



DEPARTMENT OF FINANCIAL SERVICES

Division of State Fire Marshal
Bureau of Fire Standards and Training

Title: Syllabus for Firefighting Tactics & Strategy I

Revision: April 2021

Section I - Course Information

Course Title: Firefighting Tactics & Strategy I

Course Number(s): BFST/FFP/ATPC1810

Class Days/Time: If being taught at the Florida State Fire College Campus 11655 NW Gainesville Road, Ocala, FL 34482 Bldg. C – Classrooms - Monday-Friday 8 a.m.- 5 p.m. Additional coursework outside the classroom totaling five (5) hours of work may be assigned.

Section II - Points of Contact

Training Supervisor:

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Section III - Course Description

This course will provide students with a basic understanding of factors involved in coping with a fire emergency and determining the best use of available resources in protecting lives and property. The course emphasizes the changing nature of an emergency situation and the ways in which the fire officer can evaluate the effectiveness of their proposed incident action plan.

Section IV - Course Materials, Grading, and Attendance

Recommended Book: Strategic & Tactical Considerations on the Fireground 2nd Edition
James P. Smith ISBN 13: 978-0-13-444264-8 Publisher Pearson Education

Prerequisite(s): None

Contact Hours: This course has 45 contact hours

Continuing Educations Units (CEU's): 45 hours towards Fire Instructor I, II, III renewal.

Pre-Course Assignment: None

Required Materials: Paper, pens, USB portable storage device (thumb drive)

Grading: Students must achieve a minimum cumulative score of 70% to pass this course. Course grades are determined from assignments and activities including, homework, projects, quizzes, exams, and presentations. The instructor also has the discretion to award (**but not deduct**) points based on course participation.

Attendance: Students are required to attend all sessions of the course.

- Excused absences - Students are permitted excused absences totaling no more than 10% of class (4.5 hours maximum); the instructor shall be the sole determining authority in the determination of an excused absence and may assign supplemental work to make up for missed class time.
- Unexcused absences - The instructor shall be the sole determining authority in the determination of an unexcused absence (i.e. "no call, no show"). The instructor has no obligation to offer the student an opportunity to make up assignments, including quizzes and/or exams, but may do so at his/her discretion.

Section VI – Job Performance Requirements

Given information from discussion and reading materials, the student will satisfy the Job Performance Requirements (JPR) of the applicable National Fire Protection Association (NFPA) standards, as well as any applicable skill sheets.

NFPA 1021, Standard for Fire Officer Professional Qualifications, 2020 Edition

4.1* General. For qualification at Fire Officer Level I, the candidate shall meet the requirements of Fire Fighter II as defined in NFPA 1001, Fire Instructor I as defined in NFPA 1041, and the job performance requirements defined in Sections 4.2 through 4.7 of this standard.

4.1.2 General Prerequisite Skills. The ability to effectively communicate in writing utilizing technology provided by the AHJ; write reports, letters, and memos; operate in an information management system; and effectively operate at all levels in the incident management system utilized by the AHJ.

4.2.1 Assign tasks or responsibilities to unit members, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

(A) Requisite Knowledge. Verbal communications during emergency incidents, characteristics of leadership, techniques used to make assignments under stressful situations, and methods of confirming understanding.

(B) Requisite Skills. The ability to condense instructions for frequently assigned unit tasks based on training and standard operating procedures.

4.2.2 Assign tasks or responsibilities to unit members, given an assignment under nonemergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

(A) Requisite Knowledge. Verbal communications under nonemergency situations, characteristics of leadership, techniques used to make assignments under routine situations, and methods of confirming understanding.

(B) Requisite Skills. The ability to issue instructions for frequently assigned unit tasks based on department policy.

4.2.3 Direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed.

(A) Requisite Knowledge. Verbal communication techniques to facilitate learning.

(B) Requisite Skills. The ability to distribute issue-guided directions to unit members during training evolutions.

4.2.6 Coordinate the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and both supervised during and held accountable for the completion of the assignments.

(A) Requisite Knowledge. Principles of supervision, leadership, and basic human resource management.

(B) Requisite Skills. The ability to plan and to set priorities.

4.5.1 Describe the procedures of the AHJ for conducting fire inspections, given any of the following occupancies, so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated:

- (1) Assembly
- (2) Educational
- (3) Health care
- (4) Detention and correctional
- (5) Residential
- (6) Mercantile
- (7) Business
- (8) Industrial
- (9) Storage
- (10) Unusual structures
- (11) Mixed occupancies

(A) Requisite Knowledge. Inspection procedures; fire detection, alarm, and protection systems; identification of fire and life safety hazards; and marking and identification systems for hazardous materials.

(B) Requisite Skills. The ability to communicate and to apply the appropriate codes and standards.

4.5.2 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, given an occupancy, and the policies and forms of the AHJ so that a pre-incident plan for any of the following occupancies is developed:

- (1) Assembly
- (2) Educational
- (3) Institutional
- (4) Residential
- (5) Business
- (6) Industrial
- (7) Manufacturing
- (8) Storage
- (9) Mercantile
- (10) Special properties
- (11) Mixed occupancies

(A) Requisite Knowledge. Fire behavior; building construction; inspection and incident reports; detection, alarm, and suppression systems; and applicable codes, ordinances, and standards.

(B) Requisite Skills. The ability to use evaluative methods and to communicate.

4.5.3 Direct unit level personnel to secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.

(A) Requisite Knowledge. Types of evidence, the importance of fire scene security, and evidence preservation.

