



Western Technical College

10503192 Principles of Emergency Services Safety & Survival

Course Outcome Summary

Course Information

Description	This course introduces the basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout the emergency services.
Career Cluster	Law, Public Safety, Corrections and Security
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	54

Textbooks

Fire and Emergency Services Safety and Survival. 2nd Edition. Copyright 2017. Ford, Travis M. Publisher: Pearson. **ISBN-13**: 978-0-13-432333-6. Required.

Success Abilities

1. Cultivate Passion: Expand a Growth-Mindset
2. Cultivate Passion: Increase Self-Awareness
3. Live Responsibly: Develop Resilience
4. Live Responsibly: Foster Accountability
5. Refine Professionalism: Act Ethically
6. Refine Professionalism: Improve Critical Thinking
7. Refine Professionalism: Participate Collaboratively
8. Refine Professionalism: Practice Effective Communication

Course Competencies

1. Explain the 16 life safety initiatives.

Assessment Strategies

- 1.1. Written Objective Test

Criteria

- 1.1. Score a minimum of 70%.
- 1.2. Complete exam within 90 minutes.
- 1.3. Complete exam without using any reference books or notes.
- 1.4. Complete exam at prescribed time and place.

Learning Objectives

- 1.a. Define the importance of each of the 16 initiatives.
- 1.b. Discuss how to implement the 16 initiatives.

2. Apply the concepts of risk management and mitigation as it pertains to emergency services.

Assessment Strategies

- 2.1. Written Objective Test

Criteria

- 2.1. Score a minimum of 70%.
- 2.2. Complete exam within 90 minutes.
- 2.3. Complete exam without using any reference books or notes.
- 2.4. Complete exam at prescribed time and place.

Learning Objectives

- 2.a. Identify the three principles of risk management.
- 2.b. Discuss the risk management process.
- 2.c. Explain the need for a continual evaluation process.
- 2.d. Explain the keys for implementing a successful risk management program.

3. Describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability and personal responsibility.

Assessment Strategies

- 3.1. Written Objective Test

Criteria

- 3.1. Score a minimum of 70%.
- 3.2. Complete exam within 90 minutes.
- 3.3. Complete exam without using any reference books or notes.
- 3.4. Complete exam at prescribed time and place.

Learning Objectives

- 3.a. Define culture as it applies to the safety and survival behavior of the fire and emergency services.
- 3.b. Discuss the attitudes and behaviors that contribute to an unsafe culture within the fire and emergency services.
- 3.c. Describe the element that impact cultural change within the fire and emergency services.
- 3.d. Defend the importance of changing culture when cultural elements inhibit improved safety.
- 3.e. Discuss how to implement the 16 initiatives to support changing the culture for a safer fire and emergency services.

4. Explain the need for enhancements of personal and organizational accountability for health and safety.

Assessment Strategies

- 4.1. Written Objective Test

Criteria

- 4.1. Score a minimum of 70%.
- 4.2. Complete exam within 90 minutes.
- 4.3. Complete exam without using any reference books or notes.

4.4. Complete exam at prescribed time and place.

Learning Objectives

- 4.a. Demonstrate a general knowledge about the roles and responsibilities that individuals and organizations have to ensure safety.
- 4.b. Identify traditions that have compromised fire and emergency services safety and the role that the individual plays in eliminating the unsafe and promoting the safe traditions.
- 4.c. Recognize dangerous situations that have resulted in fire and emergency services line of duty deaths. (LODDs) and injuries.
- 4.d. Identify changes that need to occur in order to reduce fire and emergency services LODDs and injuries.

5. Define how the concepts of risk management affect strategic and tactical decision- making.

Assessment Strategies

5.1. Written Objective Test

Criteria

- 5.1. Score a minimum of 70%.
- 5.2. Complete exam within 90 minutes.
- 5.3. Complete exam without using any reference books or notes.
- 5.4. Complete exam at prescribed time and place.

Learning Objectives

- 5.a. Identify the three-step process of implementing crew resource management.
- 5.b. Illustrate how situational awareness and recognition primed decision making can enhance individual and group safety.

6. Evaluate circumstances that might constitute an unsafe act.

Assessment Strategies

6.1. Written Objective Test

6.2. Oral Presentation

Criteria

- 6.1. Score a minimum of 70%.
- 6.2. Complete exam within 90 minutes.
- 6.3. Complete exam without using any reference books or notes.
- 6.4. Complete exam at prescribed time and place.
- 6.5. Student presents fire safety incident or near miss that has not been previously discussed.
- 6.6. Student presentation is thorough.
- 6.7. Student presents at prescribed date and time.

Learning Objectives

- 6.a. Examine the circumstances that constitute and unsafe practice.
- 6.b. Explore the factors that determine an individual's ability to develop and utilize situational awareness.

