



DEPARTMENT OF FINANCIAL SERVICES

**Division of State Fire Marshal
Bureau of Fire Standards & Training**

Fire Prevention Organization and Management

Title: Master Syllabus

Date: 05/01/2017

Course Title	Fire Prevention Organization and Management
Course Number(s)	FES4585, BFST4585, ATPC4585
Prerequisite(s)	Recommended – Junior College Level
Revision Date	05/01/2017
College Credit Recommendation/Contact hours	3 college credits
Continuing Education Units (CEU's)	
Class Days/Time	
Instructional Supervisor	Dr. Barbara Klingensmith, Barbara.Klingensmith@myfloridacfo.com
Program Manager	
Instructor Qualifications	Instructor III and Successfully Completed the Course, or Instructors with requisite faculty credentials for the academic institution that is registered in the Florida Department of Education Statewide Course Numbering System to teach the course; or Instructors with requisite faculty credentials as determined by the United States Fire Administration-National Fire Academy; or Instructors with requisite faculty credentials as determined by the respective regionally accredited university or college.
Class Location	
Course Description	This course examines the factors that shape fire risk and the tools for fire prevention, including risk reduction education, codes and standards, inspection and plans review, fire investigation, research, master planning, various types of influences, and strategies.
Student Learning Outcomes	This course prepares the student to reduce fires by implementing fire prevention programs. It provides the insight to gain the knowledge in this area.

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Suggested and Optional Textbook	<p>Fire Prevention Organization and Management, (2010); Jim Crawford, Brady Publishing (Pearson) ISBN: 0135087848</p> <p>Fire Protection Handbook, 20th Edition (2008); Volumes I and II, Arthur E. Cote (Editor), National Fire Protection Association ISBN: 9780877657583</p>
Required Materials	
Method of Instruction	Classroom Lecture, Practical Evaluations, On-Line
Grading	Passing 70%
Certification(s)	<p>One of courses required for Fire Code Administrator</p> <p><u>ATPC3780</u> or <u>BFST3780</u> or <u>FES3780</u> ANALYTICAL APPROACHES TO PUBLIC FIRE PROTECTION</p> <p><u>ATPC3533</u> or <u>BFST3533</u> or <u>FES3533</u> COMMUNITY RISK REDUCTION FOR THE FIRE AND EMERGENCY SERVICES CHIEF OFFICVER</p> <p><u>ATPC9516</u> or <u>BFST9516</u> OR <u>ATPC3015</u> or <u>BFST3015</u> or <u>FES3015</u> FIRE AND EMERGENCY SERVICES ADMINISTRATION</p> <p><u>ATPC4585</u> or <u>BFST4585</u> or <u>FES4585</u> FIRE PREVENTION ORGANIZATION AND MANAGEMENT</p> <p><u>NFA8615</u> NFA N108 EVALUATING PERFORMANCE-BASED DESIGN</p> <p><u>ATPC4045</u> or <u>BFST4045</u> or <u>FES4045</u> PERSONNEL MANAGEMENT FOR THE FIRE SERVICE</p> <p><u>ATPC3003</u> or <u>BFST3003</u> or <u>FES3003</u> POLITICAL AND LEGAL FOUNDATIONS FOR FIRE PROTECTION</p>
Attendance Policy	You are required to attend all sessions of the course and complete all pre-course assignments. Failure to appear in class for a scheduled activity will be considered an absence unless you make arrangements with the instructor for a make-up session. Failure to make up missed sessions prior to the next session will result in an absence. Students are allowed to miss 10% of the class and still receive credit.
Academic Integrity	Academic integrity is crucial to the learning community and indicates respect for the college, the instructor, the course, your classmates and yourself. Any violation of this trust, including but not limited to cheating, plagiarism, collusion, or using or having any content of an un-administered test, will result in immediate dismissal from the course. Under Florida Statute 633, any student dismissed for academic dishonesty can be refused acceptance for any course administered by FSFC.

