Chapter 5
Professional Development
FIGURE 5.1 Professional development provides the knowledge, skills, and abilities in helping prevent firefighter line-of-duty deaths. 

*Courtesy of Martin Grube*
FIGURE 5.2 Professional development is a career-long process. * Courtesy of Martin Grube*
Professional Development

• Emergency response is a dangerous business.
• Military doctrine is fight like we train.
• Knowledge and awareness are essential.
• Firefighters must accept a personal safety obligation.
Professional Development

- No glory in dying in the line-of-duty.
- Training and education can help problem of LODD.
- Mechanisms exist for training and education.
- Encourage standardized systems for professional qualification standards.
Professional Development

- Existing training system provides opportunities to obtain knowledge, skills and abilities.
Origins and History of Fire and Emergency Service Training

• Professional
  – Person engaged in one of the learned professions who conforms to the technical or ethical standards.
Origins and History of Fire and Emergency Service Training

• Origins of firefighting
  – First institutionalized in 64 A.D.
  – Firefighting was a hobby for 2000 years
  – Most initial American concepts of firefighting traced back to Europe.
Origins and History of Fire and Emergency Service Training

• Influence of industrialization and James Braidwood on the fire service
  – Edinborough, Scotland and London Fire Brigade
  – As world became more structured, so did the fire service.
  – Original firefighters were selected from tradesmen.
Origins and History of Fire and Emergency Service Training

- Influence of industrialization and James Braidwood on the fire service
  - Strict age criteria
  - Original fire chiefs saw physical fitness as an essential part of the job.
Origins and History of Fire and Emergency Service Training

- Influence of Sir Massey-Shaw on fire service training
  - Appointed Chief of London Fire Brigade 1873
  - Expanded on Braidwood’s requirements for entry to the fire service
  - Focused on seamen and military as fire recruits because they were accustomed to working under stressful situations.
Origins and History of Fire and Emergency Service Training

• Influence of Sir Massey-Shaw on fire service training
  – Required a basic training program for new recruits
  – Published the first firefighter textbook in 1876
  – London fire brigade moved from a partially volunteer to full-time paid firefighters
Origins and History of Fire and Emergency Service Training

• Influence of Sir Massey-Shaw on fire service training
  – Established first fire training academy
  – Believed concept of training to replace sheer bravery
Origins and History of Fire and Emergency Service Training

• Creation of paid fire departments in the United States
  – First created at time of Civil War
  – Motivating factors was technological advancements
    • Steam pumper
FIGURE 5.3 The Nashville Fire Department's A. A. Rozetta steam engine with driver Charlie Goodwin and officers Henry McKinney and Luther Boner. Courtesy of George Russell, Nashville Fire Department.
Origins and History of Fire and Emergency Service Training

• Recruits academies began to emerge around the United States
  – Still no standard by which to train firefighters
• Over 50 years there were improvements in technology
  – Automatic sprinklers
  – Fire alarm systems
Origins and History of Fire and Emergency Service Training

• Several catastrophic fires during this time
  – Great Chicago Fires
  – Peshtigo, Wisconsin wildland fire
    • Great loss of life
Creation of Trade Analysis for Fire Service Occupation

- Ralph Scott offered opinion that there should be a set of published standards for firefighting.
- LAFD developed document called, “The Trade Analysis of Fire Engineering.”
  - Identified set of specialized skills-based firefighting textbooks.
Creation of Trade Analysis for Fire Service Occupation

• Trade analysis was adopted by the federal government.
  – Became a regular reference material
  – IFSTA began to publish a diverse number of textbooks.
FIGURE 5.4 One of the many skills included in firefighter training standards.

*Courtesy of Martin Grube*
Origins of Fire Service Certification

- Role of the Wingspread Conference
  - 1966 Brainstorming session about future of the fire service
    - Continued to meet every 10 years to monitor accomplishments
    - Very first meeting identified needed improvement in fire service training and education.
Origins of Fire Service Certification

• Role of the Wingspread Conference
  – Wingspread statements, a series of visionary declarations
    • “Professional status begins with education”
    • “The scope, degree and depth of educational requirements for efficient functioning of the fire service must be examined.”
Origins of Fire Service Certification

• A profession
  – Should rest upon a systematic body of knowledge of substantial intellectual content and on the development of personal skill in the application of this knowledge to specific issues.
Origins of Fire Service Certification

• A profession
  – Must set up standards of professional conduct which take precedence over the goal of personal gain
  – Should have an association of members, among whose functions are the enforcement of standards, the advancement and dissemination of knowledge.
Origins of Fire Service Certification

• A profession
  – Should prescribe ways – controlled in some degree by the members of the professional association – of entering the profession by meeting certain minimum standards of training and competence.

