identifies decisions made that directly affected fire fighter safety.

Instructor Notes

1. Instructor should reference current applicable health and safety laws.

CTS Guide Reference: CTS 7-1

Topic 3-2: Describing the Benefits of Wellness and Fitness Programs

Terminal Learning Objective

At the end of this topic, a student, given current fire service trends and agency policies, will be able to describe the benefits of being physically and medically capable of performing assigned duties and functioning effectively during peak physical demand activities, explaining to members the need to participate in wellness and fitness program.

Enabling Learning Objectives

1. Identify national death and injury statistics
2. Describe fire service safety and wellness initiatives and programs

Discussion Questions

1. What are some common hazards that endanger fire fighter health and safety?
2. Does your agency offer a comprehensive, integrated wellness program?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Instructor should refer to the Fire Service Joint Labor Management Wellness/Fitness Initiative (the IAFF/IAFC Peer Fitness Program).
2. Instructor should refer to the 16 Firefighter Life Safety Initiatives, by the National Fallen Firefighters Foundation.

CTS Guide Reference: CTS 7-3

Topic 3-3: Conducting an Initial Accident Review

Terminal Learning Objective

At the end of this topic, a student, given an incident and injury and accident forms, will be able to conduct an initial accident review, documenting the incident and processing reports in accordance with the AHJ's policies and procedures.

Enabling Learning Objectives

1. Describe procedures for conducting an accident review
2. Describe fact-finding procedures

Discussion Questions

1. What information needs to be gathered when conducting an accident review?
2. What are some different ways to document an accident?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Instructor should use any agency's accident review policies as a example and direct the students to follow the policies of their own jurisdictions.
2. Instructor should consider the impact of the California Firefighters Procedural Bill of Rights Act.

CTS Guide Reference: CTS 7-2

Topic 3-4: Analyzing and Reporting on Member History

Terminal Learning Objective

At the end of this topic, a student, given a case study, will be able to analyze a member's accident, injury, or health exposure history, preparing a report including action taken and recommendations for a supervisor.

Enabling Learning Objectives

1. Identify the causes of unsafe acts, health exposures, or conditions that result in accidents, injuries, occupational illnesses, or deaths
2. Interpret accidents, injuries, occupational illnesses, or death reports
3. Identify the HIPPA requirements

Discussion Questions

1. What is the company officer's role in making recommendations for corrective action based on an accident, exposure, or injury?
2. How does analyzing the risks associated with fire fighters duties help improve job related safety?

Activities

1. Instructor should develop an activity based on the case study.

Instructor Notes

1. Refer to Fire Fighter Close Calls, the National Firefighter Near Miss for case studies.
2. Consider how this applies to the department's safety committee's review procedures.

CTS Guide Reference: CTS 7-4

Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	0:30		
Activity 1-1: To be determined by instructor		0:00	
Topic 1-2: Fire Officer Certification Process			
Lecture	0:30		
Activity 1-2: To be determined by instructor		0:00	
Topic 1-3: Definition of Duty			
Lecture	0:30		
Activity 1-3: To be determined by instructor		0:00	
Unit 1 Totals	**1:30**	**0:00**	**1:30**
Unit 2: Human Resource Management			
Topic 2-1: Applying and Following Human Resources Policies and Procedures			
Lecture	1:00		
Activity 2-1: To be determined by instructor		0:00	
Topic 2-2: Creating a Professional Development Plan			
Lecture	0:30		
Activity 2-2: To be determined by instructor		0:00	
Topic 2-3: Assigning Nonemergency Tasks or Responsibilities			
Lecture	1:00		
Activity 2-3: The instructor must create an activity directing students to use the communications model during a nonemergency event.		0:30	
Topic 2-4: Assigning Emergency Tasks or Responsibilities			
Lecture	0:30		

Segment	Lecture Time	Activity Time	Total Unit Time
Activity 2-4: To be determined by instructor		0:00	
Topic 2-5: Directing Unit Members during a Training Evolution			
Lecture	0:30		
Activity 2-5: To be determined by instructor		0:00	
Topic 2-6: Supervising and Coordinating the Completion of Assignments			
Lecture	2:00		
Activity 2-6: To be determined by instructor		0:00	
Topic 2-7: Performing and Reporting Job Evaluations			
Lecture	1:00		
Activity 2-7: The instructor must create an activity directing students to form small groups and discuss positive and negative elements in prior evaluations.		1:00	
Topic 2-8: Recommending Action for Member-Related Problems			
Lecture	1:30		
Activity 2-8: Instructor must create an activity that uses one of the signs or symptoms of member-related problems, such as substance abuse or acute, chronic, and delayed stress. Have the student use the AHJ's policies and procedures to provide member assistance.		1:00	
Topic 2-9: Improving Member Performance			
Lecture	6:00		
1. Activity 2-9: The instructor must create activities pertaining to the above topics.		2:00	
Topic 2-10: Explaining the Impact of the California Firefighters Procedural Bill of Rights			
Lecture	2:00		

Segment	Lecture Time	Activity Time	Total Unit Time
Activity 2-10: The instructor must create an activity using the case studies in the *Pocket Guide to the Firefighters Procedural Bill of Rights Act*.		1:00	
Unit 2 Totals	**16:00**	**5:30**	**20:30**
Unit 3: Health and Safety			
Topic 3-1: Applying Safety Regulations			
Lecture	5:00		
Activity 3-1: Instructor must initiate a discussion based on a case study that identifies decisions made that directly affected fire fighter safety.		1:00	
Topic 3-2: Describing the Benefits of Wellness and Fitness Programs			
Lecture	4:00		
Activity 3-2: To be determined by instructor		0:00	
Topic 3-3: Conducting an Initial Accident Review			
Lecture	1:30		
Activity 3-3: To be determined by instructor		0:00	
Topic 3-4: Analyzing and Reporting on Member History			
Lecture	1:00		
Activity 3-4: Instructor should develop an activity based on the case study.		0:30	
Unit 3 Totals	**11:30**	**1:30**	**13:00**
Lecture, Activity, and Unit Totals:	**29:00**	**7:00**	**35:00**

Course Totals

Total Lecture Time (LT)	29:00
Total Activity Time (AT)	7:00
Total Testing Time (TT)	4:00
Total Course Time	**40:00**

Fire Administration for Company Officers

Course Plan

Course Details

Certification: Fire Officer (Level I and II)

CTS Guide: Company Officer

Description: This course provides information on general administrative functions and the implementation of department policies and procedures and addresses conveying the fire department's role, image, and mission to the public.

Designed For: Aspiring company officers

Prerequisites: Meet the educational requirements for Fire Fighter II

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 13:00

Activities: 5:00

Testing: 2:00

Hours (Total): 20:00

Maximum Class Size: 32

Instructor Level: Current State Fire Training registered instructor

Instructor/Student Ratio: 1:32

Restrictions: None

SFT Designation: CFSTES

DRAFT

Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fire and Emergency Services Company Officer,* fourth edition, International Fire Service Training Association, 2007, 0879392819

or

- *Fire and Emergency Services Administration: Management and Leadership Practices,* second edition, Smeby, Jones and Bartlett, 2014, 9781449605834

and

- *Fire Officer: Principles and Practice,* second edition, Jones and Bartlett, 2010, 9781449600621

and

- *Management in the Fire Service,* fourth edition, Jones and Bartlett, 2008, 9780763751692

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorresources.php:

- Company Officer: Fire Administration for Company Officers course plan
- List of state and federal laws and regulations included under "California Laws Relating to Fires and Firefighters," on the CAL FIRE website. http://osfm.fire.ca.gov/firelaws/firelaw.php

Student Resources

To participate in this course, students need:

- The required textbook chosen by the instructor

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Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
    - Restroom locations
    - Food locations
    - Smoking locations
    - Emergency procedures
2. Identify classroom requirements
    - Start and end times
    - Breaks
    - Electronic device policies
    - Special needs and accommodations
    - Other requirements as applicable
3. Review course syllabus
    - Course objectives
    - Calendar of events
    - Course requirements
    - Student evaluation process
    - Assignments
    - Activities
    - Required student resources
    - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Fire Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Fire Officer certification track, the courses and requirements for Level I and II certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Officer certification track

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- Company Officer
- Chief Fire Officer
- Executive Chief Officer

2. Identify the courses required for Level I and II
   - Human Resource Management for Company Officers
   - Fire Administration for Company Officers
   - Fire Investigation and Inspection for Company Officers
   - Incident Command Operations for Company Officers
   - Wildland Fire Officer for Company Officers
   - IS-200b: Incident Command System For Single Resources and Initial Action Incidents
   - Intermediate Wildland Fire Behavior S-290
   - Fire Instructor I
   - Hazardous Material Incident Commander (as offered by the California Specialized Training Institute)
3. Identify any other requirements for Level I and II
   - Complete experience requirements
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit application and fees and request capstone task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
   - Complete course work
   - Schedule online capstone test
   - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Fire Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Topic 1-3: Definition of Duty

Terminal Learning Objective

At the end of this topic, a student will be able to articulate the duties of a company officer level I and II and wildland fire officer level I.