Qualification Description	Fire Code Administrator.
Training Provider Message	<p>The Bureau will accept courses taught by an approved instructor, and are: delivered within the State of Florida by any provider whose course is registered in the Florida Department of Education Statewide Course Numbering System when submitted on the institutions' official transcript; or delivered by the United States Fire Administration - National Fire Academy (NFA) when submitted on the official transcript of the NFA; or delivered by any regionally accredited university or college when submitted on the institutions' transcript; or delivered by other academic providers whose FESHE course is registered with the United States Fire Administration (NFA); or determined by the Division to be equivalent to the Statewide Course Numbering System (SCNS) or Fire and Emergency Services Higher Education (FESHE) program courses.</p>
Instructor Message	<p>Only courses delivered by qualified instructors will be accepted by the Bureau. Qualified instructors are: Instructors with requisite faculty credentials for the academic institution that is registered in the Florida Department of Education Statewide Course Numbering System to teach the course; or Instructors with requisite faculty credentials as determined by the United States Fire Administration-National Fire Academy; or Instructors with requisite faculty credentials as determined by the respective regionally accredited university or college.</p>
Pre-Certification Message	<p>This is an advanced training and certification program designed for certified Firesafety Inspectors having fire code management responsibilities. There are two methodologies available for a qualified applicant to obtain this certification: Option A-Direct Program Delivery, designed for persons who have at least six years of full-time equivalent experience working as a certified Firesafety Inspector and are currently certified as a Florida Firesafety Inspector. The applicant shall have completed the prerequisite course entitled "Evaluating Performance-Based Design" and also complete the 240-hour Fire Code Administrator course curriculum. There is no certification exam. Option B-</p>

	<p>Portfolio Program, designed for persons who have at least ten years of full time equivalent experience working as a certified Firesafety Inspector and are currently certified as a Florida Firesafety Inspector. These applicants must also have a minimum of five years of documented management experience. To be qualified, the applicant must demonstrate they have met the learning objectives and competencies that are defined in the NFPA 1037 standard through a portfolio review process. There is no certification exam.</p> <p>Renewal Message NFPA Subject and Level</p> <p>You will need 54 CEU'S to renew your Fire Code Administrator license.</p> <p>Fire Marshal</p>
<i>Students with Disabilities</i>	<p>Any student who has a permanent or temporary disability that may require a reasonable accommodation to participate in the course must present documentation of the disability and requested accommodation no later than the beginning of the course.</p>
<i>Emergency Evacuation Policy</i>	<p>Occupants of buildings may be required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation.</p> <ul style="list-style-type: none"> • Familiarize yourself with all exit doors of the classroom and the building. • Remember that the nearest exit door may not be the one you used when you entered the building. • If you require assistance to evacuate, inform the instructor on the first day of class. • In the event of an evacuation, follow the guidance of the instructor. • Do not re-enter a building unless you are given instructions by your instructor to do so.
<i>Requesting Emergency Care</i>	<p>Any request for emergency care should be initiated by calling "911". Additionally, in the event of any emergency, immediately contact an instructor or staff member.</p>
<i>Critical Event Procedures</i>	<p>Severe Weather – there is a lightning detection system on campus which has an audible 15 second blast of an air horn. If you are outside, please follow your instructor or move to the closest permanent building. Once the threat is over, there will be three 5 second blasts of the signal.</p> <p>Security – During the daytime, security is handled by full time faculty and staff. There are security guards on duty in the evenings and weekends. Please comply with the requests made of security officers.</p>

	<p>Failure to do so can result in removal from campus.</p> <p>Student Badges – You will be issued a badge to be worn anytime you are on campus.</p>
<p>Enabling Goals and Objectives</p>	<p><i>By the end of this course, students will:</i></p> <ol style="list-style-type: none"> 1. Describe aspects of risk reduction education and overall community risk reduction. 2. Explain the fundamental aspects of codes and standards, and the inspection and plan review process. 3. Describe the fire investigation process and discuss fire prevention research. 4. Discuss historical and social influences and describe the master planning process. 5. Describe economic and governmental influences on fire prevention. 6. Explain the effects of departmental influences on fire prevention programs and activities. 7. Discuss strategies for fire prevention
<p>Practical Applications</p>	<p><u>The student shall successfully demonstrate a minimum of 70% of the below JPR's of NFPA</u></p> <p>How This Course Relates to the Student Learning Outcomes in the fire and emergency services: Identify and evaluate organizational problems associated with fire and emergency services. Demonstrate strong verbal and written communication skills for leadership in fire and emergency services.</p> <p>Chapter 1 Concepts of Fire Prevention</p> <p>CHAPTER OBJECTIVES</p> <p>By the end of this chapter, the student will be able to:</p> <ul style="list-style-type: none"> • Identify the elements of a comprehensive prevention program, including plan review, public education, code enforcement, investigation, the movement toward all-injury prevention, and coalition development. • Identify the elements of juvenile firesetting intervention programs. • Understand the administrative nature of the fire marshal's job duties. • Understand how fire research sets a foundation for fire prevent

efforts.