• Wingspread conference in 2006 participants encouraged acceptance of universal credentialing and higher education.
FIGURE 5.5 IAFF Fire Ground Survival Training. Courtesy of Travis Ford, Nashville Fire Department
Origins of Fire Service Certification

• Role of the IAFF in creating recruiting and training standards
  – 1966 resolution 111-1966
    • Called for setting up standards for recruiting and training
    • Staff instructed to prepare recruiting and training program and recommend higher education
Origins of Fire Service Certification

• Defining the terms
  – Professional standards essential to establishing competency
  – There are levels to provide recognition of professional competence.
• Credentialing
  – Process of formal recognition and or technical competency and performance evaluation
Origins of Fire Service Certification

• Defining the terms
  – There are levels to provide recognition of professional competence.
  • Credentialing
    – Process of formal recognition and or technical competency and performance evaluation
  • Peer review
    – Verifies and individual by investigation and observation defines scope of practice
Origins of Fire Service Certification

• Critical aspects of protecting integrity of our training system is training, certification and credentialing of instructors.
  – No single approach of instructor credentialing
Origins of Fire Service Certification

• Credentialing
  – Critical aspects of protecting integrity of our training system is training, certification and credentialing of instructors.
• Two elements are fairly consistent
  – Use of a standard for qualified instructors
  – A mechanism to provide recognition to an individual.
Origins of Fire Service Certification

- Credentialing instructors is important for accountability.
Dive rescue is a certification that requires an individual to be recertified. Courtesy of Walter Demonbreun, Jr.
Origins of Fire Service Certification

• Certification
  – Confirmation of certain characteristics of a person
  – Often achieved after some form of external review, education or assessment by a third party.
  – Most common linked to a specific occupation
  – Certified as being able to competently complete a job or task.
Origins of Fire Service Certification

- Critical aspect of firefighter safety.
- Two general types of certification
  - Those valid for a lifetime
  - Those requiring periodic recertification
Origins of Fire Service Certification

- Levels of certification may reflect levels of competency
- Certification does not refer to legally being able to practice.
Origins of Fire Service Certification

• Licensure
  – Refers to granting of a license
  – Issued to regulate activities deemed dangerous or a threat, requires highly specialized skill
  – Conducted as part of a state’s legal authority
  – Common in EMS
  – One of the best reasons for licensure is to ensure the public will not be harmed by the incompetence of practitioners.
Origins of Fire Service Certification

• Professional Recognition
  – Recent addition to the pedigree of career development
  – Based on examination of life experience
  – Includes both certification or licensure
  – Based on notion of providing a capstone to training and education system for a person serving in top management.
Origins of Fire Service Certification

FIGURE 5.8 Organizations that are accredited have the ability to certify firefighters. *Courtesy of Martin Grube*
Origins of Fire Service Certification

• Accreditation
  – Official third party authorization to or approval of a process of delivering programs
  – Form of recognition organization is conforming to a specific standard
  – When organizations are accredited they have the ability to certify results.
  – An accredited organization has been authorized by another organization to deliver training programs.
Origins of Fire Service Certification

- Fire service accreditation organizations
  - IFSAC
  - Six regional bodies of accredited colleges
Origins of Fire Service Certification

• All five terms adopted by fire service to recognize various levels of achievement.
Gaining Recognition of Professional Qualification

- Certain barriers or achieve certain status before gaining recognition as a professional.
Gaining Recognition of Professional Qualification

• Birth of the National Professional Qualification System
  – Numerous efforts to maintain a sense of national uniformity in professional qualification standards
  – Efforts included a creation of organizations such as Joint Council of Fire Service Organizations
Gaining Recognition of Professional Qualification

- 1972 Joint Council of Fire Service Organizations founded the National Professional Qualification System
  - Soon called Pro Board
  - Established to oversee formalized process of getting professional qualification standards.
Gaining Recognition of Professional Qualification

• Professional had not been used describing fire and emergency service until that time.