Enabling Learning Objectives

1. Identify the duties of a company officer level I:

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- This duty involves utilizing human resources to accomplish assignments in accordance with safety plans and in an efficient manner. This duty also involves evaluating member performance and supervising personnel during emergency and nonemergency work periods, according to the following job performance requirements.
- This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.
- This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.
- This duty involves conducting inspections to identify hazards and address violations, performing a fire investigation to determine preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.
- This duty involves supervising emergency operations, conducting preincident planning, and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.
- This duty involves integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene, including the donning of appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned members, according to the following job performance requirements.

2. Identify the duties of a company officer level II:
   - This duty involves evaluating member performance, according to the following job performance requirements.
   - This duty involves dealing with inquiries of allied organizations in the community and projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.
   - This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.
   - This duty involves conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.
   - This duty involves supervising multiunit emergency operations, conducting preincident planning, and deploying assigned resources, according to the following job requirements.

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- This duty involves reviewing injury, accident, and health exposure reports, identifying unsafe work environments or behaviors, and taking approved action to prevent reoccurrence, according to the following job requirements.

3. Identify the duties of a wildland fire officer level I:
   - This duty involves basic wildland leadership, human resource management, and principles of supervision, according to the following job performance requirements.

Discussion Questions

1. None

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 1-1

Unit 2: Administration

Topic 2-1: Explaining the Impact of State and Federal Laws and Regulations

Terminal Learning Objective

At the end of this topic, a student, given a list of state and federal laws and regulations pertaining to fire services supervisors, will be able to explain the impact of state and federal laws and regulations as they apply to the company officer to reduce risk and civil and criminal liability.

Enabling Learning Objectives

1. Define:
   - Laws
   - Regulations
   - Codes
   - Standards
2. Identify state laws and regulations
3. Identify federal laws and regulations

Discussion Questions

1. Describe state and federal laws and regulations that pertain to the role of company officer.
2. How can these laws and regulations impact you personally?
3. What is the difference between a law, a code, a regulation, and a standard?

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Activities

1. To be determined by the instructor.

Instructor Notes

1. Instructor needs to refer to the list of state and federal laws and regulations included under "California Laws Relating to Fires and Firefighters," on the CAL FIRE website, under the "About Us" tab. (The link is provided under "Office of the State Fire Marshal.")

CTS Guide Reference: CTS 4-1

Topic 2-2: Explaining Components of the Organization

Terminal Learning Objective

At the end of this topic, a student, given an organizational chart, will be able to provide a current, accurate explanation of the purpose of each management component of the organization, clearly identifying the organization's purpose and mission.

Enabling Learning Objectives

1. Identify the organizational structure of a department
2. Describe the role of allied agencies as they impact delivery service
3. Describe functions of management

Discussion Questions

1. What are the various responsibilities of each management component?
2. How does your organizational chart address span of control?
3. How does fiscal stability impact the organization's workload?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 4-5

Topic 2-3: Executing Routine Administrative Functions

Terminal Learning Objective

At the end of this topic, a student, given forms and examples of record-management systems, will be able to execute routine unit-level administrative functions, completing reports and logs and maintaining files in accordance with policies and procedures.

Enabling Learning Objectives

1. Identify administrative policies and procedures
2. Describe the proper use of a record-management system, including:
   - The information found in a record-management system
   - The value of a record-management system

Discussion Questions

1. Why is data collection so important to an organization?

Activities

1. To be determined by the instructor.

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CTS Guide Reference: CTS 4-3

Topic 2-4: Describing the Purchasing Process

Terminal Learning Objective

At the end of this topic, a student, given established product or service specifications and purchasing policies and procedures, will be able to describe a purchasing process, including soliciting and awarding bids, that ensures competitive bidding.

Enabling Learning Objectives

1. Identify purchasing laws
2. Identify purchasing forms needed
3. Describe the organizational purchasing process

Define the competitive bidding processDiscussion Questions

1. What is the role of the company officer in the purchasing process?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 4-9

Topic 2-5: Developing a Project or Divisional Budget

Terminal Learning Objective

At the end of this topic, a student, given budget schedule and guidelines concerning the budget's preparation, will be able to develop a project or divisional budget, determining and justifying capital, operating, and personnel costs.

Enabling Learning Objectives

1. Identify the supplies and equipment necessary for budget items, which may include:
   - ongoing or new projects
   - repairs to existing facilities
   - new equipment
   - apparatus maintenance
2. Compute costs:
   - capital
   - personnel
   - operating
3. Describe appropriate budgeting system
4. Identify the proper procedure for allocating finances

Discussion Questions

1. What are the costs associated with existing programs or implementing a new program?
2. What portions of the budget impact the company officer?
3. What are alternative sources of funding?

Activities

1. To be determined by the instructor.

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CTS Guide Reference: CTS 4-8

Topic 2-6: Preparing Budget Requests

Terminal Learning Objective

At the end of this topic, a student, given a need requiring expenditure and budget forms, will be able to prepare a properly formatted budget request that is supported with data.

Enabling Learning Objectives

1. Identify budget request policies and procedures
2. Identify the revenue sources
3. Describe the budget process

Discussion Questions

1. What are the benefits associated with involving the company officer in budget planning?
2. Explain how a budget system is used as a planning tool and as a control device.

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 4-4

Topic 2-7: Collecting Incident Response Data

Terminal Learning Objective

At the end of this topic, a student, given the goals and mission of the organization, will be able to explain the need for and benefits of collecting incident-response data, producing timely, accurate incident response reports.

Enabling Learning Objectives

1. Describe the purpose of collecting incident-response data

Discussion Questions

1. What kinds of incident-response data are collected?
2. How can it be used?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 4-6

Topic 2-8: Preparing a Report

Terminal Learning Objective

At the end of this topic, a student, given fire department record(s) and a specific request for detail, such as trends, variances, or other related topics, will be able to prepare a concise report for transmittal to a supervisor.

Enabling Learning Objectives

1. Describe methods for preparing and submitting a report

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Discussion Questions

1. What types of reports might a company officer be responsible for preparing?
2. What kind of information would go into various kinds of reports?
3. Where would you go to gather information?

Activities

1. It is recommended that the instructor develop an activity directing students to form small groups and prepare a staff report.

CTS Guide Reference: CTS 4-11

Topic 2-9: Developing Plans for Organizational Change

Terminal Learning Objective

At the end of this topic, a student, given an agency's change of policy or procedures, will be able to develop a plan that results in the positive implementation of effective change in the organization.

Enabling Learning Objectives

1. Describe the process for planning and implementing change

Discussion Questions

1. What organizational changes has your agency experienced?
2. What are some ways to minimize negative associations with change?

Activities

1. The instructor must create an activity based on selecting a controversial topic and directing students to break into small groups to develop a plan that results in the positive implementation of effective change in an organization.

CTS Guide Reference: CTS 4-12

Topic 2-10: Developing a Policy or Procedure

Terminal Learning Objective

At the end of this topic, a student, given an assignment, the need to develop a policy or procedure, and the template for new policies or procedures, will be able to develop a policy or procedure that identifies the problem and proposes a solution.

Enabling Learning Objectives

1. Describe the procedure for developing new policies

Discussion Questions

1. What potential conflicts may arise as a result of the creation of policies and procedures?
2. How can these be anticipated and minimized?