Chapter 2 Risk and Loss Reduction Education Programs

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Differentiate between public education, public information, and public relations.
- List elements of a planning process specific to public fire and life safety education programs.
- Describe the difference between school programs and other targeted educational programs.
- Explain why coalition development and community involvement in prevention efforts are important.
- Explain the link between arson prevention, public education, and other community fire prevention efforts.

Chapter 3 Concepts in Code Enforcement

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Point out major historical occurrences in code development.
- Contrast codes and standards.
- Describe the legal basis for code enforcement and the interface between national, state, and local codes.
- Describe elements of code administration, inspection practices, and the appeals process.
- Differentiate among code interpretation, revision, and retroactivity.
- Describe the mini-max concept of code enforcement, list a variety of code promulgation organizations, and ramifications stemming from the globalization of codes and standards.

Chapter 4 The Plan Review Process: Engineering Elements in Prevention

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

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- Describe the relationship between construction type and use and the features fire departments should examine during the plan review process.
- Recognize the interrelationship between the fire code and other codes.
- Describe how performance codes are different from prescriptive codes.
- Recognize the potential problems associated with streamlining plan review functions.
- Describe the appeal process relative to the plan review for new construction.

Chapter 5 Fire Arson and Explosion Investigations

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Describe the differences between fire cause investigations for unintentional and purposely set fires.
- Describe the importance of data collection and the preservation of evidence.
- Describe the rights, responsibilities, and legal limits of an investigator.
- Link cause-and-origin investigation to the community's fire prevention program.

Chapter 6 Research in Fire Prevention

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Describe pure and applied research.
- Describe the applications of fire prevention research being conducted.
- Correlate the relationship between human behavior research and fire safety and prevention.
- Identify organizations conducting fire prevention research.
- Describe the value of research for fire prevention programs.

Chapter 7 Planning for Life Safety and Fire Prevention

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Identify elements of the strategic planning process.
- Assess the differences between master, strategic and tactical planning.
- List the advantages of planning for prevention programs.
- Identify the major obstacles to planning.

Chapter 7 Planning for Life Safety and Fire Prevention

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Identify elements of the strategic planning process.
- Assess the differences between master, strategic and tactical planning.
- List the advantages of planning for prevention programs.
- Identify the major obstacles to planning.

Chapter 8 Historical Influences on Fire Prevention

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Recognize significant fires that have occurred throughout U.S. history.
- Recognize the relationship between serious fires and resulting efforts to improve fire safety (and prevention) efforts.
- Recognize the significance of previous national planning efforts on the shape of fire prevention programs today.

Chapter 9 Social/Cultural Influences on Fire Prevention

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

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- Identify U.S. cultural beliefs and traditions that influence fire prevention.
- Identify relationships between cultural beliefs and traditions in other countries and how they affect prevention.
- Describe how the United States is becoming a multicultural society.
- Describe how multicultural beliefs and traditions may be an advantage for fire prevention efforts.

Chapter 10 Economic Influences on Fire Prevention

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Identify the relationship between economic factors and fire prevention.
- Identify the difference between direct and indirect fire losses.
- Describe the cost of fire in the United States.
- Describe the disparity between high costs of fire and lower perceptions of fire risk.
- Describe policies and programs that afford economic trade-offs for fire prevention.

Chapter 11 Governmental and Departmental Influences on Fire Prevention

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Describe the difference between private sector and governmental influences on fire prevention.
- Describe the interrelationships between federal, state, local, and fire departmental influences on fire prevention programs.
- Describe how local authority for fire prevention programs flows from national and state levels.
- Identify some key federal agencies that have influence on fire prevention programs.
- Identify state roles in fire protection and prevention.
- Describe how fire department structure and organizational culture influences fire prevention programs.

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- Describe how fire prevention fits into community efforts and the importance of leadership for fire prevention programs.

Chapter 12 Evaluating Fire Prevention Programs

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Describe how the process of evaluation is linked to proper planning.
- Identify workload, efficiency, and effectiveness measures, including resource changes, educational gain, risk reduction, and loss reduction.
- Describe the value of benchmarking.
- Describe the difference between performance measurement and evaluation for fire prevention and life safety education programs.
- Describe how evaluation of prevention programs fits into the overall planning process.