7. Explain the concept of empowering all emergency services personnel to stop unsafe acts.

Assessment Strategies

7.1. Written Objective Test

Criteria

- 7.1. Score a minimum of 70%.
- 7.2. Complete exam within 90 minutes.
- 7.3. Complete exam without using any reference books or notes.
- 7.4. Complete exam at prescribed time and place.

Learning Objectives

- 7.a. Explain the concept of empowerment as a way to stop unsafe practices.
- 7.b. Compare and contrast the concepts of "challenge and confirm" and "speak up."

8. Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications.

Assessment Strategies

8.1. Written Objective Test

Criteria

- 8.1. Score a minimum of 70%.
- 8.2. Complete exam within 90 minutes.
- 8.3. Complete exam without using any reference books or notes.
- 8.4. Complete exam at prescribed time and place.

Learning Objectives

- 8.a. Examine the importance of training and education in firefighter safety and survival.
- 8.b. Contrast certification and accreditation as they relate to fire and emergency services.
- 8.c. Identify at least five national fire protection association professional qualification standards.
- 8.d. Illustrate professional as it relates to the fire and emergency services.
- 8.e. Distinguish between FESHE conference, IFSAC and the Pro Board.

9. Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers.

Assessment Strategies

- 9.1. Written Objective Test
- 9.2. Presentation

Criteria

- 9.1. Score a minimum of 70%.
- 9.2. Complete exam within 90 minutes.
- 9.3. Complete exam without using any reference books or notes.
- 9.4. Complete exam at prescribed time and place.
- 9.5. Students fitness presentation is at least 5 minutes long.
- 9.6. Student fitness presentation uses at least one visual aid.
- 9.7. Student fitness presentation is conducted at prescribed date and time.

Learning Objectives

- 9.a. Identify the role of fitness in the fire and emergency services.
- 9.b. Explain the need to commit fully to emergency responder fitness and proper nutrition.
- 9.c. Recognize the need for a comprehensive fitness program for every fire department.
- 9.d. Recognize legal considerations in implementing performance testing.
- 9.e. Identify the elements of performance test development.
- 9.f. Discuss the importance of having an annual physical ability assessment.
- 9.g. Explain the need for a rehabilitation program in every fire department.

10. Explain the vital role of local departments in national research and data collection systems.

Assessment Strategies

- 10.1. Written Objective Test

Criteria

- 10.1. Score a minimum of 70%.
- 10.2. Complete exam within 90 minutes.
- 10.3. Complete exam without using any reference books or notes.
- 10.4. Complete exam at prescribed time and place.

Learning Objectives

- 10.a. Understand the history of the fire and emergency services safety problem.
- 10.b. Identify institutional factors that make fire and emergency services research difficult.
- 10.c. Recognize the importance of historical research to current levels of firefighter safety.
- 10.d. Know the most common causes of fire and emergency services fatalities and the systems and definitions used to track them.
- 10.e. Identify policy research and what distinguishes it from fire protection engineering or fire science.
- 10.f. Explain the role of research and data in improving firefighter safety.
- 10.g. Know the sources and uses of national data on firefighter safety.
- 10.h. Identify fire and emergency services academic partnerships and collaborations and their funding sources.
- 10.i. Identify emerging topics for future research.

11. Illustrate how technological advancements can produce higher levels of emergency services

safety and survival.

Assessment Strategies

- 11.1. Written Objective Test
- 11.2. Presentation

Criteria

- 11.1. Score a minimum of 70%.
- 11.2. Complete exam within 90 minutes.
- 11.3. Complete exam without using any reference books or notes.
- 11.4. Complete exam at prescribed time and place.
- 11.5. Student presentation covers technological advancement not previously discussed.
- 11.6. Student presentation is thorough.
- 11.7. Student presentation is conducted at prescribed date and time.

Learning Objectives

- 11.a. Identify the cultural road blocks that delay or prevent a fire and emergency services department from embracing new technology.
- 11.b. Identify current emerging technological equipment that can help make the fire and emergency services safer.
- 11.c. Identify computerized technology that can make the fire and emergency services safer.

12. Explain the importance of investigating all near-misses, injuries and fatalities.

Assessment Strategies

- 12.1. Written Objective Test

Criteria

- 12.1. Score a minimum of 70%.
- 12.2. Complete exam within 90 minutes.
- 12.3. Complete exam without using any reference books or notes.
- 12.4. Complete exam at prescribed time and place.

Learning Objectives

- 12.a. List the basic functions commonly performed in an effective fatality and injury investigation.
- 12.b. Identify the makeup of an investigative team.
- 12.c. Explain the need for effective documentation of a scene.

13. Discuss how incorporating the lessons learned from investigations can support cultural change throughout the emergency services.