Activities

1. To be determined by the instructor.

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CTS Guide Reference: CTS 4-7

Topic 2-11: Recommending Changes to and Implementing Departmental Policies

Terminal Learning Objective

At the end of this topic, a student, given a new departmental policy, will be able to recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, communicating the policy to unit members so that they understand it.

Enabling Learning Objectives

1. Describe how to communicate change in a positive manner
2. Identify the procedure for recommending policy changes

Discussion Questions

1. How does your organization implement new policies or change existing policies?
2. How would you deal with implementing controversial changes or changes that you do not agree with?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 4-2

Topic 2-12: Preparing a News Release

Terminal Learning Objective

At the end of this topic, a student, given an event or topic and examples of formats used for news releases, will be able to prepare an accurate, properly formatted news release.

Enabling Learning Objectives

1. Describe the policies and procedures for preparing a news release
2. Describe the benefits and liabilities associated with social media use

Discussion Questions

1. What type of events might require the creation of a news release?
2. What are your agency's policies regarding news releases?
3. What would be appropriate and inappropriate information to include in a news release?

Activities

1. The instructor must develop an activity directing students to prepare news releases in small groups.

Instructor Notes

1. The instructor will find or create a template for the students to use.

CTS Guide Reference: CTS 4-10

Unit 3: Community and Government Relations

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Topic 3-1:Explaining the Benefits of Cooperating with Allied Organizations

Terminal Learning Objective

At the end of this topic, a student, given a specific problem or issue in the community and a list of local, statewide, and national resources, will be able to clearly explain the benefits to the organization and the purpose for establishing cooperative external agency relationships.

Enabling Learning Objectives

1. Describe the types and functions of external agencies that impact the community
    - Local
    - State
    - Federal
    - Private
2. Describe the potential benefits of interaction with the community emergency response team (CERT)

Discussion Questions

1. What are some allied agencies in your community?
2. What are some of the challenges involved in partnering with external agencies?
3. How can you build constructive relationships with these agencies?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 3-3

Topic 3-2:Initiating Action to Address Community Needs

Terminal Learning Objective

At the end of this topic, a student, given policies and procedures and examples of community needs, will be able to initiate action addressing community needs.

Enabling Learning Objectives

1. Identify community demographics
2. Identify community service organizations
3. Describe the role and mission of the department
4. Describe the role of public relations and its impact on the organization

Discussion Questions

1. How do the demographics of your community affect your service delivery?
2. What are some examples of community outreach programs and how do they impact service delivery?
3. What types of partnerships with community service organizations can enhance your service delivery?

Activities

1. The instructor must create an activity directing the students to work in small groups to discuss and present additional ways their organizations could address community needs.

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CTS Guide Reference: CTS 3-1

Topic 3-3:Initiating Action to Address Citizen Concerns

Terminal Learning Objective

At the end of this topic, a student, given policies and procedures and examples of citizen concerns, will be able to initiate action to answer a citizen's inquiry or concern or refer the concern to the correct individual for action, complying with all policies and procedures.

Enabling Learning Objectives

1. Identify community or organizational resources
2. Describe methods of responding to citizens' concerns

Discussion Questions

1. What are some examples of citizens' concerns that may be brought to the fire service?
2. How can the fire service deliver good customer service in the course of responding to concerns?

Activities

1. It is recommended that the instructor develop a role-playing activity.

CTS Guide Reference: CTS 3-2

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Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	0:30		
Activity 1-1: To be determined by instructor		0:00	
Topic 1-2: Fire Officer Certification Process			
Lecture	0:30		
Activity 1-2: To be determined by instructor		0:00	
Topic 1-3: Definition of Duty			
Lecture	0:30		
Activity 1-3: To be determined by instructor		0:00	
Unit 1 Totals	**1:30**	**0:00**	**1:30**
Unit 2: Administration			
Topic 2-1: Explaining the Impact of State and Federal Laws and Regulations			
Lecture	1:00		
Activity 2-1: To be determined by instructor		0:00	
Topic 2-2: Explaining Components of the Organization			
Lecture	0:45		
Activity 2-2: To be determined by instructor		0:00	
Topic 2-3: Executing Routine Administrative Functions			
Lecture	0:30		
Activity 2-3: To be determined by instructor		0:00	
Topic 2-4: Describing the Purchasing Process			
Lecture	0:45		
Activity 2-4: To be determined by instructor		0:00	
Topic 2-5: Developing a Project or Divisional Budget			

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Segment	Lecture Time	Activity Time	Total Unit Time
Lecture	1:00		
Activity 2-5: To be determined by instructor		0:00	
Topic 2-6: Preparing Budget Requests			
Lecture	0:30		
Activity 2-6: To be determined by instructor		0:00	
Topic 2-7: Collecting Incident Response Data			
Lecture	0:45		
Activity 2-7: To be determined by instructor		0:00	
Topic 2-8: Preparing a Report			
Lecture	0:30		
Activity 2-8: It is recommended that the instructor develop an activity directing students to form small groups and prepare a staff report.		1:00	
Topic 2-9: Developing Plans for Organizational Change			
Lecture	0:30		
Activity 2-9: The instructor must create an activity based on selecting a controversial topic and directing students to break into small groups to develop a plan that results in the positive implementation of effective change in an organization.		1:30	
Topic 2-10: Developing a Policy or Procedure			
Lecture	0:45		
Activity 2-10: To be determined by instructor		0:00	
Topic 2-11: Recommending Changes to and Implementing Departmental Policies			
Lecture	0:45		
Activity 2-11: To be determined by instructor		0:00	
Topic 2-12: Preparing a News Release			
Lecture	1:00		

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Segment	Lecture Time	Activity Time	Total Unit Time
Activity 2-12: The instructor must develop an activity directing students to prepare news releases in small groups.		1:30	
Unit 2 Totals	**8:45**	**4:00**	**12:45**
Unit 3: Community and Government Relations			
Topic 3-1: Explaining the Benefits of Cooperating with Allied Organizations			
Lecture	1:00		
Activity 3-1: To be determined by instructor		0:00	
Topic 3-2: Initiating Action to Address Community Needs			
Lecture	1:00		
Activity 3-2: To be determined by instructor		0:30	
Topic 3-3: Initiating Action to Address Citizen Concerns			
Lecture	0:45		
Activity 3-3: It is recommended that the instructor develop a role-playing activity.		0:30	
Unit 3 Totals	**2:45**	**1:00**	**3:45**
Lecture, Activity, and Unit Totals:	**13:00**	**5:00**	**18:00**

Course Totals

Total Lecture Time (LT)	13:00
Total Activity Time (AT)	5:00
Total Testing Time (TT)	2:00
Total Course Time	**20:00**

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Fire Inspections and Investigation for Company Officers

Course Plan

Course Details

Certification: Fire Officer (Level I and II)

CTS Guide: Company Officer

Description: This course provides information on conducting inspections, identifying hazards and addressing violations, performing a fire investigation to determine preliminary cause and securing the incident scene and preserving evidence.

Designed For: Aspiring company officers

Prerequisites: Meet the educational requirements for Fire Fighter II

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 29:30

Activities: 6:00

Testing: 3:30

Hours (Total): 40:00

Maximum Class Size: 32

Instructor Level: Current State Fire Training registered instructor

Instructor/Student Ratio: 1:32

Restrictions: none

SFT Designation: CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need:

1. One or more of the following texts:
   - *Fire and Emergency Services Company Officer,* fourth edition, International Fire Service Training Association, 2007, 0879392819
   - *Fire Officer: Principles and Practice,* second edition, Jones and Bartlett, 2010, 9781449600621
2. *California Fire Inspector's Guide,* current edition, California Fire Chiefs Association
3. Optionally, for reference purposes:
   - *Fire Investigator: Principles and Practice to NFPA 921 and 1033,* third edition, Jones & Bartlett, 2012, 9780763758516
   - *Fire Inspector: Principles and Practice,* Jones & Bartlett, 2012, 9780763749392
   - *Introduction to Fire Origin and Cause,* third edition, International Fire Service Training Association, 2005, 0879392525
   - *Fire Inspection and Code Enforcement,* seventh edition, Fire Protection Publications, 2009, 9780879393489

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorresources.php:

- Fire Inspections and Investigation for Company Officers course plan

Student Resources

To participate in this course, students need:

- The required textbook chosen by the instructor
- *California Fire Inspector's Guide,* current edition, California Fire Chiefs Association

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

Identify facility requirements

- Restroom locations
- Food locations
- Smoking locations
- Emergency procedures

Identify classroom requirements

- Start and end times
- Breaks
- Electronic device policies
- Special needs and accommodations
- Other requirements as applicable

Review course syllabus

- Course objectives
- Calendar of events
- Course requirements
- Student evaluation process
- Assignments
- Activities
- Required student resources
- Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Fire Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Fire Officer certification track, the courses and requirements for Level I and II certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Officer certification track

- Company Officer
- Chief Fire Officer
- Executive Chief Officer

2. Identify the courses required for Level I and II
   - Human Resource Management for Company Officers
   - Fire Administration for Company Officers
   - Fire Investigation and Inspection for Company Officers
   - Incident Command Operations for Company Officers
   - Wildland Fire Officer for Company Officers
   - IS-200b: Incident Command System For Single Resources and Initial Action Incidents
   - Intermediate Wildland Fire Behavior S-290
   - Fire Instructor I
   - Hazardous Material Incident Commander (as offered by the California Specialized Training Institute)
3. Identify any other requirements for Level I and II
   - Complete experience requirements
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit application and fees and request capstone task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
   - Complete course work
   - Schedule online capstone test
   - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Fire Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Topic 1-3: Definition of Duty

Terminal Learning Objective

At the end of this topic, a student will be able to articulate the duties of a company officer level I and II and wildland fire officer level I.

Enabling Learning Objectives

1. Identify the duties of a company officer level I:

- This duty involves utilizing human resources to accomplish assignments in accordance with safety plans and in an efficient manner. This duty also involves evaluating member performance and supervising personnel during emergency and nonemergency work periods, according to the following job performance requirements.
- This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.
- This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.
- This duty involves conducting inspections to identify hazards and address violations, performing a fire investigation to determine preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.
- This duty involves supervising emergency operations, conducting preincident planning, and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.
- This duty involves integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene, including the donning of appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned members, according to the following job performance requirements.

2. Identify the duties of a company officer level II:
   - This duty involves evaluating member performance, according to the following job performance requirements.
   - This duty involves dealing with inquiries of allied organizations in the community and projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.
   - This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.
   - This duty involves conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.
   - This duty involves supervising multiunit emergency operations, conducting preincident planning, and deploying assigned resources, according to the following job requirements.

- This duty involves reviewing injury, accident, and health exposure reports, identifying unsafe work environments or behaviors, and taking approved action to prevent reoccurrence, according to the following job requirements.

3. Identify the duties of a wildland fire officer level I:
   - This duty involves basic wildland leadership, human resource management, and principles of supervision, according to the following job performance requirements.

Discussion Questions

1. None

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 1-1

Unit 2: Fire and Life Safety Inspections

Topic 2-1: Describing Fire Inspection Procedures

Terminal Learning Objective

At the end of this topic, a student, given the policies of the AHJ and the forms of the AHJ, will be able to describe the AHJ's procedures for conducting fire inspections, identifying all hazards, including hazardous materials; completing approved forms; and initiating approved follow-up action.

Enabling Learning Objectives

1. Describe the the various occupancies according to the current California Fire Code
2. Describe inspection procedures
3. Describe fire detection systems
4. Describe alarm systems
5. Describe protection systems
6. Identify fire hazards
7. Identify life safety hazards
8. Describe markings and identification systems for hazardous materials
9. Apply the appropriate codes and standards

Discussion Questions

1. What are the benefits of doing a fire company inspection?
2. How do you respond to a business owner who complains that a previous fire inspector did not enforce a violation?
3. What are the benefits and drawbacks to making an inspection appointment?
4. How do you deal with a technical question that you do not have the answer to?

Activities

1. Instructor must develop an activity on conducting a fire life safety inspection of an occupancy, asking the students to record their findings and present them in class.

2. Instructor must develop other activities to reinforce the other learning objectives.

Instructor Notes

1. Consider using a "big box" store for inspection (such as Home Depot or Lowe's). Alternatively, the classroom building or other buildings maybe be used.
2. Students can bring their departments' inspection forms or the instructor can provide them.

CTS Guide Reference: CTS 5-1

Topic 2-2: Identifying Features that Prevent or Contribute to Fire Spread

Terminal Learning Objective

At the end of this topic, a student, given an occupancy, will be able to identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another and develop an occupancy preincident plan.

Enabling Learning Objectives

1. Describe fire behavior as it relates to fire spread in the various occupancies according to the current California Fire Code
2. Identify the five types of building construction
3. Identify building construction features, including:
   - Fire walls
   - Fire barriers
   - Fire partitions
   - Fire doors
   - Vertical openings
   - Interior finishes
   - Roofing
   - Draft stops and smoke vents
4. Describe the impact of:
   - Detection systems
   - Alarm systems
   - Suppression systems
5. Describe the impact of:
   - Applicable codes
   - Applicable ordinances
   - Applicable standards
6. Describe the purpose of a preincident plan
7. Describe the preincident survey process

Discussion Questions

1. What are some typical violations related to construction features designed to limit fire spread?
2. How does a building's size impact fire behavior?

3. How does a building's occupancy impact building construction type?
4. Why is preincident knowledge so important?
5. When should a precincident plan be developed for an occupancy?

Activities

1. Instructor must create an activity on developing a preincident plan that includes: building construction, fire protection systems and features, fuel loading, special hazards and safety concerns, utility control locations, ventilation systems, and water supplies.

Instructor Notes

1. Consider using a "big box" store for inspection (such as Home Depot or Lowe's). Alternatively, the classroom building or other buildings maybe be used. The instructor may wish to use different buildings for Activities 2-1 and 2-2.
2. Students can bring their departments' preincident forms or the instructor can provide them.

CTS Guide Reference: CTS 5-2

Unit 3: Fire Investigation

Topic 3-1: Securing Incident Scenes

Terminal Learning Objective

At the end of this topic, a student, given an incident scene, procedures for securing an incident scene, and equipment and resources, will be able to secure an incident scene with recognizable perimeters, which keep unauthorized persons from restricted areas, and which protect all evidence or potential evidence from damage or destruction.

Enabling Learning Objectives

1. Identify types of evidence
2. Describe the importance of fire scene security, including legal aspects of fire scene security
3. Describe the importance of evidence preservation
4. Identify procedures for establishing perimeters at an incident scene

Discussion Questions

1. Why is it important to maintain scene security?
2. When does it become necessary to obtain a search warrant for investigation?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 5-3

Topic 3-2: Determining the Origin and Cause

Terminal Learning Objective

At the end of this topic, a student, given one or more of the following: a fire scene or photographs of a fire scene, diagrams, pertinent data, or sketches, will be able to determine the point of origin and preliminary cause of a fire to ascertain if arson is suspected.

Enabling Learning Objectives

1. Identify methods used by arsonists
2. Identify common causes of fire
3. Describe basic fire cause and origin determination
4. Describe fire growth and development
5. Describe the documentation of preliminary fire investigative procedures
6. Apply knowledge using deductive skills

Discussion Questions

1. What are common motives for arson?
2. What are the agency's legal obligations regarding determination of origin and cause?
3. What is the benefit of determining origin and cause?