• Pro Board asked NFA to create a set of professional qualification standards through its technical committee process.
Gaining Recognition of Professional Qualification

- NFPA 1001 and other professional qualification standards
  - Consensus process resulted in the first contemporary fire service professional qualification standard in 1974.
  - NFPA 1001 *Standard for Fire Fighter Professional Qualifications*
  - Deal directly and indirectly with firefighter safety and survival.
Gaining Recognition of Professional Qualification

• Participation in the standards making process
  – Group of focused individuals working together can make a difference.
  – Requires participation to keep it relevant and viable.
  – Review standards and submit recommendations through participative process to make sure external influences do not weaken standards process.
Gaining Recognition of Professional Qualification

• International Fire Service Accreditation Congress
  – Played a major role in training, education, certification, and credentialing.
  – Established in 1990s
  – Accredits fire and emergency service training systems and higher education institutions.
Gaining Recognition of Professional Qualification

• State training systems use both IFSAC and Pro Board
  – Do not publish standards or deliver courses
  – Conduct assessments and provide third party validation to delivery systems.
Gaining Recognition of Professional Qualification

- Need for changes in standards to assure firefighter safety
  - Standards need to stay current
  - Certification needs to be kept matched to safety requirements.
- Haz-mat requirements constantly evolving
Gaining Recognition of Professional Qualification

- Colleges and universities
  - Debate on professionalism has not been resolved by creation of credentialing system.
  - Debate continued based on aspect of achieving a high level of competency.
- Colleges and universities
Gaining Recognition of Professional Qualification

- Factors have motivated colleges and universities to become more engaged in training and education
  - GI Benefit Program
  - Development of Recruit Academies linked with colleges and universities provided a natural channel.
Gaining Recognition of Professional Qualification

• Upper division and graduate level programs for fire and emergency service are continuing to expand.
Fire and Emergency Services Higher Education

- USFA and NFA recognized that colleges and state training systems are critical elements of professional education.
- FESHE working collaboratively with schools to encourage
  - National model for an integrated, competency based system of fire and emergency services professional development
FIGURE 5.10 The FESHE program mark represents the ideal that within the ivory towers of higher education, firefighters and fire officers, armed with the knowledge and a college degree, can reduce the human and economic impact of fires on their communities.
Fire and Emergency Services Higher Education

- FESHE working collaboratively with schools to encourage:
  - National model for an integrated system of higher education
  - Prepare the nation for all hazards by developing well-trained and academically educated fire and emergency service responders.
Fire and Emergency Services Higher Education

• By the end of 2009 there were 15 fire service courses developed at the associates and bachelors degree level.
  – Included a theoretical core for all fire related associate programs.
State Professional Development Collaboration

- Fifty professional development systems in fire and emergency service.
  - Cooperation varies between them.
State Professional Development Collaboration

• State Professional Development Collaboration
  – Agreeing to standard documentation that each entity will accept for appropriate credit can be done by seeking partnerships.
    • Seeks ways to award college credit
    • Seek partnerships with state training to included colleges and universities as part of certification system
State Professional Development Collaboration

- Coordination designed to build transition from certification environment which is skills based and education environment which is knowledge based.
Fire and Emergency Service Trends and Patterns

- Training and education has been voluntary
- Trend and pattern is to continue to raise bar on setting minimum requirements.
- Society has recognized need for minimum standards.
Fire and Emergency Service Trends and Patterns

• Emergency medical services
  – Increased emphasis on level of emergency medical services
  – Transition not as seamless as one would think.
  – Some believed firefighters did not have the knowledge skills abilities to deliver medical care.
Fire and Emergency Service Trends and Patterns

• Hazardous materials
  – Fire Service always confronted with problems associated with Haz-Mat
  – There has been a growing recognition that specialists need to be better qualified.
  • Need increased training
FIGURE 5.11 Firefighters working with both EMS and life flight nurses. 
*Courtesy of Martin Grube*
FIGURE 5.9a Hazardous materials response and water rescue have increased the level of training and education needed to operate safely, effectively, and efficiently on the scene.

(a) Courtesy of Buddy Byers, District Chief, Nashville Fire Department
FIGURE 5.12 Only qualified personnel can perform certain hazardous materials tasks on the emergency scene. 
*Courtesy of Travis Ford, Nashville Fire Department*
Fire and Emergency Service Trends and Patterns

• Hazardous materials
  – Recognizes different levels of response
    • Awareness
    • Operations
    • Technician
    • Specialization
Fire and Emergency Service Trends and Patterns

• Other high-risk specialties
  – Emergency vehicle operators
  – Confined space rescue
  – Various other technical rescue specialties
FIGURE 5.13a Certification is required in high-risk areas such as technical rescue and fireboat operations, to help firefighters perform safely, effectively, and efficiently. (a) Courtesy of Martin Grube
FIGURE 5.14b Plan reviewers, fire inspectors, and fire investigators all contribute significantly to firefighter safety.