Chapter 13 Organizing Fire Prevention Programs: Staffing, Training, and Funding Options for Prevention Programs

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Identify several options for staffing and funding fire and life safety prevention programs.
- Describe how fire prevention fits into community efforts.
- Describe the importance of leadership in fire prevention efforts.

Chapter 14 Public Policy Issues for Fire Prevention Programs

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Identify key components and the definition of public policy relative to fire prevention programs.
- Describe different approaches to influencing public policy regarding fire prevention.

	<ul style="list-style-type: none">• Describe a policy “window” and how to take advantage of it.
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Plan of Instruction

Chapter 1 Concepts of Fire Prevention

ESTIMATED LESSON TIME: 2.0 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Identify the elements of a comprehensive prevention program, including plan review, public education, code enforcement, investigation, the movement toward all-injury prevention, and coalition development.
- Identify the elements of juvenile firesetting intervention programs.
- Understand the administrative nature of the fire marshal's job duties.
- Understand how fire research sets a foundation for fire prevent efforts.

INSTRUCTOR INFORMATION

Chapter 1 is devoted to providing an overview of the basic prevention components and describes some issues that must be addressed in order to develop and maintain a comprehensive prevention program. This chapter is a general overview to gain an understanding of how these components are interrelated.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 1. Space is provided for you to write lecture notes directly on the outline.

Concepts of Fire Prevention

Introduction

Objectives

- I. An Overview of the Comprehensive Approach to Fire Prevention
 - A. Engineering, Enforcement, Education, Evaluation (and More)
 - B. Plan Review Process
 - C. Code Enforcement and Development

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- D. Public Education/Risk Reduction
 - 1. Education in the Schools
 - 2. Targeted Public Education Programs
- E. Investigation
- F. The Use of Data and Research in Comprehensive Fire Prevention Programs
- G. Evaluating Comprehensive Prevention Programs
- H. Administrative Role of the Fire Marshal

II. Summary

Chapter 2 Risk and Loss Reduction Education Programs

ESTIMATED LESSON TIME: 1.5 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Differentiate between public education, public information, and public relations.
- List elements of a planning process specific to public fire and life safety education programs.
- Describe the difference between school programs and other targeted educational programs.
- Explain why coalition development and community involvement in prevention efforts are important.
- Explain the link between arson prevention, public education, and other community fire prevention efforts.

INSTRUCTOR INFORMATION

Chapter 2 deals with the topic of fire and life safety education programs in some depth, and there are a number of references in the text to quality materials that can help produce effective programs. Some elements are critical to all education efforts if they are to be effective. These are the basic building blocks that fire officials and other local decision makers should understand to help direct their public education programs toward an effective outcome.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 2. Space is provided for you to write lecture notes directly on the outline.

Risk and Loss Reduction Education Programs

Introduction

Objectives

I. The Difference between Public Education, Information, and Relations Programs

B. Planning for Education Programs

1. Identification
2. Selection
3. Design
4. Implementation
5. Evaluation

C. School Programs

1. Specialized Curricula for Schools
2. School Presentations
3. Targeted Programs

D. Seasonal/Specialized Programs

1. Juvenile Firesetters
2. Combined Prevention Programs
3. Coalitions and Partnerships
4. Arson Prevention and Other Combined Education Programs

II. Summary

Chapter 3 Concepts in Code Enforcement

ESTIMATED LESSON TIME: 1.5 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Point out major historical occurrences in code development.
- Contrast codes and standards.
- Describe the legal basis for code enforcement and the interface between national, state, and local codes.
- Describe elements of code administration, inspection practices, and the appeals process.
- Differentiate among code interpretation, revision, and retroactivity.
- Describe the mini-max concept of code enforcement, list a variety of code promulgation organizations, and ramifications stemming from the globalization of codes and standards.

INSTRUCTOR INFORMATION

Chapter 3 addresses various issues related to code development and enforcement, including a historical perspective, the legal basis for code development and enforcement, and several other elements related to code enforcement.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 3. Space is provided for you to write lecture notes directly on the outline.