Activities

1. The instructor must develop an activity so that the students can determine cause and origin.

CTS Guide Reference: CTS 5-4

Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	0:30		
Activity 1-1: To be determined by instructor		0:00	
Topic 1-2: Fire Officer Certification Process			
Lecture	0:30		
Activity 1-2: To be determined by instructor		0:00	
Topic 1-3: Definition of Duty			
Lecture	0:30		
Activity 1-3: To be determined by instructor		0:00	
Unit 1 Totals	**1:30**	**0:00**	**1:30**
Unit 2: Fire and Life Safety Inspections			
Topic 2-1: Describing Fire Inspection Procedures			
Lecture	10:00		
Activity 2-1: Instructor must develop an activity on conducting a fire life safety inspection of an occupancy, asking the students to record their findings and present them in class. Instructor must develop other activities to reinforce the other learning objectives.		3:00	
Topic 2-2: Identifying Features that Prevent or Contribute to Fire Spread			
Lecture	8:00		
Activity 2-2: Instructor must create an activity on developing a preincident plan that includes: building construction, fire protection systems and features, fuel loading, special hazards and safety concerns, utility control locations, ventilation systems, and water supplies.		2:00	
Unit 2 Totals	**18:00**	**5:00**	**22:00**

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 3: Fire Investigation			
Topic 3-1: Securing Incident Scenes			
Lecture	3:00		
Activity 3-1: To be determined by instructor		0:00	
Topic 3-2: Determining the Origin and Cause			
Lecture	7:00		
Activity 3-2: The instructor must develop an activity so that the students can determine cause and origin.		2:00	
Unit 3 Totals	**10:00**	**2:00**	**12:00**
Lecture, Activity, and Unit Totals:	**29:30**	**7:00**	**35:30**

Course Totals

Total Lecture Time (LT)	29:30
Total Activity Time (AT)	7:00
Total Testing Time (TT)	3:30
Total Course Time	**40:00**

Incident Command Operations for Company Officers

Course Plan

Course Details

Certification: Fire Officer (Level I and II)

CTS Guide: Company Officer

Description: This course provides information on conducting incident size-up, developing and implementing an initial plan of action involving single and multiunit operations for various types of emergency incidents to mitigate the situation following agency safety procedures, conducting preincident planning, and develop and conduct a post-incident analysis.

Designed For: Aspiring company officers

Prerequisites: Meets the educational requirements of Fire Fighter II

IS-200b: Incident Command System For Single Resources and Initial Action Incidents

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 17:00

Activities: 20:00

Testing: 3:00

Hours (Total): 40:00

Maximum Class Size: 32

Instructor Level: Current State Fire Training registered instructor

Instructor/Student Ratio: 1:32 (lecture)

1:10 (lab)

Restrictions: None

SFT Designation: CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need one or more of the following:

- *Fire and Emergency Services Company Officer,* fourth edition, International Fire Service Training Association, 2007, 0879392819
- *Fire Officer: Principles and Practice,* second edition, Jones and Bartlett, 2010, 9781449600621

and

- *FIRESCOPE Field Operations Guide ICS 420-1 (FOG Manual),* Chapter 15: "Multicasualty Incidents," Chapter 16: "Urban Search and Rescue," and Chapter 20: "High-Rise"

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorresources.php:

- Company Officer: Emergency Service Delivery course plan
- Activity 2-1A, Size-Up and Report on Conditions
- Activity 2-1B, Documenting Your Plan of Action
- Command 1A activities: http://osfm.fire.ca.gov/training/course.CMD1A.php

Student Resources

To participate in this course, students need:

- The required textbook chosen by the instructor

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Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
    - Restroom locations
    - Food locations
    - Smoking locations
    - Emergency procedures
2. Identify classroom requirements
    - Start and end times
    - Breaks
    - Electronic device policies
    - Special needs and accommodations
    - Other requirements as applicable
3. Review course syllabus
    - Course objectives
    - Calendar of events
    - Course requirements
    - Student evaluation process
    - Assignments
    - Activities
    - Required student resources
    - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Fire Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Fire Officer certification track, the courses and requirements for Level I and II certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Officer certification track

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- Company Officer
- Chief Fire Officer
- Executive Chief Officer

2. Identify the courses required for Level I and II
   - Human Resource Management for Company Officers
   - Fire Administration for Company Officers
   - Fire Investigation and Inspection for Company Officers
   - Incident Command Operations for Company Officers
   - Wildland Fire Officer for Company Officers
   - IS-200b: Incident Command System For Single Resources and Initial Action Incidents
   - Intermediate Wildland Fire Behavior S-290
   - Fire Instructor I
   - Hazardous Material Incident Commander (as offered by the California Specialized Training Institute)
3. Identify any other requirements for Level I and II
   - Complete experience requirements
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit application and fees and request capstone task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
   - Complete course work
   - Schedule online capstone test
   - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Fire Officer certification track? What are they?

Activities

2. To be determined by the instructor.

Topic 1-3: Definition of Duty

Terminal Learning Objective

At the end of this topic, a student will be able to articulate the duties of a company officer level I and II and wildland fire officer level I.

Enabling Learning Objectives

1. Identify the duties of a company officer level I:

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- This duty involves utilizing human resources to accomplish assignments in accordance with safety plans and in an efficient manner. This duty also involves evaluating member performance and supervising personnel during emergency and nonemergency work periods, according to the following job performance requirements.
- This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.
- This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.
- This duty involves conducting inspections to identify hazards and address violations, performing a fire investigation to determine preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.
- This duty involves supervising emergency operations, conducting preincident planning, and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.
- This duty involves integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene, including the donning of appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned members, according to the following job performance requirements.

2. Identify the duties of a company officer level II:
   - This duty involves evaluating member performance, according to the following job performance requirements.
   - This duty involves dealing with inquiries of allied organizations in the community and projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.
   - This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.
   - This duty involves conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.
   - This duty involves supervising multiunit emergency operations, conducting preincident planning, and deploying assigned resources, according to the following job requirements.

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- This duty involves reviewing injury, accident, and health exposure reports, identifying unsafe work environments or behaviors, and taking approved action to prevent reoccurrence, according to the following job requirements.

3. Identify the duties of a wildland fire officer level I:
   - This duty involves basic wildland leadership, human resource management, and principles of supervision, according to the following job performance requirements.

Discussion Questions

1. None

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 1-1

Unit 2: Emergency Service Delivery

Topic 2-1: Developing an Initial Plan of Action

Terminal Learning Objective

At the end of this topic, a student, given size-up information for an incident, the ICS 201 Incident Briefing form, and assigned emergency response resources, will be able to develop an initial plan of action, identifying the resources required to control the emergency.

Enabling Learning Objectives

1. Describe principles of command
   - Decision making
   - Command presence
   - Risk assessment
2. Describe the standard operating procedures for emergency operations
   - Size-up
   - Report on conditions
   - Company operations
3. Analyze emergency scene conditions for the following kinds of incidents:
   - Single-family dwelling fires
   - Multiple-family dwelling fires
   - Commercial fires
   - Assembly fires
   - Mid-rise and high-rise fires
   - Multicasualty incidents
   - Technical rescue
4. Describe how to activate the local emergency plan, including localized evacuation procedures

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5. Describe the allocation of resources
6. Describe the components of the ICS 201 Briefing form

Discussion Questions

1. How do you determine tactical priorities?
2. What extra considerations are involved when supervising multiple companies?
3. From a previous experience, what made you switch from an offensive mode to a defensive mode?
4. What are scene safety considerations?

Activities

1. It is recommended that the instructor base an activity on Activity 2-1A, Size-Up and Report on Conditions.
1. It is recommended that the instructor base an activity on Activity 2-1B, Documenting Your Plan of Action.

Instructor Notes

1. Instructor is encouraged to use a computer-based static or dynamic simulator. The recommended activities are posted on the instructor resources page.

CTS Guide Reference: CTS 6-1

Topic 2-2: Implementing a Plan of Action

Terminal Learning Objective

At the end of this topic, a student, given assigned resources, type of incident, and a previously developed plan of action, will be able to implement a plan of action at an emergency operation, deploying resources to mitigate the situation.

Enabling Learning Objectives

1. Describe the resources available for the mitigation of fire and other emergency incidents, including nonemergency resources.
2. Use an incident management system
3. Describe scene safety considerations
4. Describe mitigations for scene safety hazards
5. Describe personnel accountability systems
6. Describe management of assigned personnel under emergency conditions
7. Describe how to account for assigned personnel under emergency conditions
8. Describe the procedure for the transfer of command

Discussion Questions

1. Why must only one person be in command of an incident?
2. Define span of control and explain how it applies.
3. What is a Personal Accountability Report (PAR) and what is its purpose?
4. What is a life hazard?
5. What are considerations for evaluating an ongoing incident?
6. What are some key items to address during a transfer of command?

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Activities

1. Instructor must develop an activity directing the students to implement a plan of action for and provide for the ongoing management of a variety of types of incidents, such as a structure fire, technical rescue, and multicasualty incidents. Instructor must use ICS 201 Incident Briefing form.