Assessment Strategies

- 13.1. Written Objective Test

Criteria

- 13.1. Score a minimum of 70%.
- 13.2. Complete exam within 90 minutes.
- 13.3. Complete exam without using any reference books or notes.
- 13.4. Complete exam at prescribed time and place.

Learning Objectives

- 13.a. Recognize that the lessons learned from a fatality and injury investigation must be communicated to prevent future incidents of a similar nature.
- 13.b. Identify changes that need to occur in order to reduce fire and emergency services LODDs and injuries.

14. Describe how obtaining grants can support safety and survival initiatives.

Assessment Strategies

- 14.1. Written Objective Test

Criteria

- 14.1. Score a minimum of 70%.
- 14.2. Complete exam within 90 minutes.
- 14.3. Complete exam without using any reference books or notes.
- 14.4. Complete exam at prescribed time and place.

Learning Objectives

- 14.a. Describe the brief history of fire and emergency services grants.
- 14.b. Identify grant team needs and common success traits and downfalls in grant applications.
- 14.c. Perform an internal needs, external needs, and financial assessment.
- 14.d. Identify and research support information; create proper structure of narrative for grant applications.
- 14.e. Recognize communications downfalls related to grant applications.
- 14.f. Create objective communications related to grant narratives.

15. Explain how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries and deaths.

Assessment Strategies

- 15.1. Written Objective Test

Criteria

- 15.1. Score a minimum of 70%.
- 15.2. Complete exam within 90 minutes.
- 15.3. Complete exam without using any reference books or notes.
- 15.4. Complete exam at prescribed time and place.

Learning Objectives

- 15.a. Identify the percentage of line of duty deaths attributed to emergency vehicle crashes.
- 15.b. Name best practices relative to emergency vehicle safety.
- 15.c. Explain the value of policy statements, SOPs, and SOGs.
- 15.d. List the reasons why one should always be seated and seat belted whenever an emergency vehicle is in motion.
- 15.e. Identify innovations that could make driving an emergency vehicle safer.
- 15.f. Describe how a basic understanding of the Manual on Uniform Traffic Control Devices helps driver safety.
- 15.g. Explain the importance of adequate staffing at an incident, making reference to NFPA standards 1710 and 1720.

16. Explain how the increase in violent incidents impacts safety for emergency services personnel when responding to emergency scenes.

Assessment Strategies

- 16.1. Written Objective Test

Criteria

- 16.1. Score a minimum of 70%.
- 16.2. Complete exam within 90 minutes.
- 16.3. Complete exam without using any reference books or notes.
- 16.4. Complete exam at prescribed time and place.

Learning Objectives

- 16.a. Recognize the criticality of responding to a violent incident or one that could turn violent.
- 16.b. Describe the importance of communication with other organizations when responding to violent incidents.

17. Recognize the need for counseling and psychological support from local resources and services for emergency services personnel and their families.

Assessment Strategies

- 17.1. Written Objective Test

Criteria

- 17.1. Score a minimum of 70%.
- 17.2. Complete exam within 90 minutes.
- 17.3. Complete exam without using any reference books or notes.
- 17.4. Complete exam at prescribed time and place.

Learning Objectives

- 17.a. Identify at least three potentially traumatic events experienced by firefighters.
- 17.b. Distinguish between stress, strain, and resilience.

- 17.c. Describe essential components of a fire and emergency services member assistance program and the Trauma Screening Questionnaire.
- 17.d. Apply the concept of knowledge translation to counseling and physiological support in the fire and emergency services.
- 17.e. Distinguish between the principles of critical incident stress management and those of psychological first aid.

18. Describe the importance of public education as a critical component of life safety programs.

Assessment Strategies

- 18.1. Written Objective Test

Criteria

- 18.1. Score a minimum of 70%.
- 18.2. Complete exam within 90 minutes.
- 18.3. Complete exam without using any reference books or notes.
- 18.4. Complete exam at prescribed time and place.

Learning Objectives

- 18.a. Explain the history of fire prevention and public fire education.
- 18.b. Explain the five categories of risk reduction initiatives.
- 18.c. Demonstrate the importance of code enforcement and pre-fire planning in the risk reduction process.

19. Explain the importance of safety in the design of apparatus and equipment.

Assessment Strategies

- 19.1. Written Objective Test

Criteria

- 19.1. Score a minimum of 70%.
- 19.2. Complete exam within 90 minutes.
- 19.3. Complete exam without using any reference books or notes.
- 19.4. Complete exam at prescribed time and place.

Learning Objectives

- 19.a. Explain the basic safety features in the design of emergency response vehicles and equipment.
- 19.b. Recognize safety aspects of the operation of emergency response vehicles and equipment.