Concepts in Code Enforcement

Introduction

Objectives

- I. Developing and Administering Quality Codes and Making Sure They Are Enforced
 - A. History of Code Development
 - B. Codes versus Standards
 - C. Authority of the Code Administration Process

II. Administering Codes

- A. Administrative Appeal Process
- B. Inventory of Properties and Inspection Frequency
- C. Maintaining a Database and Record-Keeping System
- D. The Inspection Process
- E. Fire Protection Contractors
- F. Inspector Selection, Training, and Procedures
- G. The Appeals Process

III. Developing Codes and Laws: Model Codes and the Mini-Max Concept

- A. Code Interpretation, Revision, and Retroactivity
- B. Globalization of Codes and Standards
- C. Legal Issues

IV. Summary

Chapter 4 The Plan Review Process: Engineering Elements in Prevention

ESTIMATED LESSON TIME: 1.5 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Describe the relationship between construction type and use and the features fire departments should examine during the plan review process.
- Recognize the interrelationship between the fire code and other codes.
- Describe how performance codes are different from prescriptive codes.
- Recognize the potential problems associated with streamlining plan review functions.
- Describe the appeal process relative to the plan review for new construction.

INSTRUCTOR INFORMATION

Chapter 4 will address the plan review process and engineering elements in prevention.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 4. Space is provided for you to write lecture notes directly on the outline.

The Plan Review Process: Engineering Elements in Prevention

Introduction

Objectives

- V. Fire Department Role in Plan Review
 - D. Fire Department Concerns During Construction
 - E. Fire Department Concerns During Demolition
 - F. Specialized Issues
 - G. Interrelationships between Codes
- VI. Performance Based-Codes
- VII. Streamlining the Development Plan Review Process
 - A. Appeal Process
- VIII. Summary

Chapter 5 Fire Arson and Explosion Investigations

ESTIMATED LESSON TIME: 1.0 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Describe the differences between fire cause investigations for unintentional and purposely set fires.

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- Describe the importance of data collection and the preservation of evidence.
- Describe the rights, responsibilities, and legal limits of an investigator.
- Link cause-and-origin investigation to the community's fire prevention program.

INSTRUCTOR INFORMATION

Chapter 5 addresses the investigative and legal issues related to arson fires and explosions.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 5. Space is provided for you to write lecture notes directly on the outline.

Fire Arson and Explosion Investigations

Introduction

Objectives

IX. Fire Cause Determination

X. Evidence Preservation

XI. Arson Investigations

Juvenile Firesetters

XII. The Use of Data from Fire Investigations

XIII. Legal Issues in Investigation

XIV. Summary

Chapter 6 Research in Fire Prevention

ESTIMATED LESSON TIME: 2.0 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Describe pure and applied research.
- Describe the applications of fire prevention research being conducted.

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- Correlate the relationship between human behavior research and fire safety and prevention.
- Identify organizations conducting fire prevention research.
- Describe the value of research for fire prevention programs.

INSTRUCTOR INFORMATION

Chapter 6 discusses the importance and value of research in fire prevention, the different types of research, and includes a description of the various organizations conducting fire prevention research.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 6. Space is provided for you to write lecture notes directly on the outline.

Research in Fire Prevention

Introduction

Objectives

XV. Defining Research

B. Human Behavior and Fire Prevention Research

1. Smoke Alarms
2. Fire Sprinklers and Fire Extinguishers
3. Where Fire Research Technology Is Headed

XVI. The Organizations Conducting Fire Research

XVII. The Value of Research

XVIII. Summary

Chapter 7 Planning for Life Safety and Fire Prevention

ESTIMATED LESSON TIME: 2.0 HOURS

CHAPTER OBJECTIVES

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By the end of this chapter, the student will be able to:

- Identify elements of the strategic planning process.
- Assess the differences between master, strategic and tactical planning.
- List the advantages of planning for prevention programs.
- Identify the major obstacles to planning.

INSTRUCTOR INFORMATION

Chapter 7 discusses the various elements concerning planning for fire and life safety prevention.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 7. Space is provided for you to write lecture notes directly on the outline.

Planning for Life Safety and Fire Prevention

Introduction

Objectives

XIX. Master Planning

H. Steps of Master Planning

I. ISO Grading Schedules

J. Strategic Planning

XX. Gathering Information for Planning

A. Environmental Analysis

B. Values and Mission of the Organization

XXI. Planning Strategically

XXII. Tactical Planning

A. Identification

- B. Selection
- C. Design
- D. Implementation
- E. Evaluation
- F. Integrated Risk Management
 - 1. Risk Assessment Methodology
- G. Regional Planning
- H. Obstacles to Planning

XXIII. Summary

Chapter 8 Historical Influences on Fire Prevention

ESTIMATED LESSON TIME: 1.5 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Recognize significant fires that have occurred throughout U.S. history.
- Recognize the relationship between serious fires and resulting efforts to improve fire safety (and prevention) efforts.
- Recognize the significance of previous national planning efforts on the shape of fire prevention programs today.