Instructor Notes

1. Instructor is encouraged to use a computer-based static or dynamic simulator.
2. Instructor may choose to use Command 1A Activity 5.4, addressing structure fires, as part of the activity, adapted to cover a variety of types of incidents.

CTS Guide Reference: CTS 6-2

Topic 2-3: Developing and Conducting a Postincident Analysis

Terminal Learning Objective

At the end of this topic, a student, given a single-unit or multiunit incident, single-unit and multiunit postincident analysis policies and procedures, and single-unit and multiunit postincident analysis forms, will be able to develop and conduct a postincident analysis, identifying and communicating all required critical elements and completing and processing the approved forms in accordance with policies and procedures.

Enabling Learning Objectives

1. Describe the elements of a postincident analysis
   - Strategy and tactics
   - Safety issues
2. Describe contributing factors for various incidents
3. Describe departmental procedures relating to:
   - Dispatch
   - Operations
   - Customer service

Discussion Questions

1. Why do we conduct a postincident analysis?
2. What incidents warrant a postincident analysis?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 6-3

Topic 2-4: Identifying Elements of an Operational Plan to Mitigate an Incident

Terminal Learning Objective

At the end of this topic, a student, given an emergency incident requiring multiunit operations, the current edition of NFPA 1600, and AHJ-approved safety procedures, will be able to identify elements of operational plans, obtaining required resources and their assignments,

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to carry out plans in compliance with NFPA 1600 and approved safety procedures, mitigating the incident.

Enabling Learning Objectives

1. Identify national, state/provincial, and local information resources available for the mitigation of emergency incidents
2. Identify command staff and unit supervision positions within the Incident Management System
3. Identify the components of NFPA 1600, Disaster/Emergency Management and Business Continuity Programs

Discussion Questions

1. What is the purpose of developing an operational plan?
2. Does your department have an operational plan?

Activities

1. To be determined by the instructor

Instructor Notes

1. As this is not generally a captain-level responsibility, and the captain should simply know how the plan is created, this will be addressed only at an awareness level.

CTS Guide Reference: CTS 6-4

Topic 2-5: Writing a Report Identifying Service Demand Causes

Terminal Learning Objective

At the end of this topic, a student, given incident reporting data from the jurisdiction and a service demand, will be able to write a report identifying the major causes for service demands for various planning areas within the organization's service area.

Enabling Learning Objectives

1. Describe how to correctly interpret response data to identify the reasons for service demands

Discussion Questions

1. What are some examples of community changes that would increase service demands?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 6-5

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Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	0:30		
Activity 1-1: To be determined by instructor		0:00	
Topic 1-2: Fire Officer Certification Process			
Lecture	0:30		
Activity 1-2: [Activity Title]		0:00	
Topic 1-3: Definition of Duty			
Lecture	0:30		
Activity 1-3: To be determined by instructor		0:00	
Unit 1 Totals	**1:30**	**0:00**	**1:30**
Unit 2: Emergency Services Delivery			
Topic 2-1: Developing an Initial Plan of Action			
Lecture	6:30		
Activity 2-1A: Size-Up and Report on Conditions and 2-1B: Documenting Your Plan of Action Using a Tactical Worksheet		4:00	
Topic 2-2: Implementing a Plan of Action			
Lecture	7:00		
Activity 2-2: Instructor must develop an activity directing the students to implement a plan of action for and provide for the ongoing management of a variety of types of incidents, such as a structure fire, technical rescue, and multicasualty incidents. Instructor must use the ICS 201 Incident Briefing form.		16:00	
Topic 2-3: Developing and Conducting a Postincident Analysis			
Lecture	1:00		
Activity 2-3: To be determined by instructor		0:00	

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 2-4: Identifying Elements of an Operational Plan to Mitigate an Incident			
Lecture	0:30		
Activity 2-4: To be determined by instructor		0:00	
Topic 2-5: Writing a Report Identifying Service Demand Causes			
Lecture	0:30		
Activity 2-5: To be determined by instructor		0:00	
Unit 2 Totals	**15:30**	**20:00**	**35:30**
Lecture, Activity, and Unit Totals:	**17:00**	**20:00**	**37:00**

Course Totals

Total Lecture Time (LT)	17:00
Total Activity Time (AT)	20:00
Total Testing Time (TT)	3:00
Total Course Time	**40:00**

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CALIFORNIA STATE FIRE TRAINING

Wildland Incident Operations for Company Officers

Course Plan

Course Details

Certification: Fire Officer (Level I and II)

CTS Guide: Company Officer

Description: This course provides information on evaluating and reporting incident conditions, analyzing incident needs, developing and implementing a plan of action to deploy incident resources completing all operations to suppress a wildland fire, establishing an incident command post, creating an incident action plan, and completing incident records and reports.

Designed For: Aspiring company officers

Prerequisites: Meets the educational requirements of Fire Fighter II

Company Officer: Emergency Service Delivery

S290 Intermediate Fire Behavior (NWCG online course is acceptable)

Standard: Complete all activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 24:00

Activities: 11:30

Testing: 4:00

Hours (Total): 40:00

Maximum Class Size: 32

Instructor Level: Current State Fire Training registered instructor for Command 1C

Instructor/Student Ratio: 1:32 (lecture)
1:10 (lab)

Restrictions: None

SFT Designation: CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need:

- *Command IC Student Manual*
  SFT, 2013 edition
- *Fireline Handbook*
  NWCG (NFES 0065), current edition
- *ICS 420-1 Field Operations Guide*
  FIRESCOPE, current edition
- *Incident Response Pocket Guide*
  NWCG (NFES 1077), current edition
- *CAL FIRE Wildland Urban Interface Operating Principles*
- *S 200 Instructor Guide: Initial Attack Incident Commander*
  NFES 2903
- *S 200 Instructor Guide: Initial Attack Incident Commander* (CD-ROM)
  NFES 2905

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorresources.php:

- Wildland Incident Operations for Company Officers
- Activity 2-4: Thunder Mountain Incident
- Activity 2-7: Gavilan Historic Incident Activity

Student Resources

To participate in this course, students need:

- *Command IC Student Manual*
  SFT, 2013 edition
- *Fireline Handbook*
  NWCG (NFES 0065), current edition
- *ICS 420-1 Field Operations Guide*
  FIRESCOPE, current edition
- *Incident Response Pocket Guide*
  NWCG (NFES 1077), current edition

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
    - Restroom locations
    - Food locations
    - Smoking locations
    - Emergency procedures
2. Identify classroom requirements
    - Start and end times
    - Breaks
    - Electronic device policies
    - Special needs and accommodations
    - Other requirements as applicable
3. Review course syllabus
    - Course objectives
    - Calendar of events
    - Course requirements
    - Student evaluation process
    - Assignments
    - Activities
    - Required student resources
    - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Fire Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Fire Officer certification track, the courses and requirements for Level I and II certification, and be able to describe the capstone task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Officer certification track

- Company Officer
- Chief Fire Officer
- Executive Chief Officer

2. Identify the courses required for Level I and II
   - Human Resource Management for Company Officers
   - Fire Administration for Company Officers
   - Fire Investigation and Inspection for Company Officers
   - Incident Command Operations for Company Officers
   - Wildland Fire Officer for Company Officers
   - IS-200b: Incident Command System For Single Resources and Initial Action Incidents
   - Intermediate Wildland Fire Behavior S-290
   - Fire Instructor I
   - Hazardous Material Incident Commander (as offered by the California Specialized Training Institute)
3. Identify any other requirements for Level I and II
   - Complete experience requirements
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit application fees and request capstone task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
   - Complete course work
   - Schedule online capstone test
   - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Fire Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Unit 2: Wildland Fire Officer

Topic 2-1: Obtaining Information from Dispatch

Terminal Learning Objective

At the end of this topic, a student, given agency standard operating procedures and incident information, will be able to obtain complete information regarding travel route, assignment, time needed, and point of contact from agency dispatch.

Enabling Learning Objectives

1. Describe agency dispatch procedures
2. Describe the response to incidents occurring under different jurisdictional authorities
   - Local
   - State
   - Federal
3. Describe the difference between a local and an OES resource request
4. Describe planned need, immediate need, and initial attack dispatches

Discussion Questions

1. What information do you need for planned need, immediate need, and initial attack dispatches?
2. What is the importance of the order and request number?