(B) Requisite Skills. The ability to issue instruction for securing an incident scene.

4.6.1 Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.

(A)* Requisite Knowledge. Elements of a size-up, standard operating procedures for emergency operations, and fire behavior.

(B)* Requisite Skills. The ability to analyze emergency scene conditions; to activate the local emergency plan, including localized evacuation procedures; to allocate resources; and to communicate orally.

4.6.2* Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.

(A) Requisite Knowledge. Standard operating procedures, resources available for the mitigation of fire and other emergency incidents, an incident management system, scene safety, and a personnel accountability system.

(B) Requisite Skills. The ability to implement an incident management system, to communicate orally, to manage scene safety, and to supervise and account for assigned personnel under emergency conditions.

4.6.3* Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.

(A)* Requisite Knowledge. Elements of a fire or rescue related post-incident analysis, basic building construction, basic fire protection systems and features, basic water supply, basic fuel loading, fire growth and development, and departmental procedures relating to dispatch response tactics and operations, the source of any emergency operations controlling authority, including EMS protocols, if applicable, and customer service.

Δ (B) Requisite Skills. The ability to write reports, to communicate, and to evaluate skills.

Section VI – Course Content and Outline/Plan of Instruction

Date	Chapters	Activities
DAY 1	Fire College Welcome Introductions Review Chapter 1 Review Chapter 2	<ul style="list-style-type: none"> • Roster • Paperwork • Introductions • Introduce projects
DAY 2	Attendance Quiz & Review Review Chapter 3 Review Chapter 4 (If not enough time, pick up next day)	<ul style="list-style-type: none"> • Quiz 1 • Work on projects
DAY 3	Attendance Quiz & Review Review remainder of Chapter 4 Review Chapter 5	<ul style="list-style-type: none"> • Quiz 2 • Present project 1 • Work on project 2
DAY 4	Attendance Quiz & Review Review Chapter 6	<ul style="list-style-type: none"> • Quiz 3 • Present project 2 • Work on project 3
DAY 5	Final Exam and Projects	<ul style="list-style-type: none"> • Final Exam • Present project 3

Section VIII – Final Presentation and Grading Rubric

Description of Assignment:

The final project for this class involves a group presentation in PowerPoint format. All members are expected to contribute equally. The presentation should take no longer than 10-15 minutes and groups must submit a written summary of their work to accompany their presentation.

The final project consists of;

1. Using the 16 Life Safety Initiatives, identify one of the initiatives that your department has not embraced and present what that initiative's importance to the mission of your agency and what steps you would take to implement it. (no less than 10 minutes' presentation)
2. Review a significant fire event that you and your department were present for. Could be in your territory or mutual aid. Discuss size-up information, if pre-plan was available, tactics and strategy employed and command structure (no less than 15 minutes, must use an adjunct, i.e. power point, drawings white board, etc.)
3. Identify 1 NIOSH firefighter death incident where tactics and strategies employed assisted in the death of the firefighter(s). Using the 16 Life Safety Initiatives, identify 3 of them that may have had an impact on this scenario or may have changed to outcome of the scenario. Must present APA formatted paper and presentation of the incident. (no less than 15 minutes, must use an adjunct, i.e. power point, drawings white board, etc.)

Grading of Assignment:

The final project is worth 100 points towards the final grade. Scoring will be assigned according to the grading rubric. To receive full credit, the following elements need to be present:

- Description of situation
- Problems encountered during the incident related to Firefighting Tactics and Strategy
- Identification of three (3) of the 16 Life Safety Initiatives that may have changed the outcome
- How would the three (3) initiatives be incorporated into this situation?
- Does your department embrace these initiatives?
- If yes, how are they incorporated? If no, how would you incorporate?
- Other critical information that led this situation to its outcome.

	Grading Rubric for Tactics & Strategy I					SCORE
	Rating					
	20	15	10	5	0	
Description of the Situation / Incident	NIOSH report incident is well described and no member of the team reads from the screen or document in hand	NIOSH report incident is well described however team member(s) read from the screen or document in hand	NIOSH report incident is moderately described and no member of the team reads from the screen or document in hand	NIOSH report incident is moderately described however team member(s) read from the screen or document in hand	NIOSH report incident is barely described no matter if team member(s) read from the screen or document in hand or not.	
Identification of situation problems	All problems associated with the incident are presented well and underlying causes identified.	Most problems associated with the incident are presented well and some underlying causes identified.	Most problems associated with the incident are moderately presented and no underlying causes identified.	All problems associated with the incident are presented well and underlying causes identified.	Minimal problems identified no underlying causes identified	
Identification of 3 Life Safety Initiatives	3 LSI identified accurately and were applicable to the incident	3 LSI were identified and mostly applicable to the incident	3 LSI were identified and some applicable to the incident	Up to 3 LSI were identified however marginally applicable to the incident	Up to 3 LSI were identified however are not applicable to the incident	
How or if were they incorporated into the incident	All of the LSI's incorporated with well thought out plan of action	Most of the LSI's incorporated with well thought out plan of action	Most of the LSI's incorporated with moderately thought out plan of action	LSI's incorporated with minimal thought out plan of action	LSI's not incorporated or incorporated with no thought out plan of action	
How were or will the LSI's be incorporated into the home agency	All of the LSI's are or will be incorporated with well thought out plan of action	Most of the LSI's are or will be incorporated with well thought out plan of action	Most of the LSI's are or will be incorporated with moderately thought out plan of action	LSI's are or will be incorporated, however with a minimal thought out plan of action	LSI's not incorporated or incorporated with no thought out plan of action	

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