Course Description

Introduces the basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavioral change throughout the emergency services.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Identify the 16 life safety initiatives.
2. Explain concepts of risk management and mitigation as it pertains to emergency services, including strategic and tactical decision-making and planning responsibilities.
3. Define the need for cultural and behavioral change within emergency services, related to safety.
4. Explain the need for enhancements of personal and organizational accountability for health and safety.
5. Illustrate how technological advancements produce higher levels of emergency service safety and survival.
6. Explain the vital role of local departments in national research and data collection systems.
7. Describe the importance of public education as a resource to life safety programs.
8. Discuss the importance of standards in design of apparatus and equipment, including personal protective equipment and enforcement of codes.
9. Adopt standardized policies for responding to emergency scenes.
10. Identify support services for emergency services personnel.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook. Chapter presentations are provided in each unit study guide as Suggested Reading to aid students in their course of study. Suggested Readings are listed in Units I-IV and VII study guides. Students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material.
4. **Unit Assessments**: This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of multiple-choice questions and written response questions.
5. **Case Studies**: Students are required to submit for grading Case Studies in Units II, III, VI, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit II, III, VI, and VIII Assignments. Specific information about accessing these rubrics is provided below.
6. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
7. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**Case Studies**

An effective method for learning about fire and emergency services safety and survival is to review and analyze case studies. Case study assignments give students the opportunity to relate concepts to practical situations. Case studies also require students to use analytical and problem solving skills to examine what has happened and why it has happened. A case study is not just the recount of the issues and problems; it is also the detailing of solutions and recommendations to fix the problems. This is where you demonstrate your knowledge of the theory in your course and your ability to relate it to practical situations.

**Instructions for Case Studies II, III, and VI**

In your responses, please identify the following:

- **Major issues**: Identify the major problems including their causes in this section, so you can identify appropriate solutions later.
- **Potential solutions**: This section evaluates potential solutions for the identified key problems. Often there is more than one solution, so it is useful to evaluate each solution in terms of its advantages and disadvantages. This will also assist in determining your recommendations.
- **Recommendations**: This section should outline your recommendations based upon the given solutions for each of the identified problems.

Your assignment should meet the following guidelines:

- A minimum of 400 words
- Formatted using APA Style
- Use your own words and include citations for other articles as needed to avoid plagiarism.

**Unit II Case Study**

The Scenario:

*Several companies were working at a structure fire in an abandoned building on a summer morning. Although fire on the main floor had been suppressed, there was still active fire in the attic. As one of the crews was beginning to pull the ceiling down to get to the fire, the building collapsed, trapping six firefighters from different crews. Even with the poor visibility, nobody called a mayday. Regretfully, all of the firefighters did not make it out.*

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit III Case Study

The Scenario:

Two firefighters were en route to a preplan, standing on top of the turntable (ladder truck). As the company approached a railroad bridge, both had to duck to avoid the top of the bridge. Although an engine company crew following directly behind the ladder witnessed the behavior they decided to take no action. However, an off-duty firefighter was driving on the same street and happened to pass by as these firefighters had to duck down. He called the fire chief to report the problem. The fire department had a written SOG/SOP requiring all personnel to ride in the cab and wear seat belts whenever the engine was in motion. Every member working that day failed to take any action and speak up conveying any concerns despite witnessing the improper behavior.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Case Study

The Scenario:

During shift change, a spare composite SCBA bottle came out of the compartment and hit the floor. The main valve assembly of the tank broke off completely sending the bottle off across the floor spinning and it hit another firefighter, severely injuring him. It eventually wedged itself against a vehicle’s tires until the air finished spewing out. Upon investigation, it was discovered that the cylinder involved was actually a 2216 psi cylinder. This cylinder is carbon wrapped and looks almost identical to the fire department’s 3000 psi cylinders. At some point prior to this incident, the cylinder had been filled to 3000 psi, which did not leave much room for pressure fluctuations. The burst disc for the 2216 psi cylinders was set at 3360 psi. It was quite obvious that the disc had, indeed, burst.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Case Study

In previous units you were given a scenario and asked to demonstrate your knowledge of the concepts in this course and your ability to relate the concepts to practical situations. For your final Case Study you will need to locate your own fire and emergency services scenario and relate at least one of the Unit VIII concepts to a practical situation.