Activities

1. To be determined by the instructor.

Instructor Notes

1. The instructor should ask students to bring in sample forms from their agencies.
2. The instructor must be familiar with federal, state, and local incident qualifications.

CTS Guide Reference: CTS 8-6

Topic 2-2: Developing Reports on Conditions

Terminal Learning Objective

At the end of this topic, a student, given one or more of the following: a fire scene or photographs of a wildland fire, diagrams, pertinent data, or sketches and agency policies and procedures, will be able to develop an initial report on conditions that communicates required incident information to the agency communications center and update it as needed.

Enabling Learning Objectives

1. Describe the relevant incident information to be communicated
   - Initial radio report
   - Follow-up report on conditions
   - Incident updates (CAN)

Discussion Questions

1. What elements go into an report on conditions?

Activities

1. The instructor must create an activity to reinforce the initial radio report and follow-up report on conditions.

CTS Guide Reference: CTS 8-8

Topic 2-3: Formulating an Incident Action Plan

Terminal Learning Objective

At the end of this topic, a student, given one or more of the following: a fire scene or photographs of a wildland fire, diagrams, pertinent data, or sketches; available resources;

and the ICS 201 Incident Briefing form, will be able to size up an incident to formulate an incident action plan that sets incident objectives and applies strategies and tactics according to agency policies and procedures.

Enabling Learning Objectives

1. Describe the elements of a wildland size-up
2. Interpret fire behavior
3. Describe resource availability and capability
4. Identify values at risk
5. Describe incident objectives
6. Identify wildland fire suppression strategies
7. Describe tactical priorities
8. Describe the components of the ICS 201 Incident Briefing form as it pertains to wildland fire fighting

Discussion Questions

1. How do you tailor an IAP to the size of the incident?
2. Where do you find the appropriate forms?

Activities

1. To be determined by instructor.

CTS Guide Reference: CTS 8-7

Topic 2-4: Evaluating and Reporting Ongoing Incident Conditions

Terminal Learning Objective

At the end of this topic, a student, given one or more of the following: a fire scene or photographs of a wildland fire, diagrams, pertinent data, or sketches, will be able to evaluate incident conditions, identifying progress, changes in fuels, topography, weather, fire behavior, and other significant events, and communicating these conditions to the supervisor and to assigned and adjoining personnel.

Enabling Learning Objectives

1. Describe how to evaluate wildland fire weather, fuels, and topographic information
2. Describe current and predicted fire behavior
3. Describe how incident conditions change the plan of action

Discussion Questions

1. How does one gather information on incident conditions?
2. Why is it important to revise your plan of action?

Activities

1. The instructor must create an activity. It is recommended that the instructor consider basing this activity on Activity 2-4: Thunder Mountain Incident.

CTS Guide Reference: CTS 8-12

Topic 2-5: Establishing an Incident Command Post

Terminal Learning Objective

At the end of this topic, a student, given AHJ policies and procedures, will be able to establish a correctly sited, clearly identified incident command post (ICP) and communicate its location to personnel.

Enabling Learning Objectives

1. Describe factors affecting appropriate ICP locations, potentially including:
    - Safety
    - Access to incoming resources
    - Communications needs

Discussion Questions

1. What are some potential locations for an ICP?
2. Why is it important to establish an ICP?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-9

Topic 2-6: Providing for Emergency Medical Treatment

Terminal Learning Objective

At the end of this topic, a student, given an injured or ill fire fighter, agency policies and procedures for medical treatment, and the ICS 206 Medical Plan form, will be able to provide for appropriate emergency medical treatment, making all notifications and completing the required reports.

Enabling Learning Objectives

1. Describe medical protocols
2. Describe agency accident and illness reporting procedures
3. Describe the procedures for using the ICS 206 Medical Plan form

Discussion Questions

1. What is the value of the medical plan?
2. Who do you contact if there is a need for medical care?
3. Define an incident within an incident. What are some examples?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-4

Topic 2-7: Deploying Resources to Suppress a Wildland Fire

Terminal Learning Objective

At the end of this topic, a student, given an assignment, personnel, equipment, and agency policies and procedures, will be able to deploy resources to suppress a wildland fire, taking appropriate suppression actions and ensuring personnel safety.

Enabling Learning Objectives

1. Describe fireline location and construction techniques
2. Describe firing operations

- Authority for use

3. Identify capabilities of firefighting equipment and personnel
4. Identify radio communications capabilities and protocols
5. Describe techniques for deploying the assigned resources
6. Identify WUI incident priorities
7. Describe WUI tactical actions and guidelines

Discussion Questions

1. What is your agency's policy on firing operations? When do these apply?
2. What are the qualifications for a firing group supervisor?
3. How would you use a combination operation on a WUI fire?
4. What has been your experience in a structure preparation and what was your result?
5. What is your responsibility toward residents who refuse to evacuate?

Activities

1. The instructor must use a series of photos of structures in the WUI environment and have the students determine the triage category and identify appropriate tactical action.
2. The instructor must develop an initial attack assignment scenario for a wildland incident.

Instructor Notes

1. Gavilan Historic Incident Activity will take place at the end of the course, as a final activity.

CTS Guide Reference: CTS 8-10

Topic 2-8: Updating Supervisors, Crew Members, and Adjoining Personnel

Terminal Learning Objective

At the end of this topic, a student, given one or more of the following: a fire scene or photographs of a wildland fire, diagrams, pertinent data, or sketches, will be able to communicate with supervisors, crew members, and adjoining personnel, keeping them updated on progress, changes in conditions, fire behavior, and other significant events.

Enabling Learning Objectives

1. Identify other hazards and factors related to the wildland fire environment
2. Describe methods of communicating pertinent updated information

Discussion Questions

What types of information need to be communicated?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-13

Topic 2-9: Analyzing Incident Needs

Terminal Learning Objective

At the end of this topic, a student, given assigned resources and incident status, will be able to analyze incident needs, ordering additional resources or identifying and releasing excess resources in accordance with agency policies and procedures.

Enabling Learning Objectives

1. Describe how to determine resource needs
2. Describe AHJ policies and procedures related to resource ordering and release

Discussion Questions

1. What is your department's policy on ordering resources?
2. What common errors occur when ordering resources?
3. What is reflex time?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-15

Topic 2-10: Providing for Assigned Resources' Needs

Terminal Learning Objective

At the end of this topic, a student, given one or more of the following: a fire scene or photographs of a wildland fire, diagrams, pertinent data, or sketches; assigned resources; and agency policies and procedures, will be able to provide for assigned resources' logistical service and support needs in accordance with agency policies.

Enabling Learning Objectives

1. Describe short- and long-term needs as required by the incident
2. Identify the need for the logistical support and services

Discussion Questions

1. What are the logistical needs for initial action incidents?
2. How do these logistical needs change for incidents that continue for an extended period of time?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-14

Topic 2-11: Providing Information to the Replacement Incident Commander

Terminal Learning Objective

At the end of this topic, a student, given the ICS 201 Incident Briefing form, will be able to complete the transfer of command, ensuring the new incident commander has the necessary information to operate.

Enabling Learning Objectives

1. Describe AHJ policies and procedures for transfer of command
2. Describe the information to be communicated during transfer of command

Discussion Questions

1. How do procedures for transfer of command vary by jurisdiction?
2. Why is comprehensive briefing important?

Activities

1. The instructor must direct students to form small groups and use information from a simple wildland fire to complete all elements of a 201 Incident Briefing form and provide a transfer of command briefing.

Instructor Notes

1. Refer to the *IRPG Briefing Checklist.*

CTS Guide Reference: CTS 8-16

Topic 2-12: Deploying Resources to Mop Up a Wildland Fire

Terminal Learning Objective

At the end of this topic, a student, given a wildland fire, personnel, equipment, and agency policies and procedures, will be able to deploy resources to mop up a wildland fire, ensuring extinguishment.

Enabling Learning Objectives

1. Identify environmental factors
2. Identify resource capability
3. Describe how to conduct a risk assessment

Discussion Questions

1. What is your agency's policy on mop-up? How do these policies vary?
2. What are some considerations for ensuring extinguishment?
3. What are some safety considerations during mop-up?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-17

Topic 2-13: Completing Wildland Fire Suppression Operations

Terminal Learning Objective

At the end of this topic, a student, given a wildland fire that has been controlled and mopped up and agency policies and procedures, will be able to complete wildland fire suppression operations and return resources to service.

