



DEPARTMENT OF FINANCIAL SERVICES

Division of State Fire Marshal
Bureau of Fire Standards and Training

Title: Syllabus for Fire Service Course Delivery

Revision: November 2019

Section I - Course Information

Course Title: Fire Service Course Delivery

Course Number(s): BFST/FFP/ATPC 1740

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. 5 additional hours out of class work may be required.

Section II - Points of Contact

Training Supervisor:

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Section III – Course Description

The curriculum draws from many recognized authorities in exploring the methods and mechanics of imparting information and adult learning principles. The course emphasizes techniques which have wide application in teach situations, as well as devices for specific training areas. The course also stresses measuring teaching effectiveness, and the use of media and visual aids.

Fire Service Course Delivery Covers Chapters 1 through 10 of the Fire and Emergency Services Instructor book. 9th Edition.

Section IV-Course Materials, Grading, and Attendance

Recommended Book: IFSTA Fire and Emergency Services Instructor, 9th Edition.
ISBN: 978-0-87939-696-1, IFSTA Item #: 36342

Prerequisite(s): None

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

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. Below is the breakdown of the final accumulative grading:

- Individual Exercises 30 points
- Group Exercises 20 points
- Final Group project 30 points
- Final Written Exam 20 points

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 V-Instructor Qualifications

As per Chapter Florida Administration Codes, (Rule) *Programs of Study and Vocational Courses*, instructors must meet the following qualifications to be authorized to teach this course:

Rule: 69A-37.065(2)(a)(3) Instructor Qualifications:

- a. 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
- b. Instructors with requisite faculty credentials as determined by the United States Fire Administration National Fire Academy; or
- c. Instructors with requisite faculty credentials as determined by the respective regionally accredited or nationally accredited university or college; or

d. Instructors who hold an active Single Course Exemption Certification issued by the Division as outlined in subsection 69A-37.059(4), F.A.C.; or

e. Instructors who hold an active Fire Officer II Certification issued by the Division after November 18, 2013, and an active Instructor II Certification issued by the Division.

f. Instructors who hold an active Firesafety Inspector I, Firesafety Inspector II, or Fire Code Administrator Certification issued by the Division and an active Instructor II Certification issued by the Division may teach the course “Building Construction for the Fire Service.”

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, any applicable skill sheets, and the applicable Fire and Life Safety Initiatives of the National Fallen Firefighters Foundation *Everyone Goes Home* program.

NFPA, *Standard for Fire and Emergency Service Instructor Professional Qualifications*, 2019 Edition

**Evaluator must observe and evaluate the final presentation demonstrating the JPR’s of NFPA 1041 (2019 ed.)
Chapter 4 Instructor I**

4.1 General.

4.1.1 The Fire Service Instructor I shall meet the JPRs defined in Sections 4.2 through 4.5 of this standard.

4.2 Program Management.

4.2.1 Definition of Duty. The management of basic resources and the records and reports essential to the instructional process.

4.2.2 Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.

(A) Requisite Knowledge. Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.

(B) Requisite Skills. None required.

4.2.3 Prepare requests for resources, given training goals and current resources, so that the resources required to meet training goals are identified and documented.

(A) Requisite Knowledge. Resource management, sources of instructional resources and equipment.

(B) Requisite Skills. Oral and written communication, forms completion.

4.2.4 Schedule single instructional sessions, given a training assignment, department scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to department procedure.

(A) Requisite Knowledge. Departmental scheduling procedures and resource management.

(B) Requisite Skills. Training schedule completion.

4.2.5 Complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures.

(A) Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.

(B) Requisite Skills. Basic report writing and record completion.

4.3 Instructional Development.

4.3.1* Definition of Duty. The review and adaptation of prepared instructional materials.

4.3.2* Review instructional materials, given the materials for a specific topic, target audience, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.

(A) Requisite Knowledge. Recognition of student limitations and cultural diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

(B) Requisite Skills. Analysis of resources, facilities, and materials.

4.3.3* Adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.

(A)* Requisite Knowledge. Elements of a lesson plan, selection of instructional aids and methods, and organization of the learning environment.

(B) Requisite Skills. Instructor preparation and organizational skills.

4.4 Instructional Delivery.

4.4.1 Definition of Duty. The delivery of instructional sessions utilizing prepared course materials.

4.4.2 Organize the classroom, laboratory, or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered.

(A) Requisite Knowledge. Classroom management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.

(B) Requisite Skills. Use of instructional media and teaching aids.

4.4.3 Present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

(A)* Requisite Knowledge. The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor's role in distance learning.

(B) Requisite Skills. Oral communication techniques, methods and techniques of instruction, and utilization of lesson plans in an instructional setting.

4.4.4* Adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved.

(A) Requisite Knowledge. Methods of dealing with changing circumstances.

(B) Requisite Skills. None required.

4.4.5* Adjust to differences in learning styles, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.

(A)* Requisite Knowledge. Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.

(B)Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.

4.4.6 Operate audiovisual equipment and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.

(A) Requisite Knowledge. Components of audiovisual equipment.