INSTRUCTOR INFORMATION

Chapter 8 addresses the significant fires that have occurred throughout U.S. history, their impact on fire prevention and safety efforts, and national planning efforts that have shaped modern prevention programs.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 8. Space is provided for you to write lecture notes directly on the outline.

Historical Influences on Fire Prevention

Introduction

Objectives

- A. The Great London Fire
- B. The Iroquois Theater Fire
- C. The Baltimore Conflagration
- D. Triangle Shirtwaist Fire
- E. Our Lady of the Angels School Fire
- F. The MGM Grand Hotel Fire (and Las Vegas Hilton)
- G. Bhopal India Chemical Disaster
- H. First Interstate Bank Fire (and One Meridian Plaza Fire)
 - a. One Meridian Plaza Fire
 - b. Oakland Hills Fire
- I. 9/11
- J. Station Nightclub Fire
- K. Historical Planning Efforts
- L. Summary

Chapter 9 Social/Cultural Influences on Fire Prevention

ESTIMATED LESSON TIME: 1.5 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Identify U.S. cultural beliefs and traditions that influence fire prevention.
- Identify relationships between cultural beliefs and traditions in other countries and how they affect prevention.
- Describe how the United States is becoming a multicultural society.
- Describe how multicultural beliefs and traditions may be an advantage for fire prevention efforts.

INSTRUCTOR INFORMATION

Chapter 9 discusses the numerous social and cultural influences on fire prevention in the United States.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 9. Space is provided for you to write lecture notes directly on the outline.

Social/Cultural Influences on Fire Prevention

Introduction

Objectives

XXIV. Cultural (Social) Impacts on Fire Risk

- C. Culture and Increased Fire Risk
- D. Culture and Decreased Risk

XXV. History's Impact on Culture

XXVI. The United States and a Multicultural Society

- A. Hispanic Populations
- B. Asian/Pacific Islander Populations
- C. Eastern European Populations
- D. African American Populations

XXVII. The Fire Service Culture and Its Impact on Fire Prevention Efforts

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A. Fire Prevention and Fire Service Culture

XXVIII. Cultural Solutions for Fire Prevention

XXIX. Generational Culture

XXX. Summary

Chapter 10 Economic Influences on Fire Prevention

ESTIMATED LESSON TIME: 2.0 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Identify the relationship between economic factors and fire prevention.
- Identify the difference between direct and indirect fire losses.
- Describe the cost of fire in the United States.
- Describe the disparity between high costs of fire and lower perceptions of fire risk.
- Describe policies and programs that afford economic trade-offs for fire prevention.

INSTRUCTOR INFORMATION

Chapter 10 discusses the various economic impacts of fire prevention and associated costs.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 10. Space is provided for you to write lecture notes directly on the outline.

Economic Influences on Fire Prevention

Introduction

Objectives

XXXI. Economic Influence

E. Hierarchy of Needs

XXXII. Direct versus Indirect Costs of Fire

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XXXIII. The Cost of Fire in the United States

XXXIV. Disparity between Costs and Risk

XXXV. Economic Values of Prevention

E. Trade-Offs

F. Incentives

XXXVI. Summary

Chapter 11 Governmental and Departmental Influences on Fire Prevention

ESTIMATED LESSON TIME: 1.5 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Describe the difference between private sector and governmental influences on fire prevention.
- Describe the interrelationships between federal, state, local, and fire departmental influences on fire prevention programs.
- Describe how local authority for fire prevention programs flows from national and state levels.
- Identify some key federal agencies that have influence on fire prevention programs.
- Identify state roles in fire protection and prevention.
- Describe how fire department structure and organizational culture influences fire prevention programs.
- Describe how fire prevention fits into community efforts and the importance of leadership for fire prevention programs.

INSTRUCTOR INFORMATION

Chapter 11 covers governmental and departmental influences on fire prevention, and the interrelationships between local, state, and federal organizations; fire department structure and organizational culture; and fire community efforts and leadership in fire prevention programs.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 11. Space is provided for you to write lecture notes directly on the outline.