Enabling Learning Objectives

1. Describe AHJ policies and procedures for demobilization and termination of the incident

Discussion Questions

1. What is the difference between a contained fire and a controlled fire?
2. What is an after-action review? What are the benefits of performing this?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-18

Topic 2-14: Evaluating Assigned Personnel

Terminal Learning Objective

At the end of this topic, a student, given agency personnel performance standards, will be able to evaluate assigned personnel to ensure members are capable of safely performing assigned tasks and to identify individuals not meeting the standards, and taking corrective actions.

Enabling Learning Objectives

1. Describe the process for observing, evaluating, counseling, and documenting personnel as to fitness for duty in accordance with agency policies and procedures

Discussion Questions

1. What are some cases that would require immediate intervention as opposed to after-incident evaluation?
2. Does your organization follow the performance guidelines laid out in NFPA 1500?
3. What relationship is there between physical fitness and fatalities?
4. What are some aspects of official evaluations as opposed to informal evaluations?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-2

Topic 2-15: Verifying Personnel Qualifications

Terminal Learning Objective

At the end of this topic, a student, given an assignment or task, will be able to verify the qualifications of assigned personnel to verify that individuals' fire fighter skills are appropriate, identifying and reporting deficiencies and taking corrective action.

Enabling Learning Objectives

1. Identify the agency's qualifications standards
2. Describe the assessment of personnel qualifications for assignment in accordance with agency policies and procedures

Discussion Questions

1. Where would you find the wildland fire fighter qualifications?

Activities

1. To be determined by the instructor.

Instructor Notes

1. Refer to current federal, state, and local incident qualifications.

CTS Guide Reference: CTS 8-3

Topic 2-16: Evaluating Job Performance

Terminal Learning Objective

At the end of this topic, a student, given agency policies and procedures and the ICS 225 Incident Personnel Performance Rating form, will be able to evaluate job performance of assigned personnel, providing the information to the individual being evaluated and completing all required forms.

Enabling Learning Objectives

1. Describe the procedures for using the ICS 225 Incident Personnel Performance Rating form

Discussion Questions

1. Who can fill out the ICS 225 Incident Personnel Performance Rating form?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-5

Topic 2-17: Maintaining Wildland Incident Records

Terminal Learning Objective

At the end of this topic, a student, given agency policies and procedures and applicable single-unit and multiunit forms, will be able to maintain wildland incident records documenting required information.

Enabling Learning Objectives

1. Describe agency incident documentation procedures

Discussion Questions

1. What are important considerations for maintaining records?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-11

Topic 2-18: Completing Personnel Time and Equipment Use Records

Terminal Learning Objective

At the end of this topic, a student, given agency policies, procedures, and related forms, will be able to complete personnel time and equipment use records in compliance with standards established by the AHJ.

Enabling Learning Objectives

1. Describe AHJ policies and procedures for proper record keeping

Discussion Questions

1. What forms should be used to record personnel time and equipment use?

Activities

1. Instructor must create an activity directing students to complete the AHJ's emergency activity record forms.

Instructor Notes

1. Refer to ICS form 214 and F42s as examples.

CTS Guide Reference: CTS 8-19

Topic 2-19: Preparing Final Incident Reports

Terminal Learning Objective

At the end of this topic, a student, given an extinguished wildland fire, agency policies and procedures, and AHJ incident forms, will be able to prepare final incident reports.

Enabling Learning Objectives

1. Describe AHJ incident reporting policies and procedures

Discussion Questions

1. Who receives these reports in your jurisdiction?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-20

Topic 2-20: Responding to Requests for Incident Information

Terminal Learning Objective

At the end of this topic, a student, given policies and procedures of the AHJ, will be able to accurately respond to requests for incident information according to policies and in a timely manner.

Enabling Learning Objectives

1. Describe agency policies and procedures for release of incident information

Discussion Questions

1. In your organization, who is responsible for responding to requests for information?
2. What are the limitations on the information that can be shared?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 8-1

Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	0:30		
Activity 1-1: To be determined by instructor		0:00	
Topic 1-2: [Certification Track] Certification Process			
Lecture	0:30		
Activity 1-2: To be determined by instructor		0:00	
Unit 1 Totals	**1:00**	**0:00**	**1:00**
Unit 2: Wildland Fire Officer			
Topic 2-1: Obtaining Information from Dispatch			
Lecture	0:30		
Activity 2-1: To be determined by instructor		0:00	
Topic 2-2: Developing Reports on Conditions			
Lecture	1:00		
Activity 2-2: The instructor must create an activity to reinforce the initial radio report and follow-up report on conditions.		2:00	
Topic 2-3: Formulating an Incident Action Plan			
Lecture	4:00		
Activity 2-3: To be determined by instructor		0:00	
Topic 2-4: Evaluating and Reporting Ongoing Incident Conditions			
Lecture	2:00		
Activity 2-4: The instructor must create an activity. It is recommended that the instructor consider basing this activity on Activity 2-4:Thunder Mountain Incident.		1:00	
Topic 2-5: Establishing an Incident Command Post			
Lecture	0:30		

Segment	Lecture Time	Activity Time	Total Unit Time
Activity 2-5: To be determined by instructor		0:00	
Topic 2-6: Providing for Emergency Medical Treatment			
Lecture	0:30		
Activity 2-6: To be determined by instructor		0:00	
Topic 2-7: Deploying Resources to Suppress a Wildland Fire			
Lecture	8:00		
Activity 2-7: The instructor must use a series of photos of structures in the WUI environment and have the students determine the triage category and identify appropriate tactical action. Final Activity: Gavilan Historic Incident Activity		4:00	
Topic 2-8: Updating Supervisors, Crew Members, and Adjoining Personnel			
Lecture	0:30		
Activity 2-8: To be determined by instructor		0:00	
Topic 2-9: Analyzing Incident Needs			
Lecture	0:30		
Activity 2-9: To be determined by instructor		0:00	
Topic 2-10: Providing for Assigned Resources' Needs			
Lecture	0:30		
Activity 2-10: To be determined by instructor		0:00	
Topic 2-11: Providing Information to the Replacement Incident Commander			
Lecture	0:30		

Segment	Lecture Time	Activity Time	Total Unit Time
Activity 2-11: The instructor must direct students to form small groups and use information from a simple wildland fire to complete all elements of a 201 Incident Briefing form and provide a transfer of command briefing.		1:00	
Topic 2-12: Deploying Resources to Mop Up a Wildland Fire			
Lecture	0:30		
Activity 2-12: To be determined by instructor		0:00	
Topic 2-13: Completing Wildland Fire Suppression Operations			
Lecture	0:30		
Activity 2-13: To be determined by instructor		0:00	
Topic 2-14: Evaluating Assigned Personnel			
Lecture	0:30		
Activity 2-14		0:00	
Topic 2-15: Verifying Personnel Qualifications			
Lecture	0:30		
Activity 2-15: To be determined by instructor		0:00	
Topic 2-16: Evaluating Job Performance			
Lecture	0:30		
Activity 2-16: To be determined by instructor		0:00	
Topic 2-17: Maintaining Wildland Incident Records			
Lecture	0:30		
Activity 2-17: To be determined by instructor		0:00	
Topic 2-18: Completing Personnel Time and Equipment Use Records			
Lecture	0:30		
Activity 2-18: Instructor must create an activity directing students to complete the AHJ's emergency activity record forms.		0:30	

Segment	Lecture Time	Activity Time	Total Unit Time
Topic 2-19: Preparing Final Incident Reports			
Lecture	0:30		
Activity 2-19: To be determined by instructor		0:00	
Topic 2-20: Responding to Requests for Incident Information			
Lecture	0:3		
Activity 2-20: To be determined by instructor		0:00	
Final Activity: Gavilan Historic Incident		3:30	
Unit 2 Totals	**23:00**	**12:00**	**34:30**
Lecture, Activity, and Unit Totals:	**24:00**	**12:00**	**35:30**

Course Totals

Total Lecture Time (LT)	24:00
Total Activity Time (AT)	12:00
Total Testing Time (TT)	4:00
Total Course Time	**40:00**