(B) Requisite Skills. Use of audiovisual equipment, cleaning, and field level maintenance.

4.4.7 Utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media are returned to storage.

(A)Requisite Knowledge. Media types, limitations, and selection criteria.

(B) Requisite Skills. Transition techniques within and between media.

4.5 Evaluation and Testing.

4.5.1* Definition of Duty. The administration and grading of student evaluation instruments.

4.5.2 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the agency, so that bias or discrimination is

eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.

(A) Requisite Knowledge. Test administration, agency policies, laws and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

(B) Requisite Skills. Use of skills checklists and oral questioning techniques.

4.5.3 Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.

(A) Requisite Knowledge. Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.

(B) Requisite Skills. None required.

4.5.4 Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures or reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

(A) Requisite Knowledge. Reporting procedures and the interpretation of test results.

(B) Requisite Skills. Communication skills and basic coaching.

4.5.5* Provide evaluation feedback to students, given evaluation data, so that the feedback is timely; specific enough for the student to make efforts to modify behavior; and objective, clear, and relevant; also include suggestions based on the data.

(A) Requisite Knowledge. Reporting procedures and the interpretation of test results.

(B) Requisite Skills. Communication skills and basic coaching.

Section VII – Plan of Instruction

Date	Chapters	Activities
DAY 1	Chapter 1 – The Instructor as a Professional Chapter 2 – Principles of Learning Review Instructor qualifications and levels in F.A.C 69A-37.059	<ul style="list-style-type: none"> • Roster • Paperwork • Introductions (Project 1) • Activities
DAY 2	Chapter 3 – Instructional Planning Chapter 4 – Instructional Materials and Equipment Chapter 5 – Learning Environment	<ul style="list-style-type: none"> • Quiz 1 (Chapters 1,2) • Work on Project 2
DAY 3	Chapter 6 – Classroom Instruction Chapter 7 - Student Interaction Chapter 8 – Skills-Based Training Beyond the Classroom	<ul style="list-style-type: none"> • Quiz 2 (Chapters 3,4,5) • Activities
DAY 4	Chapter 9 – Testing and Evaluation Chapter 10 – Records, Reports and Scheduling	<ul style="list-style-type: none"> • Quiz 3 (Chapters 6,7,8) • Activities
DAY 5	Quiz Presentations	<ul style="list-style-type: none"> • Quiz 4 (Chapters 9,10) • Final Presentations

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 5-10 minutes and groups must submit a written summary of their work to accompany their presentation.

Project Deliverables:

1. Get to know another member of your class and present them to the class 5 minutes.

2. Develop and instruct a 10 minute lesson on a product or process **not** related to the fire service. (could be grilling, putting on lipstick, how to use a drill, etc.) (NFPA 4.4.3)
3. Develop and instruct a 15 minute lesson on a fire service appliance or accessory or a fire service process. Must include a power point presentation (NFPA 4.4.2)

Grading Embedded Rubric for Oral Presentations

Criteria	Excellent (5)	Very Good (4)	Good (3)	Needs work (2)	Inadequate (1)
Evaluate the practical elements of comprehensive Fire Department Training systems and applications	Excellent demonstration of the practical elements of comprehensive Fire Department Training systems and applications	Very Good, demonstration of the practical elements of comprehensive Fire Department Training systems and applications	Good evaluation the practical elements of comprehensive Fire Department Training systems and applications	Needs Improvement in the practical elements of comprehensive Fire Department Training systems and applications	
Evaluate class make up and speak to the audience to deliver the appropriate class subject matter	Excellent evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Very Good evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Good evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Needs Work evaluation of class make up and speak to the audience to deliver the appropriate class subject matter	Inadequate evaluation of class make up and speak to the audience to deliver the appropriate class subject matter
Analyze problems requiring Training within the Fire Service and the needs of the organization	Excellent ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Very good ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Good ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Needs improvement in the ability to Analyze problems requiring Training within the Fire Service and the needs of the organization	Inadequate demonstration to Analyze problems requiring Training within the Fire Service and the needs of the organization

Demonstrate the skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Excellent skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Very good skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Good skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Needs improvement in skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities	Inadequate in the skills necessary to deliver course content in the intended manner, Clear speaking voice, engage the student to administer affective educational opportunities
Apply appropriate terminology, concepts, principles.	Excellent Application in appropriate terminology, concepts, principles.	Very Good Application in appropriate terminology, concepts, principles.	Good Application in appropriate terminology, concepts, principles.	Needs Improvement Application in appropriate terminology, concepts, principles.	Inadequate Application in appropriate terminology, concepts, principles.
Writing style and English grammar and usage, and application of APA style	The research paper is exceptionally well written exhibiting flawless English grammar and usage plus excellent application of APA style	The research paper is very well written exhibiting excellent English grammar and usage plus excellent application of APA style	The research paper is well - written exhibiting acceptable English grammar and usage and acceptable application of APA style	The research paper demonstrates acceptable English grammar and usage and acceptable application of APA style	The research paper does not demonstrate acceptable English grammar and usage nor acceptable application of APA style