(b) Courtesy of Eric Melcher, Photographer, Volunteer State University
Fire and Emergency Service Trends and Patterns

• Fire prevention qualification systems
  – Increased emphasis on fire prevention qualifications
  – Increase complex fire code enforcement
  – International Code Council and NFPA have created certification systems for fire inspectors
  – Can be argued that plan reviewers and fire inspectors help create safer building to enhance firefighter safety and survival.
Fire and Emergency Service Trends and Patterns

- Qualification systems for supervisors
  - Minimum qualifications to supervise.
    - NIMS is an example that supervisors need special training in incident management.
    - Series of lessons learned from major fires has resulted in fire and emergency service now recognizing need to establish minimum qualifications for supervisors.
Fire and Emergency Service Trends and Patterns

• Human resources decisions
  – Human Resources departments are responsible for implementing requirements for training and education.
  – Availability of certification courses has increased.
  – Some have included minimum training requirements has prerequisites for promotion
FIGURE 5.15 Acquiring continuing education requires that a certain set of skills be demonstrated. 

*Courtesy of Dave Brasells*
Fire and Emergency Service Trends and Patterns

- Human resources decisions
  - Commitment to certification has led many departments to provide career development guides to aid and develop succession plans.
Fire and Emergency Service Trends and Patterns

• Two professional development programs
  – NFA Executive Fire Officer Program (EFO)
    • Executive development
    • Executive Analysis of Community Risk Reduction
    • Executive Analysis of Fire Service Operations and Emergency Management
    • Executive Leadership
Fire and Emergency Service Trends and Patterns

- Chief fire officer
  - Center for Public Safety Excellence
  - Specifies minimum eligibility requirements
Fire and Emergency Service Trends and Patterns

• Human resources decisions
  – Job Requirements
    • Comprehensive training and education systems tended to adopt minimum job requirements.
  – Educational Incentive Program
    • Financial reward for maintaining credentials
Fire and Emergency Service Trends and Patterns

- Human resources decisions
  - Continuing Education Unit
    - Incentive programs can include requirements for a specific number of CEUs.
Individual Commitment to the Training and Education Process

• Fire and emergency service is well respected
  – Not necessarily because of training and education
  – Recognized because it's a dangerous job.
  – Professionalism requires a commitment on the part of all decision makers in the fire and emergency service.
Individual Commitment to the Training and Education Process

• Fire and emergency service is well respected
  – Some disagree with need for professional credentials
    • Do not believe standards are for them.
  – Department with high percentage of commitment to setting standards will be more credible.
Individual Commitment to the Training and Education Process

• Impact of technology
  – Expanded knowledge base has demanded increase in training and education.
    • Textbooks published
    • Computer delivery systems
    • Distance education
FIGURE 5.16 Every firefighter needs a professional development plan throughout his or her entire career to remain competent.

Courtesy of Martin Grube
Looking to the Future

• Trends are not likely to reverse themselves
• Increased level of intensity for meeting standards
• Increasing demand on fire and emergency service will definitely increase need for properly trained, equipped and educated fire service.
Chapter 5 Summary

• Individual and departmental commitment was required to get us to where we are today.
• Amount of commitment in the future by both leaders and labor in the fire and emergency service needs to be equally intensive.
• Every year a department must make choices regarding its priorities.
Chapter 5 Summary

• Maintaining training and educational competency during tough budget times is not easy.
• It is the role of the fire chief to constantly be assessing the skill set of the department.
Chapter 5 Summary

- Fire departments should maintain the integrity of the training and educational system for certification and qualification.
- Not uncommon for the first casualty of a budget battle to be a training system.
THE SCENE:
A structure fire that began as a car fire inside an attached garage extended through the wall to a truss roof. Command directed a firefighter to check out the roof for ventilation.
Case Study

• THE SCENE:
  The firefighter climbed a ladder and reported that the roof had self-ventilated. The Incident Commander still ordered the firefighter to cut a ventilation hole anyway. A fire crew was already inside the structure as well but did not know that fire was already through the roof.
Case Study

THE SCENE:
The ventilation group prepared to ventilate the roof by bringing up the roof ladder. After taking a couple of steps onto the roof, one of the firefighters fell through the roof, up to his chest.
Case Study

• THE SCENE:
  The firefighter was pulled out and went back down to report to command. The Incident Commander of this department was not a Firefighter I, II, or trained officer, but held a chief title, anyways. The chief did not immediately order the evacuation of the building despite suggestions made by other trained and educated firefighters on the scene.
Things to Consider

1. Proper training and education can make a difference when conducting fireground operations.
2. Maintaining competence through proper training and education should be a priority.
Things to Consider

3. The fire chief should be the one responsible for assessing the knowledge, skills, and abilities of the department.

Other considerations?