Governmental and Departmental Influences on Fire Prevention

Introduction

Objectives

XXXVII. Private Fire Departments

XXXVIII. Government Influences

F. Federal Level Influences

G. Federal Agencies That Influence Fire Prevention

1. Internal Revenue Service
2. Federal Bureau of Investigations
3. The Bureau of Alcohol, Tobacco, Firearms and Explosives
4. Department of Defense
5. Department of Agriculture
6. Department of Transportation
7. Department of Health & Human Services
8. National Transportation Safety Board
9. Consumer Product Safety Commission
10. National Institute of Standards & Technology
11. The U.S. Fire Administration

H. State Influences on Fire Prevention

I. Local Agencies' Influences on Fire Prevention

XXXIX. Fire Departmental Influences on Fire Prevention

THE BUREAU OF FIRE STANDARDS & TRAINING

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G. Law Enforcement Status

XL. Summary

Chapter 12 Evaluating Fire Prevention Programs

ESTIMATED LESSON TIME: 2.0 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Describe how the process of evaluation is linked to proper planning.
- Identify workload, efficiency, and effectiveness measures, including resource changes, educational gain, risk reduction, and loss reduction.
- Describe the value of benchmarking.
- Describe the difference between performance measurement and evaluation for fire prevention and life safety education programs.
- Describe how evaluation of prevention programs fits into the overall planning process.

INSTRUCTOR INFORMATION

Chapter 12 discusses various methods for evaluating fire prevention programs and how they are linked to planning, data collection and analysis, performance measures, and benchmarking.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 12. Space is provided for you to write lecture notes directly on the outline.

Evaluating Fire Prevention Programs

Introduction

Objectives

XLI. Relationship between Planning and Evaluation

XLII. General Performance Measures

XLIII. Data Collection and Analysis

J. Types of Data

K. Testing

L. Surveys

XLIV. Data Analysis

H. Pre- and Post Information

I. Single and Summary Item Analysis

J. Trend Analysis

XLV. General versus Specific Performance Measures

A. Model Evaluation Measures

B. Terminology

C. Resource Changes

D. Educational Gain

E. Risk Changes or Reductions

F. Loss Reduction

G. Benchmarking

XLVI. Summary

Chapter 13 Organizing Fire Prevention Programs: Staffing, Training, and Funding Options for Prevention Programs

ESTIMATED LESSON TIME: 1.5 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Identify several options for staffing and funding fire and life safety prevention programs.
- Describe how fire prevention fits into community efforts.

- Describe the importance of leadership in fire prevention efforts.

INSTRUCTOR INFORMATION

Chapter 13 describes options for staffing and funding fire prevention programs, how they fit into community efforts, and the importance of leadership in fire prevention.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 13. Space is provided for you to write lecture notes directly on the outline.

Organizing Fire Prevention Programs:
Staffing, Training, and Funding Options for Prevention Programs

Introduction

Objectives

XLVII. Staffing Options

- M. Summary of Staffing Options
- N. Use of Technology to Improve Efficiencies
- O. Training of Prevention Personnel

XLVIII. Funding Options

- A. Grants
- B. Fundraising
- C. Fees

XLIX. Fire Prevention and Community Efforts

- L. The Importance of Leadership for Fire Prevention Efforts
- H. Buy-In of Department and Elected Leaders
- LI. Summary

Chapter 14 Public Policy Issues for Fire Prevention Programs

ESTIMATED LESSON TIME: 1.5 HOURS

CHAPTER OBJECTIVES

By the end of this chapter, the student will be able to:

- Identify key components and the definition of public policy relative to fire prevention programs.
- Describe different approaches to influencing public policy regarding fire prevention.
- Describe a policy “window” and how to take advantage of it.

INSTRUCTOR INFORMATION

Chapter 14 addresses the various aspects of public policy regarding fire prevention, including policy formation models and the prevention aspects of public policy.

LESSON OUTLINE

The following outline includes the headings and subheadings from Chapter 14. Space is provided for you to write lecture notes directly on the outline.

Public Policy Issues for Fire Prevention Programs

Introduction

Objectives

- LII. The Need for Public Policy
- LIII. Public Policy Formation Models
- LIV. Fire Prevention Aspects of Public Policy
- LV. Summary
- LVI. Review Questions