The scenario you choose to use will need to relate to one of the following:

- The importance of public education as a critical component of life safety programs.
- The importance of fire sprinklers and code enforcement.
- The importance of safety in the design of apparatus and equipment.

Below are resources for locating fire and emergency services reports:

- NIOSH Fire Fighter Fatality Investigation and Prevention Program
- National Fire Incident Reporting System

In your response, please identify the following:

- The Scenario: You can paraphrase the scenario or you may include the entire report in your paper; either way, make sure to use proper citation.
- Major issues: Identify the major problems including their causes in this section, so you can identify appropriate solutions later.
- Potential solutions: This section evaluates potential solutions for the identified key problems. Often there is more than one solution, so it is useful to evaluate each solution in terms of its advantages and disadvantages. This will also assist in determining your recommendations.
- Recommendations: This section should outline your recommendations based upon the given solutions for each of the identified problems.
- Reference page in APA format
Your assignment should meet the following guidelines:

- A minimum of 600 words
- Formatted using APA Style
- Include citations for other articles as needed to avoid plagiarism

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums](#).
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to e-mail your professor. Responses to your post will be addressed or e-mailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit Assessments (8 @ 7%)</td>
<td>= 56%</td>
</tr>
<tr>
<td>Case Studies (4 @ 11%)</td>
<td>= 44%</td>
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<tr>
<td><strong>Total</strong></td>
<td>= 100%</td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

## Course Schedule

### Unit I  Emergency Services Culture and Personal and Organizational Accountability

<table>
<thead>
<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
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</thead>
<tbody>
<tr>
<td>Read:</td>
<td>Chapter 1: Fire and Emergency Services Culture</td>
</tr>
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<td></td>
<td>Chapter 2: Personal and Organizational Accountability</td>
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<td>Suggested Reading: See Study Guide</td>
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<td>Submit:</td>
<td>Assessment</td>
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### Unit II  Risk Management

<table>
<thead>
<tr>
<th>Review:</th>
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<tr>
<td>Read:</td>
<td>Chapter 3: Risk Management</td>
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<td></td>
<td>Suggested Reading: See Study Guide</td>
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<td>Submit:</td>
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<td></td>
<td>Case Study</td>
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### Unit III  Unsafe Practices

<table>
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<tr>
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<tr>
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<td>Chapter 4: Unsafe Practices</td>
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<td>Case Study</td>
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Notes/Goals:
### Unit IV: Professional Development and Medical, Fitness, Rehab, and Performance Standards in Fire and Emergency Services

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 5: Professional Development
- [ ] Chapter 6: Medical, Fitness, Rehab, and Performance Standards
- [ ] **Suggested Reading:** See Study Guide

**Submit:**
- [ ] Assessment

**Notes/Goals:**

### Unit V: Research and Emerging Technologies

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 7: Data Collection and Research
- [ ] Chapter 8: Emerging Technologies
- [ ] **Suggested Reading:** See Study Guide

**Submit:**
- [ ] Assessment

**Notes/Goals:**

### Unit VI: Fatality and Injury Investigations, and Grant Programs

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 9: Fatality and Injury Investigation
- [ ] Chapter 10: Grant Programs
- [ ] **Suggested Reading:** See Study Guide

**Submit:**
- [ ] Assessment
- [ ] Case Study

**Notes/Goals:**

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FIR 2302, Principles of Fire and Emergency Services Safety and Survival
<table>
<thead>
<tr>
<th>Unit VII</th>
<th>Emergency Response and Occupational Behavioral Health in the Emergency Services</th>
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<tr>
<td>Review:</td>
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<td>□ Chapter 11: Emergency Response</td>
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<td>□ Chapter 12: Occupational Behavioral Health in the Emergency Services</td>
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<th>Public Education, Code Enforcement, and Safety in the Design of Apparatus and Equipment</th>
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<td>□ Chapter 14: Emergency Response Vehicles and Equipment</td>
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